



National Council of Supervisors of Mathematics
mathedleadership.org

**Charting a Course to
Mathematics Leadership**
42nd NCSM Annual Conference
April 19–21, 2010

Registration

Registration takes place in the Elizabeth Foyer at the following times:

Sunday, April 18 – 2:00 PM to 6:00 PM
Monday, April 19 – 6:45 AM to 5:00 PM
Tuesday, April 20 – 6:45 AM to 12:15 PM
2:15 PM to 5:00 PM
Wednesday, April 21 – 7:30 AM to 10:30 AM

Sponsor Display Area

Visit elite NCSM Sponsor Partners in Elizabeth CDE during the following times:

Monday, April 19 – 11:00 AM to 5:00 PM
Tuesday, April 20 – 8:30 AM to 12:15 PM
2:15 PM to 4:00 PM

NCSM Business Meeting

The NCSM Business Meeting will be held on **Tuesday, April 20, 2:45 PM – 3:45 PM** in Molly AB. All members are invited and encouraged to attend and learn about the State of the Organization.

Caucuses

Caucuses for NCSM regions, international attendees, and past presidents will be held **Tuesday afternoon, April 20, 4:00 to 5:30 PM**. Details and a full schedule of caucuses are found on page 53.

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President's Message

Welcome to 42nd NCSM Annual Conference in beautiful San Diego California.

As mathematics education leaders, it is our responsibility to continuously work to improve our own professional practice so that we can better support and lead others. Our 42nd Annual Conference—Charting a Course to Mathematics Leadership—is designed to provide you with a rich professional development experience that meets your personal leadership needs. Our conference is a shared learning and leading experience designed to motivate, educate, and inspire us as mathematics leaders to chart our personal course towards the ultimate destination of high quality professional practice for all adults we lead that results in high levels of achievement for all students.

This year's conference features an exciting mix of over 200 sessions by a variety of speakers—individuals from outside of mathematics education as well as mathematics education leaders; first-time speakers, veterans, and perennial favorites—who will address current issues related to equity and access as well as leadership of curriculum, teaching and learning, and assessment, including both NCTM's new high school mathematics curricular recommendations and the Common Core State Standards Initiative of the National Governors Association and Council of Chief State School Officers. Putting PRIME into Practice sessions highlight how leaders have used the NCSM PRIME Leadership Framework as a tool at the school, district, and state levels to change adult practices and increase student achievement.

New this year is our Developing Coaches—Developing Teachers strand, designed to meet the leadership needs of mathematics coaches and those responsible for supporting coaches and developing coaching programs. Our Monday program features a cluster of sessions of special interest to administrators at all levels, and our Wednesday

program features sessions of special interest to emerging mathematics education leaders.

Our Conference also provides a unique opportunity to network with national and international colleagues around issues of mathematics education leadership. Be sure to take advantage of scheduled networking opportunities, such as the Caucuses and Special Interest Group sessions, as well as the informal opportunities throughout the conference.

Many thanks to hundreds of NCSM members who have offered their time to ensure the Annual Conference is a valuable professional learning experience, including speakers, program reviewers, and on-site volunteers. I especially want to recognize Cathy Carroll, Linda Fulmore, Sandie Gilliam, Sara Munshin, Janet Falkowski, and Lynn Raith who have voluntarily dedicated countless hours to make this conference a valuable experience for each of you. Thanks also to NCSM staff members who support the work of the NCSM Board—Terri Belcher, Dorothy Shadrick, and Danette Garlock. Please take time to visit and thank our Sponsor Partners for their support of this Annual Conference and other NCSM activities.

Enjoy this opportunity to continue your professional learning with national and international mathematics education leaders. Have a wonderful conference!

Diane J. Briars
NCSM President

Welcome to San Diego and the 42nd NCSM Annual Conference

We are glad you have joined us for the 42nd NCSM Annual Conference. These three days promise to be an exciting learning experience, offering you an opportunity to take advantage of over 180 sessions and events including:

- Monday morning's Opening Session with Diane J. Briars, NCSM President; Terri Belcher, NCSM Executive Director; and Linda Fulmore, Program Chair. Welcoming remarks will be provided by Dr. Nancy Giberson, Assistant Superintendent, San Diego County Office of Education
- Keynote Address by Mike Schmoker, a leading educational researcher, author, and advocate for educational excellence
- Twelve Major Sessions featuring renowned speakers on a variety of key topics of interest to mathematics educational leaders
- A new strand for 2010—Developing Coaches, Developing Teachers
- A lineup of special focus sessions of interest to school administrators on Monday and to emerging leaders on Wednesday
- NCSM Business Meeting on Tuesday, April 20, 2010, 2:45 PM – 3:45 PM, Molly AB

- Tuesday afternoon Caucuses and Wednesday afternoon Special Interest Group Meetings
- Elite Sponsor Displays on Monday and Tuesday
- Sponsor Showcases on Monday, Tuesday, and Wednesday
- Technology Showcases on Monday and Tuesday
- Sponsored breakfasts, lunches, and reception

The conference committee is grateful to all those whose interest and efforts help to make the conference a rewarding experience for all those in attendance:

- Those who submitted proposals to speak—for your willingness to share your ideas and experience with your colleagues
- Program Proposal Reviewers—for your time and efforts in carefully reviewing the many proposals that were submitted for the program
- On-Site Program Committee—for supporting our speakers and taking care of their on-site needs
- Local Support Committee—for helping to ensure a smooth-running conference
- NCTM and Manchester Grand Hyatt Conference Services—for supporting logistics and on-site needs



Cathy Carroll,
Conference Coordinator,
San Mateo, CA



Linda Fulmore,
Program Chair,
Cave Creek, AZ



Sandie Gilliam, Volunteer
Recruitment & Management
Chair, Colorado Springs, CO



Diane J. Briars, President,
Pittsburgh, PA



Janet R. Falkowski,
Sponsor Liaison,
Pittsburgh, PA



Lynn Raith,
Sponsor Liaison,
Pittsburgh, PA



Sara Munshin,
Local Support Chair,
Los Angeles, CA



Danette Garlock,
Conference & Event
Services Manager,
Denver, CO



Terri K. Belcher,
Executive Director,
Berkeley, CA

2010 Program Proposal Reviewers

Linda Fulmore, Program Chair

Comfort Akwaji-Anderson Iowa City, IA	Susana Davidenko Jamesville, NY	Charlene Marchese Livingston, NJ	Sherry Stokes Olympia Fields, IL
Cheryl Avalos Hacienda Heights, CA	Sandie Gilliam Colorado Springs, CO	Lois Moseley Houston, TX	Mona Toncheff Phoenix, AZ
Jim Barta Salt Lake City, UT	Fred Gross Newton, MA	Sara Munshin Los Angeles, CA	Fern Tribbey Northbrook, IL
Susan Beal Chicago, IL	Mike Hall Jonesboro, AR	Karen Norwood Raleigh, NC	Denise Walston Norfolk, VA
Nadine Bezuk Poway, CA	Dawn Jenkins Pleasant Garden, NC	Marianne O'Connor Pittsburgh, PA	Susan Weiss Brookline, MA
Nancy Bunt Homestead, PA	Doyt Jones Philadelphia, PA	Marge Scieska Greenville, SC	Colleen Williamson Pittsburgh, PA
Marcelline Carr Little Rock, AR	Norma Jost Austin, TX	Fredrick Silverman Greely, CO	
Ralph Connelly Fonthill, ON	Steve Klass San Diego, CA	Peg Smith Pittsburgh, PA	

2010 On-Site Program Committee

Comfort Akwaji-Anderson Iowa City, IA	Nadine Bezuk Poway, CA	Norma Jost Austin, TX	Sherry Stokes Olympia Fields, IL
Cheryl Avalos Hacienda Heights, CA	Nancy Bunt Homestead, PA	Steve Klass San Diego, CA	Mona Toncheff Phoenix, AZ
Jim Barta Salt Lake City, UT	Marcelline Carr Little Rock, AR	Donna Simpson Leak Chicago, IL	Fern Tribbey Northbrook, IL
Susan Beal Chicago, IL	Ralph Connelly Fonthill, ON	Charlene Marchese Livingston, NJ	Denise Walston Norfolk, VA
Jennifer Bednarczyk Monee, IL	Carol Edwards Chandler, AZ	Chadd McGlone Chapel Hill, NC	Colleen Williamson Pittsburgh, PA
	Valerie Elswick Cape Coral, FL	Marianne O'Connor Pittsburgh, PA	

2010 Local Support Committee

Sara Munshin, Chair, Los Angeles, CA

Cheryl Avalos Hacienda Heights, CA	Diane Kinch Claremont, CA	Jeannie Toshima South Pasadena, CA
Nancy Dricky McMinnville, OR	Patty Sandoz LaGrande, OR	

Program Overview

Strands

1. **Charting a Course to Equity and Access** – Addresses issues regarding helping teachers develop the knowledge and skills necessary to ensure access to meaningful mathematics and mathematics learning for every student.
2. **Charting a Course to Curriculum Leadership** – Focuses on leaders' work of develop teachers' knowledge and skills necessary to ensure relevant and meaningful mathematics in every lesson.
3. **Charting a Course to Teaching and Learning Leadership** – Addresses the knowledge and skills necessary to ensure high quality mathematics instruction that meets the needs of every student, every day.
4. **Charting a Course to Assessment Leadership** – Addresses monitoring of student learning and adjustment of teacher instruction for every student on a daily basis.
5. **Putting PRIME into Practice** – Focuses on NCSM's PRIME Leadership Framework. This document outlines adult leadership actions that ensure success for every leader, every teacher and every student.
6. **Developing Coaches – Developing Teachers** – Provides models to support and encourage teachers for education reform in enhancing mathematics teaching and learning in their classrooms.

Session Types

- *Opening Session with Keynote Address*
- *NCSM Business Meeting*
- *NCSM 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, Tuesday, and Wednesday, 60 minutes each
- *Technology Showcases*—Monday and Tuesday, 60 minutes each
- *Special Interest Group Meetings*—Wednesday afternoon, 75 minutes

General Information

Emergency Information

Call 911 for any medical emergencies.

Fire Code

Fire code regulations apply to all conference session rooms. Sessions will be closed when seating capacity is reached. Regulations require that there is no standing, no sitting on the floor, and no moving of chairs from another room. We appreciate your cooperation in this matter.

Non-Smoking Policy

The NCSM Conference is a non-smoking event. Those who wish to smoke must do so outside the building in designated smoking areas.

Conference Badges and Bags

NCSM Conference name badges must be worn by attendees for admittance to conference sessions, meal functions, and the sponsor display area. Your conference badge also provides you admittance to the NCTM Bookstore on Wednesday.

One NCSM Conference bag is given to each registered participant who has an exchange ticket for the bag, as long as supplies last. Replacement bags and extra bags will not be distributed at the conference.

Conference Planner

A conference planner, located on page 98, is for your use in choosing a schedule of sessions and events to attend. Because all rooms have a limited seating capacity, it is suggested that you select at least one alternate session for each time slot in case your first choice is full.

Tips for a Successful Conference

If this is your first NCSM Conference, be sure to attend the First Timer's Session on Monday morning

- Become familiar with the locations of the session rooms and other conference venues
- Use the Conference Planner (page 98) to outline your daily schedule
- Be sure to select alternate session in each time slot in case your first choice is full
- Network with colleagues and share experiences about the different sessions you attend
- Turn off cell phones during sessions and functions
- Visit the Sponsor Display Area in Elizabeth CDE on Monday or Tuesday
- Attend the Sponsor Showcases and Technology Showcases to learn about the latest educational products

Session Changes

The listings in this program book represent the latest conference information (as of publication date) and supersede all previously printed information. Be sure to also check the Program Supplement included in your conference bag for any last-minute revisions. 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. As per fire marshal orders, only those seated in chairs will be allowed to remain in the meeting rooms. Seating at all sessions is on a first-come-first-served basis.

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 as well as 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 20, 2010, from 2:45 PM to 3:45 PM in Molly AB.

Caucuses

The Caucuses are perfect opportunities for all conference attendees to network, collaborate, and communicate within each NCSM region. During the sessions, participants will:

- Identify and discuss national issues
- Enhance leadership capacity
- Share information on opportunities for professional development for math leaders
- Promote networking among members
- Provide avenues for personal leadership in NCSM

Caucuses are for all national and international NCSM attendees and past presidents. The sessions will be held Tuesday afternoon, April 20, 4:00 PM – 5:30 PM. See page 53 for the full schedule.

Refreshments will be served and door prizes will be drawn at each caucus.

Commercial Sessions

The conference program includes two types of commercial sessions. See the daily schedule for details about each of the sessions.

- **Sponsor Showcases** are provided by NCSM elite sponsor partners to share information about their products.
- **Technology Showcases** focus on the latest products related to the use of technology.

Sponsor Display Area

The Sponsor Display Area has become an integral part of the educational services NCSM provides conference attendees. Attendees can examine current resources, explore trends and practices, review products and services and engage in discussion with NCSM's elite sponsor partners. Be sure to make time in your schedule to visit the NCSM Sponsor Display Area in Elizabeth CDE. Wear your conference name badge to gain entrance.

Hours:

Monday, April 19	11:00 AM – 5:00 PM
Tuesday, April 20	8:30 AM – 12:15 PM 2:15 PM – 4:00 PM

NCSM Annual Conference Sponsor Partners

Many sponsors generously support NCSM and its membership throughout the year. Acknowledgement of all NCSM sponsor partners for their contributions can be found starting on page 83.

We thank the following sponsors for their contribute to events related to the NCSM Annual Conference.

- Conference Program Book—**CORD Communications, Inc.**
- Conference Bags—**Pearson**
- Conference Mugs—**ETA/Cuisenaire**
- Conference Neck Wallet—**Tom Snyder Productions, a Scholastic Company**
- Conference Media Production—**It's About Time**
- Conference Signage—**Educators Outlet and ExploreLearning**
- Cyber Cafe—**Encyclopaedia Britannica**
- Travel Alarm Clock—**EAI Education**
- Luggage Tags—**Educator's Outlet**
- Magnetic Refrigerator Clip—**ExploreLearning**
- *Faster Isn't Smarter* by Cathy Seeley—**Math Solutions**
- Monday Continental Breakfast—**MIND Research Institute**
- Monday Box Lunch—**Didax**
- Tuesday Breakfast—**Tom Snyder Productions, a Scholastic Company**
- Tuesday Luncheon—**Texas Instruments**
- Tuesday Reception—**Pearson**
- Wednesday Breakfast—**America's Choice**
- Wednesday Lunch—**CASIO America, Inc. and Houghton Mifflin Harcourt**

Ticketed Functions

Special Note for Monday's Box Lunch

Attendees with tickets for the box lunch may pick up a lunch any time between 11:30 AM and 12:45 PM in the Sponsor Display area in Elizabeth CDE on the 2nd floor. Remaining lunches, if any, will be available on a first-come-first-served basis starting at 12:45 PM.

Frequently Asked Questions

Are meal function tickets automatically included in my registration? Meal functions are not included in the conference registration fee. Some of our sponsor partners graciously agree to host a meal function and provide a certain number of meals within their budget. An admission ticket was provided in your registration packet if a seat was available for a particular function **WHEN YOU REGISTERED.**

I have a meal ticket. Does that guarantee me a seat no matter what time I show up? If you have a ticket, don't be late! Experience has shown that some people with tickets opt to sleep in some mornings or chose to socialize with friends in outside restaurants at the last minute. In order to allow as many attendees as possible to enjoy the meal functions, when the ticketed line goes through, the waiting line will follow as soon as possible. If you are late, you may not get the meal for which you have a ticket. Please be on time.

What do I do with a meal function ticket I have, that I no longer need? You may turn in any tickets you won't use to the NCSM conference registration booth. This will enable some without tickets to get into the event. You may also hand them to Sandie Gilliam, at any time during the conference.

What happens if people with tickets don't show up to claim their meal? Might I be able to get in? Unfortunately for both the sponsors and the conference attendees, many meals at last year's conference went uneaten when people with tickets didn't attend the meal function. This year, the waiting line will be permitted in to eat once the ticketed line goes through and the start time for the function is reached. Depending on the function, there is a good chance of getting in, especially if you get in line early!

Is there a waiting list/waiting line for meal functions? Those without tickets may wait in the special line that will form to the side of the ticketed line, and will be let in as space becomes available after the ticketed line goes through.

Special Interest Group Meetings

A number of educational groups participate in NCSM's Special Interest Group meetings on Wednesday afternoon from 2:45 PM to 4:00 PM. This year's SIG sessions are:

- Association of Mathematics Teacher Educators (AMTE)
- Educational Consultants: A Networking Opportunity
- Emerging Leaders: Focus Question/Answer Time
- Equity in Mathematics Education: TODOS

- Improving Math Education for Students with Special Needs
- Lessons Learned from Experiments in Our Charter Schools
- Leading Mathematics Education of Marginalized Students (NASGEM)
- Lesson Study Networking
- Math 2.0: A New Vision for Using Dynamic Math Software with Web 2.0 Tools (CLIME)
- Math Contests Build Better Students — and Teachers
- Mathematics Content Coaching
- Nuances and Complexities of Teaching Mathematics for Cultural Relevance and Social Justice (Benjamin Banneker Association)
- Nurturing Mathematically Promising and Creative Students
- Urban Mathematics Leadership Network Forum

Student Recognition Certificates

NCSM provides certificates as a means of honoring students who excel in the study of mathematics. All public, private, and parochial schools, as well as colleges and universities, that have at least one NCSM member in the area, are eligible to participate. Each school may receive up to two awards per year per graduating class or grade level. Pick up certificates at the registration booth. More information about these certificates is available at mathedleadership.org.

Conference Feedback

You will receive an email in the week following the conference inviting you to share your feedback with the conference committee. We encourage you to take the time to complete the online survey, as your thoughts and opinions will be helpful to the planners of the 43rd NCSM Annual Conference to be held in Indianapolis, IN, April 11-13, 2011.

Lost and Found

If you find an article you believe belongs to someone attending the NCSM Conference, please bring it to the NCSM registration booth in the Elizabeth Foyer on the 2nd floor. Articles will be held there until 10:30 AM on Wednesday, at which time they will be turned over to the hotel.

NCTM Bookstore

The NCTM Bookstore is open to all NCSM registrants on Wednesday, April 21, from 10:00 AM to 5:00 PM in the San Diego Convention Center. NCSM registrants wearing their NCSM Conference badges will receive a 25% discount on purchases that day.

Local Attractions and Restaurants

With Seaport Village just outside the hotel's back door, the Gaslamp District a few blocks away, and Old Town a short trolley ride up the road, you'll surely be able to find great places to eat and things to do in your spare time. For more specific information, check with the hotel concierge desk.

2010 Conference Schedule Overview

All Sessions and Events are held in the Manchester Grand Hyatt Hotel.

Date and Time	Event	Location
Monday, April 19		
6:45 AM – 5:00 PM	<i>Advance & On-site Registration</i>	Elizabeth Foyer
6:45 AM – 7:30 AM	Complimentary Continental Breakfast – MIND Research Institute	Douglas Foyer
7:30 AM – 9:00 AM	Opening Session & Keynote	Douglas Pavilion CD
9:30 AM – 10:30 AM	Major and Regular Sessions & Commercial Sessions	Levels 2, 3, 4
9:30 AM – 11:30 AM	Double Sessions	Levels 2, 3, 4
10:45 AM – 11:45 AM	Major and Regular Sessions & Commercial Sessions	Levels 2, 3, 4
11:00 AM – 5:00 PM	<i>Sponsor Displays</i>	Elizabeth CDE
11:30 AM – 12:45 PM	Box Lunch – Didax (<i>ticket required</i>)	Elizabeth CDE
12:45 PM – 1:00 PM	Box Lunch Wait Line (<i>first come, first served</i>)	Elizabeth CDE
12:00 PM – 2:00 PM	Double Sessions	Levels 2, 3, 4
12:15 PM – 1:15 PM	Major and Regular Sessions & Commercial Sessions	Levels 2, 3, 4
1:30 PM – 2:30 PM	Major and Regular Sessions & Commercial Sessions	Levels 2, 3, 4
2:45 PM – 3:45 PM	Major and Regular Sessions & Commercial Sessions	Levels 2, 3, 4
2:45 PM – 4:45 PM	Double Sessions	Levels 2, 3, 4
4:00 PM – 5:00 PM	Major and Regular Sessions & Commercial Sessions	Levels 2, 3, 4
5:15 PM – 6:45 PM	Regional Leadership Team Meeting (<i>by invitation only</i>)	
Tuesday, April 20		
6:45 am–12:15 pm	<i>Advance & On-site Registration</i>	Elizabeth Foyer
7:30 AM – 8:30 AM	Breakfast – Tom Snyder Productions, A Scholastic Company (<i>ticket required</i>)	Douglas Pavilion CD
8:30 AM – 12:15 PM	<i>Sponsor Displays</i>	Elizabeth CDE
8:45 AM – 9:45 AM	Major and Regular Sessions & Commercial Sessions	Levels 2, 3, 4
8:45 AM – 10:15 AM	Extended Sessions	Levels 2, 3, 4
10:15 AM – 11:15 AM	Major and Regular Sessions & Commercial Sessions	Levels 2, 3, 4
10:30 AM – 12:00 PM	Extended Sessions	Levels 2, 3, 4
12:15 PM – 2:15 PM	Luncheon – Texas Instruments (<i>ticket required</i>)	Douglas Pavilion CD
2:15 PM – 4:00 PM	<i>Sponsor Displays</i>	Elizabeth CDE
2:15 PM – 5:00 PM	<i>Advance & On-site Registration</i>	Elizabeth Foyer
2:30 PM – 3:30 PM	Major and Regular Sessions & Commercial Sessions	Levels 2, 3, 4
2:30 PM – 4:00 PM	Extended Sessions	Levels 2, 3, 4
4:00 PM – 5:30 PM	Caucus Meetings	Levels 2, 3, 4
5:45 PM – 7:00 PM	Reception – Pearson (<i>ticket required</i>)	Douglas Pavilion CD
Wednesday, April 21		
7:30 AM – 10:30 AM	<i>Advance & On-site Registration</i>	Elizabeth Foyer
7:30 AM – 8:30 AM	Breakfast – America's Choice (<i>ticket required</i>)	Douglas Pavilion CD
8:45 AM – 9:45 AM	Major and Regular Sessions	Levels 2, 3, 4
8:45 AM – 10:15 AM	Extended Sessions	Levels 2, 3, 4
10:15 AM – 11:15 AM	Major and Regular Sessions	Levels 2, 3, 4
10:30 AM – 11:30 AM	Extended Sessions	Levels 2, 3, 4
11:15 AM – 12:15 PM	Major and Regular Sessions	Levels 2, 3, 4
12:30 PM – 2:30 PM	Luncheon – CASIO America, Inc. & Houghton Mifflin Harcourt (<i>ticket required</i>)	Douglas Pavilion CD
2:45 PM – 4:00 PM	Special Interest Group Meetings	Levels 2, 3, 4

Note: Commercial Sessions = Sponsor Showcases & Technology Showcases

Program Summary Information for Monday, April 19, 2010

See page 5 for Conference Strand descriptions.

Monday Summary

6:45–7:30: Continental Breakfast (no ticket required), compliments of MIND Research Institute, Douglas CD Foyer

7:30–8:00: Session 101, Opening Session, Nancy Giberson, Douglas CD

8:00–9:00: Session 102, Keynote Address, Mike Schmoker, Douglas CD

	Annie (3)	Edward CD (2)	Elizabeth AB (2)	Elizabeth F (2)	Elizabeth G (2)	Elizabeth H (2)
9:30	<p>Session 112: It's About Time Sponsor Showcase General Kearns, It's About Time to Level the Playing Field: Low Performing Students Can Succeed!</p>	<p>Session 106 Primary (PK–2), Strand Griffin, Assessing Mathematical Understanding: Using One-on-One Mathematics Interviews with K-2 Students</p>	<p>Session 105 General, Strand 6 Fennell, Sammons, Wray, Kobett, Elementary Math Specialists: An Update and Challenges</p>	<p>Session 104 General, Strand 5 Leak, What's It All About? An Orientation for Those New to the NCSM Annual Conference</p>	<p>Session 113 General, Strand 1 Parker, Mesple, Breaking the Cycle of Failure in Mathematics</p>	<p>Session 117 Secondary (9–12), Strand 1 Gilliam, Lahey, Teaming Students in Accessing Algebra</p>
10:30						
10:45	<p>Session 129: MIND Research Institute Sponsor Showcase General Peterson, Automaticity WITH Understanding</p>	<p>Session 126 Middle (6–8), Strand 6 Small, Coaching to Build Thoughtful Instructional Decision Making</p>	<p>Session 125 Primary (PK–2), Strand 1 Clements, Fuson, Ginsburg, Beckmann, Report of the National Research Council's (NRC) Committee on Mathematics in Early Childhood</p>	<p>Session 121 General, Strand 5 Bradshy, Cummins, Frye, Gojak, Greenes, Leinwand, Rowan, Strong, The Ross Taylor Past Presidents Mentoring and Sharing Session for Mathematics Leaders</p>	<p>Numbers in parentheses beside room names indicate floor levels.</p>	
11:45						
12:00	11:30: Session 119, Box Lunch (ticket required 11:30–12:45; waiting line, first come first served 12:45–1:00), sponsored by Didax, Elizabeth CDE					
12:15	<p>Session 145: Key Curriculum Press Sponsor Showcase Pre-K to College Coe, Ignite NCSM! Ten Speakers Light up the Room with Fresh Ideas in Mathematics</p>	<p>Session 143 Secondary (9–12), Strand 3 Cuoco, Kerins, Using Computer Algebra Systems Effectively in the High School Classroom</p>	<p>Session 139 General, Strand 2 Usiskin, The Shape of Geometry and the Geometry of Shape</p>	<p>Session 137 General, Strand 4 Norris, Mitchell, Assessment Leadership Through the Lens of PRIME</p>	<p>Session 130 General, Strand 2 Hamada, The Power of Articulation Through a Mathematics Vertical Team</p>	<p>Session 131 General, Strand 1 Brown, Miller, "Charting a Course to Equity and Access" Through Teaching Teachers to Teach Students HOW to Solve Mathematics Problems</p>
1:15						
1:30	<p>Session 155: Houghton Mifflin Harcourt Sponsor Showcase Grades K–8 Kanter, Clark, Singapore Math for the US Classroom</p>	<p>Session 148 General, Strand 3 Bunt, Murawski, Preparing Teacher Leaders to Facilitate Professional Learning Communities</p>	<p>Session 149 General, Strand 1 Seeley, When Good Intentions Fall Short</p>	<p>Session 153 Primary (PK–2), Strand 2 Richardson, Berridge, Euretig, Porras, Success in Mathematics Starts at PK</p>		
2:00						
2:30						

11:00: Sponsor Display Open

Monday Summary

	Elizabeth CD (2)	Elizabeth AB (2)	Elizabeth F (2)	Elizabeth G (2)	Elizabeth H (2)
2:45	Session 157 General, Strand 3 Cochran, Economopoulos, <i>Computational Fluency in</i> <i>Subtraction: What Does It</i> <i>Look Like?</i>	Session 162 Middle (6–8), Strand 1 Foresman, Successful <i>Strategies for Intervention</i> <i>Students</i>	Session 161 Middle (6–8), Strand 2 Phillips, Lappan, Planning <i>to Teach—Unpacking the</i> <i>Mathematics in a Problem-</i> <i>centered Curricula</i>	Session 166 General, Strand 6 West, Cameron, Essential <i>Practices for Coaches That</i> <i>Get Results</i>	Session 170 Primary (PK–2), Strand 3 Phillipp, Jacobs, Lamb, Siegfried, <i>Using Video and</i> <i>Student Work Focused on</i> <i>Children’s Thinking to Help</i> <i>Professional Developers</i> <i>Support K-3 Teachers in</i> <i>Transforming Their Teaching</i>
3:45					
4:00	Session 173 General, Strand 6 Shaneyfelt, Math Coach <i>Support for Teachers of</i> <i>Struggling Math Learners</i>	Session 179 Secondary (9–12), Strand 1 Greenes, Malian, Toolson, Cavanagh, PRIME the <i>PIPELINE Project: Updating</i> <i>Teachers and Preparing</i> <i>STEM Students</i>	Session 176 Intermediate (3–5), Strand 3 Davis, Usnick, Spinos, Schmit, Communication <i>and Problem Solving Using</i> <i>Lesson Studies</i>		
4:45					
5:00					

Sponsor Display Area Open

5:15–6:45: Session 181, NCSM Regional Leadership Team Meeting (by invitation only), Elizabeth F

Monday Summary

6:45–7:30: Continental Breakfast (no ticket required), compliments of MIND Research Institute, Douglas CD Foyer

7:30–8:00: Session 101, Opening Session, Nancy Giberson, Douglas CD

8:00–9:00: Session 102, Keynote Address, Mike Schmoker, Douglas CD

	Emma (3)	Madeleine AB (3)	Manchester GHI (2)	Mohsen (3)	Molly AB (2)
9:30	<p>Session 111: Agile Mind Technology Showcase Grades 6–12 Cook, Hull, Using Technology for Student Success in 6-12 Mathematics</p>	<p>Session 107 Middle (6–8), Strand 1 Woodward, Jitendra, Star, <i>The Challenge of Teaching Proportional Thinking to All Students in the Context of High Stakes Testing</i></p>	<p>Session 103: Major Session General Davenport, <i>What Does It Take to Move a District? Lessons from Working to Strengthen Mathematics Teaching and Learning in Boston</i></p>	<p>Session 109 Middle (6–8), Strand 6 Alejandro, Hogan, Miller, Delaney, <i>Developing Leadership in Our Mathematics Community: An Effective Model to Identify and Support Teacher Leaders</i></p>	<p>Session 108 Middle (6–8), Strand 3 Burrill, <i>Research, Algebra and Technology: Helping Teachers Shape Their Practice to Enable Learning</i></p>

Numbers in parentheses beside room names indicate floor levels.

10:30

10:45

11:45	<p>Session 128: Didax Technology Showcase K–3 Hanson, Richardson, <i>Improve Student Performance with Kathy Richardson's K-3 Formative Assessment</i></p>	<p>Session 124 General, Strand 6 Tinto, Zarach, <i>Math Instructional Support Teachers: Key to Improving Teacher Practice and Student Learning</i></p>	<p>Session 120: Major General Weissglass, <i>How Many Sides Does a Box Have? The Struggle to Respect Young People's Thinking</i></p>	<p>Session 127 Secondary (9–12), Strand 3 Cheng, <i>Using Collaborative Inquiry with Student Teachers to Support Algebra Achievement</i></p>	<p>Session 122 General, Strand 3 Hull, Balka, Harbin Miles, <i>Overcoming Resistance to Change: Strategies for Leaders</i></p>
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11:45

11:30: Session 119, Box Lunch (ticket required 11:30–12:45; waiting line, first come first served 12:45–1:00), sponsored by Didax, Elizabeth CDE

12:00

12:15	<p>Session 144: Texas Instruments Technology Showcase Grades 7–12 Veater, Gillespie, <i>Ti's Interactive Math Classroom Fresno Site—Year Two Report and Hands-On Demonstration Lab</i></p>	<p>Session 142 Intermediate (3–5), Strand 3 Mead, <i>Teaching (and Learning!) Mathematics Through Problem Solving: A Model for Online Professional Development</i></p>	<p>Session 136: Major Session General Kanold, <i>The Axioms of PRIME Leadership: Powerful Strategies for Your Leadership Journey!</i></p>	<p>Session 141 General, Strand 6 Girard, <i>Linking Best Mentoring Practices and Providing Online Support for Beginning Teachers to Facilitate Transfer of Pedagogical Theory to Practice</i></p>	<p>Session 138 General, Strand 4 Bohan, <i>Using Multiple Data Tools for School Improvement Planning</i></p>
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1:15

1:30	<p>Session 154: Encyclopedia Britannica Technology Showcase K–8 Ridgway, Williams, <i>Practice SMART! Assess SMART! Differentiate SMART! Britannica SmartMath!</i></p>	<p>Session 151 General, Strand 6 Fonzi, Callard, <i>Mathematics Education Needs Transformational Leaders—Do Our Teacher Leadership Programs Develop Transformational Leaders?</i></p>	<p>Session 146: Major Session General Briers, <i>High-Leverage Actions for Mathematics Education Leaders</i></p>	<p>Session 152 General, Strand 4 Huinker, Kranendonk, <i>Evolution of a Continuum of Mathematics Leadership: Charting the Course to Formative Assessment Practices in a Large Urban District</i></p>	<p>Session 147 General, Strand 6 Sulton, Heidema, Mitchell, <i>Examining Coaching in Elementary (K-8) Mathematics Classrooms</i></p>
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2:00

2:30

11:00: Sponsor Display Area Open

Monday Summary

Emma (3)	Madeleine AB (3)	Manchester GHI (2)	Mohsen (3)	Molly AB (2)
<p>Session 164: Math Solutions Technology Showcase K-8 Hidalgo, Felix, Freeman, <i>Introducing ePDTM Coaching</i></p>	<p>Session 158 General, Strand 6 Sanders, Restivo, Murray, Killian, The C.I.A.'s <i>of Coaching: Come Investigate...</i></p>	<p>Session 156: Major General Jackson, Strategic <i>Leadership: How School Boards and Mathematics Departments Connect on a Real Level</i></p>	<p>Session 159 General, Strand 2 Clark, Lessons from Singapore: The Professional Development Required to Implement a World Class Curriculum</p>	<p>Session 160 Intermediate (3-5), Strand 3 Nelson, Reed, Leadership <i>Content Knowledge for Mathematics: How It Affects Elementary and Middle School Principals Classroom Observation and Teacher Supervision</i></p>
<p>Session 180: Key Curriculum Press Technology Showcase Grades 3-8 Greenhaus, Sketchpad <i>and Elementary Math—The Key to Improving Student Learning and Engagement</i></p>	<p>Session 175 General, Strand 5 Toncheff, Heikkinen, <i>Curriculum Leadership with PRIME: Is Your Curriculum Meaningful and Relevant?</i></p>	<p>Session 172: Major Session General Foster, Student Focused <i>Assessment Cycle</i></p>	<p>Session 177 Middle (6-8), Strand 3 Milou, Strategies for <i>Ending the Debate Between Conceptual Understanding and Basic Skills</i></p>	<p>Session 178 Secondary (9-12), Strand 3 King, Bannister, Using <i>Video Clubs as a Vehicle to Link Instruction and Student Learning</i></p>

2:45

3:45

4:00

5:00

Sponsor Display Area Open

5:15-6:45: Session 181, NCSM Regional Leadership Team Meeting (by invitation only), Elizabeth F

Monday Summary

6:45–7:30: Continental Breakfast (no ticket required), compliments of MIND Research Institute, Douglas CD Foyer
7:30–8:00: Session 101, Opening Session, Nancy Giberson, Douglas CD
8:00–9:00: Session 102, Keynote Address, Mike Schmoker, Douglas CD

	Randle A (4)	Randle B (4)	Randle D (4)	Randle E (4)	Windsor AB (4)
9:30	<p>Session 114 General, Strand 4 Webb, Professional Development Experiences That Support Informed Assessment Design and Improved Formative Assessment Practices</p>	<p>Session 118 Secondary (9–12), Strand 6 Meylani, Bitter, Bicer, Improving Quality of Teaching in Algebra 2 and Precalculus Using Technology</p>	<p>Session 115 General, Strand 6 Dempsey, Charting a Course with Professional Learning: Coaching to Promote Mathematics Education Leaders</p>	<p>Session 116 Intermediate (3–5), Strand 3 Pivorec, Haake, Every Student, Every Day—Developing the Knowledge and Skills to Ensure High Quality Core Instruction</p>	<p>Session 110 Secondary (9–12), Strand 3 Bradley, Kanim, Larkin, Quisenberry, Administrators and Teachers Learning Collaboratively for High Quality Instruction: One High School's Story of Transformation</p>
10:30					
10:45			<p>Numbers in parentheses beside room names indicate floor levels.</p>		
11:30					
11:45					<p>Session 123 General, Strand 1 Andreana, Pordum, Edmonds, Working Together: Mathematics and Special Education</p>

11:00: Sponsor Display Area Open

	11:30: Session 119, Box Lunch (ticket required 11:30–12:45; waiting line, first come first served 12:45–1:00), sponsored by Didax, Elizabeth CDE					
12:00	<p>Session 133 Intermediate (3–5), Strand 3 Bastable, Schiffer, Examining Video of Student Thinking as a Component of Professional Development: Subtraction and Fractions from Second to Seventh Grade</p>	<p>Session 134 Intermediate (3–5), Strand 4 Huber, McCormick, I've Assessed ... Now What?</p>	<p>Session 135 Secondary (9–12), Strand 1 Kinch, Winicki-Landman, Literacy Issues in Secondary Mathematics</p>	<p>Session 132 Primary (PK–2), Strand 1 Taylor-Cox, Successful Math Intervention for ELL (English Language Learners), Special Needs, and Other Students: Building Number Power with Formative Assessments, Differentiation, and Concept-building Games</p>	<p>Session 140 General, Strand 6 Rahming, Bedford, A Coaching Model in the Transformation of Math Teachers to Math Teacher Leaders</p>	
12:15						
1:15						
1:30					<p>Session 150 General, Strand 6 Rosowski, Williams, Sykes, Dixon, Coaching—More Than Just One Tier</p>	
2:00						
2:30						

Monday Summary

	Randle A (4)	Randle B (4)	Randle D (4)	Randle E (4)	Windsor AB (4)
2:45	<p>Session 167 General, Strand 6 Kise, Differentiated Coaching: Helping Teachers Change Beliefs and Practices</p>	<p>Session 171 Middle (6–8), Strand 4 Gummer, Gates, Fantz, Formative Assessment and Feedback: Teacher Practices and Experiences</p>	<p>Session 169 General, Strand 6 Lavelle, Gates, Facilitating Professional Learning: Three Models of Practice</p>	<p>Session 168 General, Strand 2 Weissglass, Increasing Our Capacity to Lead for Equity in Mathematics Education</p>	<p>Session 163 Middle (6–8), Strand 4 Olson, Olson, Gilbert, Gilbert, Professional Development Strategies to Implement Formative Assessment in Networked Classrooms</p>
3:45					
4:00					
4:45					
5:00					<p>Session 174 General, Strand 6 Gianneschi, Collar, Echols, Differentiating Professional Development for Coaches and Teacher Leaders</p>

Sponsor Display Area Open

5:15–6:45: Session 181, NCSM Regional Leadership Team Meeting (by invitation only), Elizabeth F

Monday Sessions by Strand

Strand 1. Charting a Course to Equity and Access		
107	Madeleine AB	9:30–10:30
113	Elizabeth G	9:30–11:30
117	Elizabeth H	9:30–11:30
123	Windsor BC	10:45–11:45
125	Elizabeth AB	10:45–11:45
131	Elizabeth H	12:00–2:00
132	Randle E	12:00–2:00
135	Randle D	12:00–2:00
149	Elizabeth AB	1:30–2:30
162	Elizabeth AB	2:45–3:45
179	Elizabeth AB	4:00–5:00

Strand 2. Charting a Course to Curriculum Leadership		
130	Elizabeth G	12:00–2:00
139	Elizabeth AB	12:15–1:15
153	Elizabeth F	1:30–2:30
159	Mohsen	2:45–3:45
161	Elizabeth F	2:45–3:45
168	Randle E	2:45–4:45

Strand 3. Charting a Course to Teaching and Learning Leadership		
108	Molly AB	9:30–10:30
110	Windsor BC	9:30–10:30
116	Randle E	9:30–11:30
122	Molly AB	10:45–11:45
127	Mohsen	10:45–11:45
133	Randle A	12:00–2:00
142	Madeleine AB	12:15–1:15
143	Edward CD	12:15–1:15
148	Edward CD	1:30–2:30
157	Edward CD	2:45–3:45
160	Molly AB	2:45–3:45
170	Elizabeth H	2:45–4:45
176	Elizabeth F	4:00–5:00
177	Mohsen	4:00–5:00
178	Molly AB	4:00–5:00

Strand 4. Charting a Course to Assessment Leadership		
106	Edward CD	9:30–10:30
114	Randle A	9:30–11:30
134	Randle B	12:00–2:00
137	Elizabeth F	12:15–1:15
138	Molly AB	12:15–1:15
152	Mohsen	1:30–2:30
163	Windsor BC	2:45–3:45
171	Randle B	2:45–4:45

Strand 5. Putting PRIME into Practice		
104	Elizabeth F	9:30–10:30
121	Elizabeth F	10:45–11:45
175	Madeleine AB	4:00–5:00

Strand 6. Developing Coaches – Developing Teachers		
105	Elizabeth AB	9:30–10:30
109	Mohsen	9:30–10:30
115	Randle D	9:30–11:30
118	Randle B	9:30–11:30
124	Madeleine AB	10:45–11:45
126	Edward CD	10:45–11:45
140	Windsor BC	12:15–1:15
141	Mohsen	12:15–1:15
147	Molly AB	1:30–2:30
150	Windsor BC	1:30–2:30
151	Madeleine AB	1:30–2:30
158	Madeleine AB	2:45–3:45
166	Elizabeth G	2:45–4:45
167	Randle A	2:45–4:45
169	Randle D	2:45–4:45
173	Edward CD	4:00–5:00
174	Windsor BC	4:00–5:00

Opening Session (7:30–8:00)

Session 101

Welcome to the 42nd NCSM Annual Conference

Douglas CD



Diane J. Briars,
NCSM President,
Pittsburgh, PA



Terri K. Belcher,
NCSM Executive
Director,
Emeryville, CA



Linda Fulmore,
NCSM First Vice
President and
Program Chair,
Cave Creek, AZ



Nancy Giberson, Assistant Superintendent, Learning Resources and Educational Technology Division, San Diego County Office of Education, San Diego, CA

Nancy Giberson is responsible for curriculum, professional development, and leadership services for the 42 San Diego County school districts, representing

about 500,000 students. She has proactively assisted in establishing partnerships with businesses, community groups, institutions of higher education and appropriate staff at the California Department of Education in support of professional development of teachers and administrators important to San Diego County and education statewide.

Nancy is past principal of Torrey Pines High School, with a teaching background in high school biology and chemistry. She received postdoctoral training as a visiting practitioner at Harvard University and a Fellow at Massachusetts Institute of Technology's Sloan School of Management.

Additionally she is the recipient of the Sustainable Quality Award for implementing Baldrige Education Criteria for performance excellence in countywide school management teams, along with a variety of Administrator of the Year and Outstanding Leadership awards.

Keynote Address (8:00–9:00)

Session 102

The Opportunity: From “Brutal Facts” to the Best Schools We’ve Ever Had

Douglas CD

Mike Schmoker, Author, Researcher, Tempe, AZ

Presenter: Linda Fulmore, NCSM 1st Vice-President, Cave Creek, AZ

A true renaissance could occur in our schools starting immediately. It will begin with an encounter with what Jim Collins calls the “brutal facts”—those practices which educators know are important but which have yet to occur in classrooms. We will realize historic improvements in teaching and learning the moment we choose to implement the most basic, agreed-upon practices and leadership structures supported by researchers from every camp.



Dr. Mike Schmoker is a former administrator, English teacher and football coach. He has written four books and dozens of articles for educational journals, newspapers and for TIME magazine.

His most recent book is *RESULTS NOW: How We Can Achieve Unprecedented*

Improvements in Teaching and Learning, which was selected as a finalist for “book of the year” by the Association of Education Publishers. His previous bestseller, *RESULTS: the Key to Continuous School Improvement*, is one of the most widely used books by school leaders in the United States.

Dr. Schmoker has keynoted at dozens of state and national educational events and has consulted for school districts and state departments throughout the US and Canada. He now lives in Tempe, Arizona with his wife and two daughters.

Turn in event tickets you do not plan to use at the Registration Desk in Elizabeth Foyer.

Monday 9:30–10:30

Session 103: Major Session

General

Manchester GHI

What Does It Take to Move a District? Lessons from Working to Strengthen Mathematics Teaching and Learning in Boston

Linda Davenport, NCSM Journal Editor, Senior Program Director of Elementary Mathematics, Boston Public Schools, West Roxbury, MA

Presider: Richard Seitz, NCSM Western 1 Regional Director, Helena, MT

This session focuses on the successes and challenges associated with a district-wide Math Plan put in place in the fall of 2000. It includes a discussion of the adoption of standards-based elementary math curriculum materials, the creation of a cohesive program of professional development and support, the institutionalization of district-wide formative assessments, and the cultivation of leadership among teachers and administrators. What were we able to achieve? What were the unexpected challenges and how did we address them? What has it taken to sustain this effort over years? Come and hear our stories and consider whether there are lessons here for your own work in districts.



Linda Ruiz Davenport has been the Senior Program Director of Elementary Mathematics for the Boston Public Schools since September of 2000 where she oversees the Elementary Math Plan that includes the adoption of a standards-based mathematics

curriculum, a cohesive program of professional development for teachers and principals, school-based support from math coaches, and a system of formative assessments. Prior to that, Davenport directed several projects at Education Development Center, was an assistant professor of mathematics education at Portland State University in Portland, Oregon, and was a junior high and high school math teacher in Austin, Texas. She is currently a member of the Urban Math Leadership Network, serves on the Massachusetts Department of Education Math/Science Advisory Council, chairs the National Council of Teachers of Mathematics Emerging Issues Committee, and edits the Mathematics Education Leadership, the journal of the National Council of Supervisors of Mathematics.

Session 104

General

Strand 5

Elizabeth F

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.

Donna Simpson Leak, NCSM Awards Chair, Rich Township High School District #227, Olympia Fields, IL

Session 105

General

Strand 6

Elizabeth AB

Elementary Math Specialists: An Update and Challenges

What are the challenges facing Elementary Mathematics Specialists and coaches? This session will review certification efforts, professional development needs, leadership challenges, and research regarding the impact of specialists/coaches. Promising programs will also be highlighted. The session will also acquaint participants with the Elementary Mathematics Specialist and Teacher Leaders Project (EMS&TL).

Francis (Skip) Fennell, McDaniel College, Westminster, MD

Kay Sammons, Howard County Public School System, Columbia, MD

John Wray, Howard County (MD) Public Schools, Hunt Valley, MD

Beth Kobett, Stevenson University, Eldersburg, MD

Session 106

Primary (PK–2)

Strand 4

Edward CD

Assessing Mathematical Understanding: Using One-on-One Mathematics Interviews with K-2 Students

High-quality mathematics experiences in the primary grades build a strong foundation for future learning. In this session we will share useful assessment tasks along with video clips of K-2 students that help teachers understand what to ask and what to look for when assessing their students.

Linda Griffin, Education Northwest, West Linn, OR

Submit an article for the NCSM Newsletter or Journal. See page 79 for details.

Monday 9:30–10:30 (continued)

Session 107
Middle (6–8) **Strand 1** **Madeleine AB**
The Challenge of Teaching Proportional Thinking to All Students in the Context of High Stakes Testing

This session focuses on proportional thinking at the middle grades. Students were taught the topic using a schema based instruction approach, which emphasized self-monitoring, problem solving strategies, and visual representations. Results of the study varied across ability groups. Implications for instruction in light of tracking and AYP (Adequate Yearly Progress) requirements will be discussed.

John Woodward, University of Puget Sound, Gig Harbor, WA

Asha Jitendra, University of Minnesota, Minneapolis, MN

Jon Star, Harvard Graduate School of Education, Cambridge, MA

Session 108
Middle (6–8) **Strand 3** **Molly AB**
Research, Algebra and Technology: Helping Teachers Shape Their Practice to Enable Learning

Research about teaching and learning algebra offers suggestions that we have not incorporated into the way we design curriculum and help teachers think about instruction in their algebra classes. New tools and ways of thinking based on this research have the potential to make a difference in what students learn.

Gail Burrill, Michigan State University, Hales Corners, WI

Session 109
Middle (6–8) **Strand 6** **Mohsen**
Developing Leadership in Our Mathematics Community: An Effective Model to Identify and Support Teacher Leaders

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 to create similar experiences for students, and learn more about resources and support enabling them to become and thrive as leaders in this community.

Suzanne Alejandre, Drexel University/The Math Forum, Morton, PA

Marie Hogan, Traweek Middle School, West Covina, CA

Ashley Miller, China Grove Middle School, Salisbury, NC

Barbara Delaney, Bellingham Memorial Middle School, Bellingham, MA

Session 110
Secondary (9–12) **Strand 3** **Windsor BC**
Administrators and Teachers Learning Collaboratively for High Quality Instruction: One High School's Story of Transformation

In this session, we will share the story of how a group of high school mathematics teachers worked collaboratively with administrators to implement high quality instruction in their mathematics classrooms in order to support student learning. Conversation tools, strategies, and episodes of practice will be shared.

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

Kathe Kanim, New Mexico State University, Las Cruces, NM

Tanya Larkin, Principal, Pampa, TX

Tanya Quisenberry, Mathematics Department Chair, Pampa, TX

Session 111: Agile Mind Technology Showcase

Grades 6–12 **Emma**
Using Technology for Student Success in 6-12 Mathematics

Kathi Cook, Charles A. Dana Center, University of Texas at Austin, Austin, TX

Susan Hull, Charles A. Dana Center, University of Texas at Austin, Pflugerville, 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.

Session 112: It's About Time Sponsor Showcase

General **Annie**
It's About Time to Level the Playing Field: Low Performing Students Can Succeed!

James Kearns, It's About Time, Armonk, NY

This workshop will look at how two districts, one urban and the other suburban, had great success in improving test results for at-risk students. Participants will participate in an activity that incorporates a standards based activity from Math Connections, student-centered pedagogy, and the technology tools (SmartBoard, TI Handheld and Autograph) to help these students succeed.

Monday 9:30–11:30 (Double)

Session 113

General

Strand 1

Elizabeth G

Breaking the Cycle of Failure in Mathematics

For 12 full days, 25 high school students with long histories of failure learned mathematics alongside their two math teachers in a course designed for K-20 math teachers. Hear their stories of overcoming fears and failures, as they learned together what it means to know and use mathematics powerfully.

Ruth Parker, Mathematics Education Collaborative, Ferndale, WA

Lisa Mesplé, Mathematics Education Collaborative, Berthoud, CO

Session 114

General

Strand 4

Randle A

Professional Development Experiences That Support Informed Assessment Design and Improved Formative Assessment Practices

Teachers rarely have opportunities to engage in assessment design, even though classroom assessment is fundamental to effective teaching. In this interactive session, participants will engage in several assessment-related professional development activities that were used to elicit a broader range of student reasoning and to increase opportunities for formative assessment.

David Webb, Univ. of Colorado at Boulder, Louisville, CO

Session 115

General

Strand 6

Randle D

Charting a Course with Professional Learning: Coaching to Promote Mathematics Education Leaders

Why is coaching an emerging PD (Professional Development) strategy? What are characteristics of exemplary coaching initiatives? Examine data regarding the relationship between school-based coaching and student achievement and lessons learned from six years of action research. Join us to explore coaching as transformative professional learning for mathematics education leaders.

Nan Dempsey, Upstate S2MART CENTER, Spartanburg, SC

Session 116

Intermediate (3–5)

Strand 3

Randle E

Every Student, Every Day—Developing the Knowledge and Skills to Ensure High Quality Core Instruction

One of the key ingredients to success with Response to Intervention in mathematics is a strong core program where teachers use instructional practices that meet the needs of a diverse group of students. This session provides professional development models school that district leaders can use to strengthen instruction in their core programs.

Kathleen Pitvorec, University of Illinois, Chicago, IL

Jan Haake, Benedictine University, Naperville, IL

Session 117

Secondary (9–12)

Strand 1

Elizabeth H

Teaming to Support Special Needs Students in Accessing Algebra

Much can be learned when a high school mathematics teacher and a special education teacher combine their classrooms to teach Algebra. Through the use of video and the lenses of both teachers, we will explore the approaches taken to enable all students to have access to Algebra.

Sandie Gilliam, NCSM 2nd Vice President, Colorado College, Colorado Springs, CO

Jennifer Lahey, San Lorenzo Valley USD, Aptos, CA

Session 118

Secondary (9–12)

Strand 6

Randle B

Improving Quality of Teaching in Algebra 2 and Precalculus Using Technology

Graphing calculators and online learning environments can be used to improve the quality of teaching Algebra 2 and Pre-Calculus. A variety of smart ways of using technology to enhance the teaching experience in K9-12 classrooms will be elaborated.

Rusen Meylani, Arizona State University, Scottsdale, AZ

Gary Bitter, Arizona State University, Tempe, AZ

Alpay Bicer, Arizona State University, Tempe, AZ

Monday 10:45–11:45

Session 120: Major Session

General

Manchester GHI

How Many Sides Does a Box Have? The Struggle to Respect Young People's Thinking

Julian Weissglass, Professor of Education, Emeritus, Graduate School of Education, University of California Santa Barbara, Santa Barbara, CA

Presider: Sara Munshin, NCSM Western 2 Regional Director, Los Angeles, CA

For over 100 years educators have argued about how to teach math. This talk will explain why this struggle is important, how it relates to quality and equity in mathematics education, and some principles that might be useful in developing a strategy for winning this struggle.



Julian Weissglass received his Ph.D. in mathematics from the University of Wisconsin, Madison and was a member of the UCSB Mathematics Department for over 30 years. He has taught mathematics to elementary classes, written about education and educational change and spoken and

led workshops on learning and educational change in the U.S., Europe, Australia, and Mexico. His early career was focused on mathematics research. Over the years, his research interests changed from mathematics to mathematics education to educational change and educational equity. He teaches and does professional development on racism, multicultural education, and educational equity. He also teaches about the Holocaust and has led workshops on Healing from World War 2 in Europe. He is Professor of Education Emeritus at the University of California, Santa Barbara.

Session 121

General

Strand 5

Elizabeth F

The Ross Taylor Past Presidents Mentoring and Sharing Session for Mathematics Leaders

There is a wealth of information and knowledge available to you!! Bring your questions, problems, concerns and challenges. Get suggestions and discuss the issues with your Past Presidents and colleagues.

Larry Bradsby, NCSM President 1989–1991

Jerry Cummins, NCSM President 1999–2001

Shirley Frye, NCSM President 1981–1983

Linda Gojak, NCSM President 2005–2007

Carol Greenes, NCSM President 2001–2003

Steve Leinwand, NCSM President 1995–1997

Tom Rowan, NCSM President 1979–1981

Dorothy Strong, NCSM President 1977–1979

Session 122

General

Strand 3

Molly AB

Overcoming Resistance to Change: Strategies for Leaders

Overcoming resistance to change is a major factor in forging effective mathematics program, yet it is rarely discussed. Mathematics coaches and leaders often feel their efforts at improving instruction are being blocked or thwarted. This session provides insights on resistance and strategies that transform classrooms so all students are successful.

Ted Hull, LCM: Leadership, Coaching, and Mathematics, Pflugerville, TX

Don Balka, LCM: Leadership, Coaching, and Mathematics, LaPaz, IN

Ruth Harbin Miles, NCSM Membership & Marketing Chair, LCM: Leadership, Coaching, and Mathematics, Madison, VA

Session 123

General

Strand 1

Windsor BC

Working Together: Mathematics and Special Education

How do professional development opportunities geared towards special education teachers that teach mathematics help to increase student performance? This session will address collaboration, teaching strategies, delivering mathematic concepts, preparing students to take assessments, and using technology in a variety of special education settings.

Diane Andreana, Buffalo City Schools, Tonawanda, NY

Rebecca Pordum, Buffalo City Schools, Derby, NY

Robin Edmonds, Buffalo City Schools, Tonawanda, NY

Session 124

General

Strand 6

Madeleine AB

Math Instructional Support Teachers: Key to Improving Teacher Practice and Student Learning

In an urban high-needs district the Math-IST (Instructional Support Teacher) role was created, supporting teachers' implementation of new curriculum and state assessments. Within three years, success was documented by the growth of teachers' knowledge for teaching mathematics and student assessment gains. Data on six years of Math-IST's work in schools will be shared.

Patricia Tinto, Syracuse University, Syracuse, NY

Nancy Zarach, Syracuse City School District, Syracuse, NY

Monday 10:45–11:45 (continued)

Session 125

Primary (PK–2) Strand 1 Elizabeth AB

Report of the National Research Council's (NRC) Committee on Mathematics in Early Childhood: Paths to Equity, Access, and Excellence

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

Douglas Clements, University at Buffalo, SUNY, Williamsville, NY

Karen Fuson, Self-employed, Fallbrook, CA

Herb Ginsburg, Columbia Teachers College, New York, NY

Sybilla Beckmann, University of Georgia, Athens, GA

Session 126

Middle (6–8) Strand 6 Edward CD

Coaching to Build Thoughtful Instructional Decision Making

Participants will see how coaches have helped teachers to bring mathematically appropriate focus to a lesson, to choose the right questions to ask, and to support student differences. The goal is to help teachers see how these decisions affected their students' beliefs about math and their students' ultimate success.

Marian Small, University of New Brunswick, Ottawa, ON, Canada

Session 127

Secondary (9–12) Strand 3 Mohsen

Using Collaborative Inquiry with Student Teachers to Support Algebra Achievement

This session presents findings and sample activities from an innovative approach to professional development, using student teachers. Through daily collaboration, a team of veteran and student teachers learned how to get through to their students, rather than simply getting through a book. As a result, student achievement was positively affected.

Ivan Cheng, California State University Northridge, Reseda, CA

Session 128: Didax Technology Showcase

K–3

Emma

Improve Student Performance with Kathy Richardson's K-3 Formative Assessment

Margo Hanson, Didax, Rowley, MA

Kathy Richardson, Math Perspectives Teacher Development Center, Bellingham, WA

Learn more about the power of early assessment and how it can impact instruction to improve student learning. Participants will get hands-on experience administering AMC Anywhere, the technology component of Richardson's Assessing Math Concepts, and they will also learn how to use assessment data to impact their instruction for maximum results.

Session 129: MIND Research Institute Sponsor Showcase

General

Annie

Automaticity WITH Understanding

Matthew Peterson, MIND Research Institute, Santa Ana, CA

Recent research on working memory has led MIND Research Institute to develop an innovative approach to building automaticity of basic arithmetic facts using visual representations. This session will describe MIND's new ST Math: Fluency program, the research behind it, and how students can gain automaticity WITH understanding.



Monday 12:00–2:00 (Double)

Session 130

General **Strand 2** **Elizabeth G**
The Power of Articulation Through a Mathematics Vertical Team

What would it take to build a program so strong and inviting that a large percentage—perhaps even every student—could be prepared to successfully complete challenging courses such as Statistics or Calculus before leaving high school? A Mathematics Vertical Team could be your answer! Come and see!

Lori Hamada, Fresno County Office of Education, Fresno, CA

Session 131

General **Strand 1** **Elizabeth H**
“Charting a Course to Equity and Access” Through Teaching Teachers to Teach Students HOW to Solve Mathematics Problems

Experience the pieces of middle school lessons for ALL students including: identification of the intended mathematics, warm ups, problem posing, tasks, neutral questioning, scaffolding the sharing of student work including modeling and technology, differentiating the extensions, reflecting on the learning (both students and teachers). Receive a sample of K–8 lessons.

Cathy Brown, Teachers Inspiring Problem Solvers, Redmond, OR

Winnie Miller, Teachers Inspiring Problem Solvers, Lake Oswego, OR

Session 132

Primary (PK–2) **Strand 1** **Randle E**
Successful Math Intervention for ELL (English Language Learners), Special Needs, and Other Students: Building Number Power with Formative Assessments, Differentiation, and Concept-building Games

Students who are struggling in mathematics need intervention that includes formative assessments (to identify students’ misconceptions and gaps in knowledge allowing teachers to know what to teach), differentiation (to encourage teachers to address students’ specific learning needs), and specific concept-building games (to motivate students to engage in math learning).

Jennifer Taylor-Cox, Montgomery County Public Schools, Severna Park, MD

Session 133

Intermediate (3–5) **Strand 3** **Randle A**
Examining Video of Student Thinking as a Component of Professional Development: Subtraction and Fractions from Second to Seventh Grade

This interactive session will be based on video cases which feature two math topics: number lines to represent subtraction problems and story problems to explore addition and division of fractions. Discussions include what supervisors would want teachers to learn from such video and then examines facilitation moves to support such learning.

Virginia Bastable, Mount Holyoke College, Carlsbad, CA

Deborah Schifter, Education Development Center, Northampton, MA

Session 134

Intermediate (3–5) **Strand 4** **Randle B**
I’ve Assessed ... Now What?

Analyzing assessments and student work guides teachers and instructional leaders to plan next steps for instruction. This session will focus on differentiation and descriptive feedback as practical strategies to link analysis of work to improve instruction. Use these strategies to help guide your teachers to meet the needs of all students.

Leigh Huber, Jefferson County Public Schools, Louisville, KY

Alison McCormick, Jefferson County Public Schools, Louisville, KY

Session 135

Secondary (9–12) **Strand 1** **Randle D**
Literacy Issues in Secondary Mathematics

Participants will be involved in several mathematical activities that emphasize mathematics as a human endeavor. These activities are designed to promote awareness to literacy issues related to mathematics teaching and learning and also to demonstrate concrete ways to involve writing, reading, listening and talking in a secondary mathematics class.

Diane Kinch, Pomona USD, Claremont, CA

Greisy Winicki-Landman, Cal Poly Pomona, Claremont, CA

Nominations for 2011 NCSM Board positions are open. See page 76.

Monday 12:15–1:15

Session 136: Major Session

General

Manchester GHI

The Axioms of PRIME Leadership: Powerful Strategies for Your Leadership Journey!

Timothy Kanold, NCSM Immediate Past President, Leadership Consultant, Chicago, IL

Presider: Laurie Boswell, NCSM Eastern 1 Regional Director, Monroe, NH

The best leaders not only lead well, but also reflect on their leadership long enough to understand the philosophies that cause them to do so. They can pinpoint the rationale for their actions and decisions with ease. This motivational and humorous session will highlight “lesson learned” axioms in four different categories of leadership: vision and strategy, teamwork and communication, assessment and evaluation, and personal integrity. Thought provoking and challenging, this session will support your leadership journey for mathematics program success regardless of your role or sphere of influence as a mathematics education leader today.



Tim Kanold is the immediate Past President for NCSM and currently serves the NCSM Board as the Director of the Summer Leadership Academies as well. Tim is the CEO and founder of E²-PLC Learning—a professional development company that serves mostly urban districts.

Previously, Tim served for 21 years as the Director of Mathematics and Science and then as Superintendent of Adlai E. Stevenson High School District 125 in the Chicago area. A motivational and insightful leader, Tim provides practical solutions to the complex issues faced by mathematics education leaders today.

Session 137

General

Strand 4

Elizabeth F

Assessment Leadership Through the Lens of PRIME

This interactive session will provide participants with the opportunity to develop an understanding of the Assessment Principle and the corresponding teacher leadership actions as described in PRIME. The components of effective assessment practices will be discussed as well as how these components work together to build successful practices.

Kit Norris, NCSM Position Papers Editor, Southborough, MA

Suzanne Mitchell, NCSM Southern 2 Regional Director, Arkansas State University, Jacksonville, AR

Session 138

General

Strand 4

Molly AB

Using Multiple Data Tools for School Improvement Planning

This session details the use of 3 data tools available to all Pennsylvania school districts to inform planning of strategies to increase student achievement. In addition, the analysis of these tools will provide a foundation for ongoing benchmark assessment to monitor progress towards school district goals.

Jim Bohan, Lancaster Lebanon IU13, Lancaster, PA

Session 139

General

Strand 2

Elizabeth AB

The Shape of Geometry and the Geometry of Shape

Transformations, coordinate geometry, calculator and computer graphics, and increased attention to applications have all caused, without fanfare, changes in how we look at the shapes of figures. This talk discusses the changes in school geometry in grades 3-12 over the past half century from the standpoint of the concept of shape.

Zalman Usiskin, The University of Chicago, Winnetka, IL

Session 140

General

Strand 6

Windsor BC

A Coaching Model in the Transformation of Math Teachers to Math Teacher Leaders

Mathematics Teaching Specialists use coaching ingredients to transform teachers into Teacher Leaders, who use coaching techniques with their staff while affecting student achievement, teacher learning, and instruction. Participants will learn about a successful model that is used to improve student achievement in an urban district and the overall impact district-wide.

Bernard Rahming, Milwaukee Public Schools, Milwaukee, WI

Pandora Bedford, Milwaukee Public Schools, Milwaukee, WI

Session 141

General

Strand 6

Mohsen

Linking Best Mentoring Practices and Providing Online Support for Beginning Teachers to Facilitate Transfer of Pedagogical Theory to Practice

A mentor/cooperating teacher plays a critical role in beginning or student teachers' development. Strategies in guiding them to effective mathematics teaching and dealing with classroom challenges will be presented. The efficacy of online peer discussion as a means of support and reflection for pre-service and beginning teachers will be discussed.

Nina Girard, University of Pittsburgh at Johnstown, Johnstown, PA

Monday 12:15–1:15 (continued)

Session 142

Intermediate (3–5) Strand 3 Madeleine AB

Teaching (and Learning!) Mathematics Through Problem Solving: A Model for Online Professional Development

Explore the use of online courses to create a community of elementary/middle grades teachers who develop their own content knowledge and use rich problems to teach critical concepts and skills. Readings, math activities, and discussions reinforce the role of problem solving in addressing NCTM's Process Standards.

Claire Mead, The Math Forum @ Drexel, Haverhill, NH

Session 143

Secondary (9–12) Strand 3 Edward CD

Using Computer Algebra Systems Effectively in the High School Classroom

Computer Algebra Systems (CAS) allow students to build computational models of mathematical objects so that they can experiment with mathematical phenomena (polynomials, for example) in ways that would be intractable by hand.

Participants in this session will investigate with examples from the National Science Foundation-funded high school curriculum, CME (Center for Mathematics Education) Project.

Al Cuoco, Education Development Center, Wilmington, MA

Bowen Kerins, Education Development Center, Salem, MA

Session 144: Texas Instruments Technology Showcase

Grades 7-12

Emma

TI's Interactive Math Classroom Fresno Site—Year Two Report and Hands-On Demonstration Lab

Carl Veater, Fresno County Office of Education, Fresno, CA

Jane Gillespie, Fresno Christian Schools, Fresno, CA

Hear the year two report on the Fresno Algebra Nspired lesson center site. Come learn about their successes and get a hands-on experience of TI's Interactive Mathematics Classroom featuring Algebra Nspired.

Session 145: Key Curriculum Press Sponsor Showcase

Pre-K to College

Annie

Ignite NCSM! Ten Speakers Light up the Room with Fresh Ideas in Mathematics

Karen Coe, Key Curriculum Press, Emeryville, CA

Ignite lights up audiences around the world. Speakers share their expertise in five-minute presentations using 20 slides that auto-forward every 15 seconds—ready or not. For a list of speakers and topics, visit the Key display table.

Monday 1:30–2:30

Session 146: Major Session

General

Manchester GHI

High-Leverage Actions for Mathematics Education Leaders

Diane J. Briars, NCSM President, Pittsburgh, PA

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

The professional literature describes numerous “research-based” actions that leaders should implement in their schools or districts to improve the quality of mathematics teaching and increase student achievement. Learn about high-leverage actions (actions that produce the greatest benefits), the research that supports them, and practical suggestions for incorporating them into leadership practice.



Diane Briars is President of NCSM 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. Previously, she was Mathematics Director for the

Pittsburgh Public Schools. 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. A talented and motivational speaker, Diane has served in leadership roles for NCTM, The College Board, and the National Science Foundation.

Session 147

General

Strand 6

Molly AB

Examining Coaching in Elementary (K-8) Mathematics Classrooms

With a growing interest in the use of coaches to improve mathematics instruction in schools, this session will examine different types and depths of knowledge that contribute to successful coaching and will provide a model for professional development to address these multiple knowledge domains.

John Sutton, RMC Research Corporation, Highlands Ranch, CO

Clare Heidema, RMC Research Corporation, Aurora, CO

Arlene Mitchell, RMC Research Corporation, Pine, CO

Monday 1:30–2:30 (continued)

Session 148

General

Strand 3

Edward CD

Preparing Teacher Leaders to Facilitate Professional Learning Communities

Since 2004, the Southwest PA Math Science Partnership has prepared 900 Teacher Leaders who have facilitated learning experiences for 6,600 of their district colleagues. Join the MSP Principal Investigator to discover lessons learned from multi-year Teacher Leadership Academies as described by the LEADS acronym: Learning, Explicitness, Assessment, De-Briefing, and Support.

Nancy Bunt, SW PA Math & Science Collaborative, Pittsburgh, PA

Corinne Murawski, SW PA Math & Science Collaborative, Moon Township, PA

Session 149

General

Strand 1

Elizabeth AB

When Good Intentions Fall Short

Reports show that we are improving in many aspects of PK-12 mathematics. However, improvement efforts seem to continually reach a plateau short of our goals. Gaps in opportunities and student achievement persist. What can we do to get past the plateau and give every student a high quality math education?

Cathy Seeley, Charles A. Dana Center, University of TX, Austin, TX

Session 150

General

Strand 6

Windsor BC

Coaching—More Than Just One Tier

Coaches are professional learning leaders in our schools - but how do they get to that place? The three-tiered model of the development of coaches that is used prepares teachers to become coaches, provides continued professional learning opportunities for current coaches, and utilizes “coaching experts” in the field.

Arlene Rosowski, Buffalo Public Schools, Blasdell, NY

Dr. James Williams, Buffalo Public Schools, Buffalo, NY

Debra Sykes, Buffalo Public Schools, North Tonawanda, NY

Amber Dixon, Buffalo Public Schools, Buffalo, NY

Look for an email next week inviting you to complete the Online Conference Feedback Survey.

Session 151

General

Strand 6

Madeleine AB

Mathematics Education Needs Transformational Leaders—Do Our Teacher Leadership Programs Develop Transformational Leaders?

We studied “what was happening” in our Math Science Partnership sites for the 2 years following NSF (National Science Foundation) funding. We discovered that teacher leaders’ roles and functions had changed. We will share what they told us about how our leadership development program prepared them and what more we could have done.

Judi Fonzi, University of Rochester, Rochester, NY

Cindy Callard, University of Rochester, Fairport, NY

Session 152

General

Strand 4

Mohsen

Evolution of a Continuum of Mathematics Leadership: Charting the Course to Formative Assessment Practices in a Large Urban District

The Milwaukee Public Schools charted a course for leadership via a professional learning continuum for mathematics, focusing on formative assessment. This continuum acknowledged change as a developmental process for schools and the district. As a result, students are making significant mathematics gains and closing achievement gaps on state tests.

DeAnn Huinker, University of Wisconsin-Milwaukee, Milwaukee, WI

Henry Kranendonk, Milwaukee Public Schools, Milwaukee, WI

Session 153

Primary (PK–2)

Strand 2

Elizabeth F

Success in Mathematics Starts at PK

San Diego Unified School District is helping PK teachers learn how to create a supportive learning environment and provide appropriate instruction as they help children make sense of the world of mathematics, with help from the Math Perspectives Teacher Development Center.

Kathy Richardson, Math Perspectives Teacher Development Center, Bellingham, WA

Carol Berridge, San Diego City Schools, San Diego, CA

Mary Euretig, Math Perspectives Teacher Development Center, Sacramento, CA

Gilda Porras, San Diego Unified School District, Imperial Beach, CA

Monday 1:30–2:30 (continued)

Session 154: Encyclopedia Britannica Technology Showcase

K–8

Emma

Practice SMART! Assess SMART! Differentiate SMART! Britannica SmartMath!

Paul Ridgway, Encyclopedia Britannica, Chicago, IL
Trina Williams, Encyclopedia Britannica, Camden, DE

Participants will engage in lively and interactive web-based practice and assessment for elementary students. Move students toward computational fluency while using tools that allow teachers to differentiate, assess, track, and evaluate in real-time. As a result, students will enjoy doing mathematics at home or in the classroom.

Session 155: Houghton Mifflin Harcourt Sponsor Showcase

Grades K–8

Annie

Singapore Math for the US Classroom

Patsy Kanter, Houghton Mifflin Harcourt, Plainfield, IL
Andy Clark, Houghton Mifflin Harcourt, Lake Oswego, OR

Learn how this unique pedagogical approach focusing on depth of understanding, number and number sense, and visualization strategies for problem solving can be used effectively in your school or district.



Monday 2:45–3:45

Session 156: Major Session

General

Manchester GHI

Strategic Leadership: How School Boards and Mathematics Departments Connect on a Real Level

Shelia Jackson, President, Board of Education San Diego Unified School District, San Diego, CA

Presider: **Ralph Connelly**, NCSM Past Canadian Regional Director, St. Catherines, ON, Canada

If mathematics education leaders can connect to the School Board, we can ensure mathematics is protected during budget deficits. This session describes how large urban districts can provide quality mathematics programs during the worst economic crisis our country has ever seen.



Shelia L. Jackson was elected to the Board of Education in November 2004 and re-elected to her seat in November 2008. Ms. Jackson was born and raised in Smithfield, North Carolina, and graduated from Smithfield-Selma Senior High School. After graduation, she joined the U.S. Navy and served for

21 years. During her career in the Navy she rose to the rank of Senior Chief and managed Navy Health clinics on overseas assignments and in the U.S. Always a pioneer in her career, she was the first female Advanced Hospital Corpsman to manage a medical unit on an active duty Navy ship. During her military career, Ms. Jackson earned a Bachelor of Health Science from George Washington University. After her retirement from active duty in 1995, Ms. Jackson moved to San Diego to begin her second career in public education. She received her teaching credential from Cal State San Marcos and a Masters Degree in Educational Leadership from National University. From 1995 to 2003, Ms. Jackson taught at Bay Park Elementary School and served on various school and neighborhood committees including President of the School Site Council. Shelia

Jackson served as Math Team Leader, Instructional Leader, and Institute Coordinator for the San Diego Math Project. She also coordinated the San Diego Math Olympiad for three years. In 2004, Ms. Jackson made the decision to apply her leadership and management skills learned in her military career and her experience as a teacher to run for a seat on the San Diego Unified School Board.

Monday 2:45–3:45 (continued)

Session 157

General

Strand 3

Edward CD

Computational Fluency in Subtraction: What Does It Look Like?

Focusing on subtraction and using student work artifacts, including video, we will consider the foundations of computational fluency in the elementary grades. We will consider these questions: What makes subtraction so difficult? What contexts and representations help students understand the operation? What implications does this have for teaching and professional development?

Keith Cochran, TERC, Cambridge, MA

Karen Economopoulos, TERC, Concord, MA

Session 158

General

Strand 6

Madeleine AB

The C.I.A.'s of Coaching: Come Investigate...

Participate, experience, and engage in activities and processes that veteran coaches have implemented in a high needs urban district. Attendees will be given an opportunity to examine artifacts, practice protocols, and utilize tools in an interactive setting. Leave with knowledge of how our coaching initiative influences curriculum, instruction, and assessment.

Lisa Sanders, Buffalo Public Schools, Lockport, NY

Serena Restivo, Buffalo Public Schools, Buffalo, NY

Karen Murray, Buffalo Public Schools, Buffalo, NY

Joy Kilian, Buffalo Board of Education, Grand Island, NY

Session 159

General

Strand 2

Mohsen

Lessons from Singapore: The Professional Development Required to Implement a World Class Curriculum

The effectiveness of the Singapore math curriculum and of visual models in teaching number sense, operations, and problem solving are well recognized. This workshop will describe, through video and student work, the challenges in bringing this curriculum to the United States.

Andy Clark, Houghton Mifflin Harcourt, Lake Oswego, OR

Session 160

Intermediate (3–5)

Strand 3

Molly AB

Leadership Content Knowledge for Mathematics: How It Affects Elementary and Middle School Principals Classroom Observation and Teacher Supervision

Findings from a large study of K-8 principals Leadership Content Knowledge (LCK) for mathematics will be presented: what principals with different LCK profiles see and value when observing mathematics classrooms and how the principals work with teachers. Participants will examine case study data and discuss the benefits and deficits of different LCK profiles.

Barbara Nelson, Education Development Center, Cambridge, MA

Kristen Reed, Education Development Center, Lexington, MA

Session 161

Middle (6–8)

Strand 2

Elizabeth F

Planning to Teach—Unpacking the Mathematics in a Problem-centered Curricula

This talk will discuss the challenges that teachers face when trying to unpack the mathematics embedded in a sequence of problems in a problem-centered curriculum. Both the mathematical and pedagogical background of teachers play central roles in these efforts.

Elizabeth Phillips, Michigan State University, East Lansing, MI

Glenda Lappan, Michigan State University, East Lansing, MI

Session 162

Middle (6–8)

Strand 1

Elizabeth AB

Successful Strategies for Intervention Students

Classroom-tested strategies for helping intervention students will be demonstrated. Help students learn such skills as mastering multiplication facts, operating with fractions, and more. Learn how to help struggling students gain confidence, comfort, and computational fluency. A comprehensive handout will be provided.

Guy Foresman, Institute for Conceptual Instruction and California Association for the Gifted, Santa Ana, CA

Monday 2:45–3:45 (continued)

Session 163

Middle (6–8)

Strand 4

Windsor BC

Professional Development Strategies to Implement Formative Assessment in Networked Classrooms

This session reports on a three-year professional development research project to implement formative assessment strategies within networked classrooms. Formative assessment strategies and how a TI-Navigator System with 73-Explorer calculators was utilized to implement them will be discussed. Samples of implementation from the 32 teacher participants will be shared.

Melfried Olson, University of Hawaii at Manoa, Honolulu, HI

Judith Olson, University of Hawaii at Manoa, Honolulu, HI

Michael Gilbert, University of Hawaii—Curriculum Research and Development Group, Honolulu, HI

Barbara Gilbert, University of Hawaii—Curriculum Research and Development Group, Honolulu, HI

Session 164: Math Solutions Technology Showcase

K–8

Emma

Introducing ePD™ Coaching

Paula Hidalgo, Math Solutions, Sausalito, CA

Carolyn Felix, Math Solutions, San Antonio, TX

Marji Freeman, Math Solutions, Austin, TX

Math Solutions ePD™ Coaching is a customizable, web-based, professional development service led by Math Solutions instructors. We will demonstrate how your school or district will benefit from technology and the expertise of Math Solutions with collaborative and sustainable professional development services that address your specific problems and goals in mathematics instruction.

Session 165: CASIO America, Inc. Sponsor Showcase

Grades 9–12

Annie

CASIO Technology at Work—Building 21st Century Skills

Kay Neuse, Coppell Independent School District, Coppell, TX

New Tech High at Coppell uses Project Based Learning to deliver core knowledge and 21st Century skills, emphasizing real-world applications. New Tech's students have access to necessary technological tools, including personal laptops and, through a partnership with CASIO, fx-9860 Graphing Calculators. Session attendees receive a CASIO fx-9860 Graphing Calculator.

Monday 2:45–4:45 (Double)

Session 166

General

Strand 6

Elizabeth G

Essential Practices for Coaches That Get Results

This session will go beyond the general, over used terms (e.g. learning communities, trust, relationship) and hone in on the essence of effective coaching. We will name the behaviors and show video examples of coaching practices and moves that are sure to improve classroom practice and build sustainable capacity.

Lucy West, Metamorphosis Teaching Learning Communities, New York City, NY

Antonia Cameron, Metamorphosis Teaching Learning Communities, New York, NY

Session 167

General

Strand 6

Randle A

Differentiated Coaching: Helping Teachers Change Beliefs and Practices

Differentiated coaching capitalizes on teacher strengths to help them transform their classrooms. Learn how to use a neutral framework to uncover teacher beliefs, provide differentiated evidence to change those beliefs, and adopt coaching roles that meet teacher learning styles so that coaching practices model how teachers can differentiate mathematics instruction.

Jane Kise, Differentiated Coaching Associates, LLC, Edina, MN

Session 168

General

Strand 2

Randle E

Increasing Our Capacity to Lead for Equity in Mathematics Education

The mathematics education community has made great progress on educational equity in recent years. It is still a challenge, however, to have productive and meaningful discussions on how race, class, gender, and other forms of bias affect the teaching and learning of mathematics.

Julian Weissglass, Professor of Education, Emeritus, Santa Barbara, CA

Session 169

General

Strand 6

Randle D

Facilitating Professional Learning: Three Models of Practice

In this session we will examine the key components of effective facilitation for three related forms of professional learning: video study groups, lesson study groups, and classroom coaching. This session will highlight our lessons learned and will include mathematics problem-solving activities, classroom video clips, and suggested practices for facilitators.

Lisa Lavelle, Education Northwest, Portland, OR

Claire Gates, Education Northwest, Portland, OR

Monday 2:45–4:45 (continued)

Session 170

Primary (PK–2)

Strand 3

Elizabeth H

Using Video and Student Work Focused on Children's Thinking to Help Professional Developers Support K-3 Teachers in Transforming Their Teaching

In this interactive session, we will draw upon video and written student artifacts to support professional developers working with primary-grade teachers. We will consider characteristics of video and written student work that effectively engage teachers in discussions of children's mathematical thinking as a basis for their teaching.

Randolph Philipp, San Diego State University, San Diego, CA

Vicki Jacobs, San Diego State University, San Diego, CA

Lisa Lamb, San Diego State University, Coronado, CA

John (Zig) Siegfried, San Diego State University, San Diego, CA

Session 171

Middle (6–8)

Strand 4

Randle B

Formative Assessment and Feedback: Teacher Practices and Experiences

Facilitating incorporation of formative assessment practices is the focus of the Northwest Regional Education Laboratory project. This session presents the challenges and successes teachers experience as they use a feedback guide to interpret and use student responses to open solution tasks to provide written feedback and share instructionally selected student performances.

Edith Gummer, Northwest Regional Educational Laboratory, Portland, OR

Claire Gates, Northwest Regional Educational Laboratory, Portland, OR

Traci Fantz, Northwest Regional Educational Laboratory, Portland, OR

Student Recognition Certificates are available at the Registration Desk.

Submit a proposal to speak at the 2011 Annual Conference in Indianapolis. See page 76 for details.

Monday 4:00–5:00

Session 172: Major Session

General

Manchester GHI

Student Focused Assessment Cycle

David Foster, Executive Director, Silicon Valley Mathematics Initiative, Mathematics Assessment Collaboration, Morgan Hill, CA

President: Diana Kendrick, NCSM Eastern 2 Regional Director, Upper Marlboro, MD

As education shifts from the pitfalls derived from high stakes testing, there is compelling research that indicates authentic formative assessment, focused on student thinking and student work, is an essential strategy for teachers. This session will describe an assessment cycle tied to student thinking, using state of the art materials, and the innovation of successful teachers to bring formative assessment practice to the reality of the classroom. Materials and video cases will be shared.



David Foster is the mathematics director of the Silicon Valley Mathematics Initiative comprised of 43 member districts in the San Francisco Bay Area. He established SVMI in 1996 working for the Robert N. Noyce Foundation. David Foster is the primary author of *Interactive Mathematics:*

Activities and Investigations, published by Glencoe/McGraw-Hill, 1994. This publication is an innovative mathematics program for middle school students, grades six through eight. His other works include *Exploring Circles*, published by Glencoe, 1996 and *Computer Science One*, published by Coherent Curriculum, 1988. His most current work is *Middle School Mathematics*, published as an online curriculum by Agile Mind, 2006. Two recent articles, *Making Meaning in Algebra: Examining Students' Understandings and Misconceptions* and *When Assessment Guides Instruction: Silicon Valley's Mathematics Assessment Collaborative*, appear in MSRI's "ASSESSING STUDENTS' MATHEMATICS LEARNING: ISSUES, COSTS AND BENEFITS" 2007. David was a Regional Director for the Middle Grade Mathematics Renaissance, a component of the California State Systemic Initiative sponsored by the California Department of Education and funded by the National Science Foundation. David taught mathematics and computer science at middle school, high school and community college for eighteen years. He also works part-time for San Jose State University. He is Co-Director of the Santa Clara Valley Math Project. He is also Co-Chair of the advisory committee of the Mathematics Assessment Resource Service/Balanced Assessment. He is a consultant to the Urban Math Leadership Network that works with the 25 largest school districts in America.

Monday 4:00–5:00 (continued)

Session 173

General

Strand 6

Edward CD

Math Coach Support for Teachers of Struggling Math Learners

What does research say about the needs of struggling math students? How can coaches support teachers so they better understand the needs of these students and so they provide appropriate instruction to learn mathematics? These are questions that will be explored in this session.

Sam Shaneyfelt, Math & Science Collaborative of SWPA/Allegheny Intermediate Unit, Pittsburgh, PA

Session 174

General

Strand 6

Windsor BC

Differentiating Professional Development for Coaches and Teacher Leaders

The power of coaching in developing leaders cannot stand alone at the building level. Aurora Public Schools in Aurora, Colorado has developed several interconnected professional development structures to support district coaches, teacher leaders, demonstration classroom teachers, and teachers in their role in increasing student achievement.

Stephanie Gianneschi, Aurora Public Schools, Aurora, CO

Betsy Collar, Aurora Public Schools, Aurora, CO

Cherie Echols, Aurora Public Schools, Thornton, CO

Session 175

General

Strand 5

Madeleine AB

Curriculum Leadership with PRIME: Is Your Curriculum Meaningful and Relevant?

Learn how Phoenix Union High School District, in Phoenix, AZ, is closing the “expected-acceptance” gap with curriculum. This interactive session will provide participants with the opportunity to review and develop resources on “how-to” ensure that the intended curriculum is implemented and is student and teacher friendly.

Mona Toncheff, Phoenix Union High School District, Phoenix, AZ

Susan Heikkinen, Phoenix Union High School District, Phoenix, AZ

Session 176

Intermediate (3–5)

Strand 3

Elizabeth F

Communication and Problem Solving Using Lesson Studies

The presentation team from University of Nevada Las Vegas and Robert Lunt Elementary School will engage participants in a multimedia presentation and a discussion of their journey to increase student achievement in mathematics through a modified lesson study approach focused on problem solving and communication in mathematics.

Thelma Davis, Clark County School District, Las Vegas, NV

Virginia Usnick, University of Nevada Las Vegas, Las Vegas, NV

Jennifer Spinosa, Robert Lunt Elementary School, Las Vegas, NV

Peter Schmit, Robert Lunt Elementary School, Henderson, NV

Session 177

Middle (6–8)

Strand 3

Mohsen

Strategies for Ending the Debate Between Conceptual Understanding and Basic Skills

This session will provide participants with strategies to discuss the conceptual understanding versus basic skills debate in a respectful manner. Participants will be engaged in activities and research involving number sense, fraction sense, and technology (youtube) that can foster support for change in school mathematics and lead to reforms.

Eric Milou, Rowan University, Sewell, NJ

Session 178

Secondary (9–12)

Strand 3

Molly AB

Using Video Clubs as a Vehicle to Link Instruction and Student Learning

Discussing carefully chosen clips of classroom practice helps teachers make teaching public, talk about mathematics and student learning, and can lead to a shift in pedagogy more focused on students. Participants will consider how to establish video club norms and lessons learned using them to develop a community of practice.

Jim King, University of Washington, Seattle, WA

Nicole Bannister, University of Washington, Baltimore, MD

Please turn cell phones off or put on vibrate while in sessions.

Monday 4:00–5:00 (continued)

Session 179**Secondary (9–12)****Strand 1****Elizabeth AB****PRIME the PIPELINE Project: Updating Teachers and Preparing STEM Students**

Prime the Pipeline: Putting Knowledge to Work is an NSF-Funded program that engages math and science teachers (as learners), high school students, undergraduate trained mentors, university faculty and industry scientists working on long-term projects in “scientific villages” aimed at exciting all about STEM careers and introducing workplace technologies.

Carole Greenes, Arizona State University, Phoenix, AZ

Ida Malian, Arizona State University, Phoenix, AZ

Deborah Toolson, Arizona State University, Queen Creek, AZ

Mary Cavanagh, Arizona State University, Mesa, AZ

Session 180: Key Curriculum Press Technology Showcase**Grades 3–8****Emma****Sketchpad and Elementary Math—The Key to Improving Student Learning and Engagement**

Karen Greenhaus, Key Curriculum Press, Emeryville, CA

Explore how Sketchpad helps teachers more effectively teach elementary mathematics by making it dynamic and engaging. Experience hands-on activities with integers, ratios, and fractions. Discover how Sketchpad allows students to create and extend their mathematical understanding through dynamic explorations. Learn how Sketchpad can help you motivate and improve student learning.

NCSM Regional Leadership Team Meeting (Monday 5:15–6:45)**Session 181***(by invitation only)***Elizabeth F**

This meeting of the NCSM Regional Leadership Teams and NCSM Regional Directors will focus on the critical work of NCSM for 2010–2011. This meeting is for all those invited to serve on the Regional Teams.

Facilitator: **Diane J. Briars**, NCSM President, Pittsburgh, PA

**Program Summary Information
for Tuesday, April 20, 2010**

See page 5 for Conference Strand descriptions.

Tuesday Summary

7:30–8:30: Tuesday Breakfast (ticket required), sponsored by Tom Snyder Productions/Scholastic, Inc., Douglas CD						
	Annie (3)	Edward CD (2)	Elizabeth AB (2)	Elizabeth F (2)	Elizabeth G (2)	Elizabeth H (2)
8:45	<p>Session 211: Math Solutions Sponsor Showcase K–5 Felix Parrish, <i>Helping Teachers Help Children Build Mental Math and Computation Strategies</i></p>	<p>Session 207 Secondary (9–12), Strand 1 McLemore Salinas, Mawhinney, <i>The Teacher Algebra Network: Building a Community of Educators Within Rural NC School Districts</i></p>	<p>Session 205 General, Strand 5 Kanold, <i>In Pursuit of Equity: The Three Secrets of a PRIME Leader!</i></p>	<p>Session 203 General, Strand 1 Martin, O’Clair, <i>The Intersection of Mathematics and Response to Instruction: The Role of Teaching and Learning</i></p>	<p>Session 213 General, Strand 6 Russell, Bastable, Schiffer, <i>Connecting Arithmetic to Algebra: An Online Course for Teachers in Grades 1–6</i></p>	<p>Session 206 Intermediate (3–5), Strand 4 Joyner, Mawhinney, <i>Guiding Local Leaders in Formative Assessment Within the Context of Existing Practice: Partners for Mathematics Learning</i></p>
9:45						
10:15	<p>Session 227: ETA/Cuisenaire Sponsor Showcase Grades 5–10 Delano Moore, <i>Comprehensive Solutions for Algebra Success</i></p>	<p>Session 225 Middle (6–8), Strand 1 Neral, <i>Ideas for Differentiating Instruction—Everyone Learns and Succeeds!</i></p>	<p>Session 220 General, Strand 3 Leinwand, <i>Intriguing Lessons About How Math Is Taught and Assessed in High Performing Asian Countries</i></p>	<p>Session 222 Intermediate (3–5), Strand 6 Gojak, <i>Elementary Mathematics Specialists—An Important Aspect of Teacher Leadership</i></p>	<p>Session 223 Intermediate (3–5), Strand 1 Freeman, <i>Teaching Math to English Language Learners</i></p>	
10:30					<p>Session 232 Intermediate (3–5), Strand 1 Loft Adams, Bonner, <i>Building Cultural Congruity for African American Learners of Mathematics</i></p>	
11:15						
12:00						
<p>Numbers in parentheses beside room names indicate floor levels.</p>						
<p>12:15–2:15: Session 234, Tuesday Luncheon (ticket required), sponsored by Texas Instruments, Douglas CD</p>						

Sponsor Display Area Open

Tuesday Summary

	Annie (3)	Edward CD (2)	Elizabeth AB (2)	Elizabeth F (2)	Elizabeth G (2)	Elizabeth H (2)	Sponsor Display Area Open
2:30							
2:45	Session 250: Pearson Sponsor Showcase Grades 8–12 <i>Dillender, Changing the Way Students See and Learn High School Math</i>	Session 246 Intermediate (3–5), Strand 6 <i>Scheitelker, Marchillo, Hedges, Effective Conversations That Lead to Effective Instruction: Using a Portfolio Process to Structure Teaching and Learning of Mathematics</i>	Session 244 General, Strand 4 <i>Burns, From Individual Assessments to Instructional Decisions: A Focus on Number and Operations in Grades K–6</i>	Session 248 College, Strand 5 <i>Schrock, Putting Pre-Service Teachers on the Right Course with PRIME</i>	Session 238 Middle (6–8), Strand 3 <i>Seago, Driscoll, Nikula, Using VideoCases to Develop Teachers' Conceptual Understanding of Mathematics</i>	Session 242 General, Strand 3 <i>Hakansson, Dhaliwal, Duckhorn, Supporting Mathematical Proficiency for All Students</i>	
3:45							
4:00	Session 256 <i>Schrock, Central Region 2 Caucus</i>	Session 253 <i>Viktora, Central Region 1 Caucus</i>				Session 251 <i>Bratsby, NCSM Past Presidents Caucus</i>	
5:30				All Tuesday 4:00–5:30 sessions are caucuses.			
5:45–7:00: Session 262, Tuesday Reception, sponsored by Pearson, 151B							

Tuesday Summary

7:30–8:30: Tuesday Breakfast (ticket required), sponsored by Tom Snyder Productions/Scholastic, Inc., Douglas CD

	Emma (3)	Madeleine AB (3)	Manchester GHI (2)	Mohsen (3)	Molly AB (2)
8:45	Session 210: Carnegie Learning Technology Showcase Grades 8–12 Bartle , Launch of Carnegie Learning's New Geometry Curriculum Featuring the Cognitive Tutor Proof Tool	Session 208 Secondary (9–12), Strand 2 Martin, Quander , Promoting Reasoning and Sensemaking in High School Curriculum	Session 202: Major Session General Howard , Teaching, Learning, and Culture: Implications for Diverse Learners in Mathematics	Session 209 Secondary (9–12), Strand 3 Papakonstantinou, Parr, Kendall , A Lesson Study Project: Connecting Theory and Practice Through the Development of an Exemplar Video for Algebra I Teachers and Students	Session 204 General, Strand 6 Stoelinga, Mangin , Case Studies in Elementary-Level Instructional Teacher Leadership

9:45

10:15	Session 226: Technology Showcase Grades 8–12, College Neral , CASIO America, Inc. Technology Showcase: Do you speak "CASIO"?	Session 221 General Reys , The Ten Most Pressing Challenges Facing the Mathematics Education Community	Session 218: Major Session General Douglas , When the Bell Rings . . . Beyond the Label of PLC	Session 224 Intermediate (3–5), Strand 2 Fong, Hwee , Developing a Singapore Math Curriculum: From Theory to Practice	Session 219 General, Strand 4 Paek , Using Growth Data to Improve Mathematics Teaching and Learning
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11:15

Numbers in parentheses beside room names indicate floor levels.

12:15–2:15: Session 234, Tuesday Luncheon (ticket required), sponsored by Texas Instruments, Douglas CD

Sponsor Display Area Open

Tuesday Summary

	Emma (3)	Madeleine AB (3)	Manchester GHI (2)	Mohsen (3)	Molly AB (2)
2:45	<p>Session 249: Explore Learning Technology Showcase Grades 3–12 O'Brien, Using Online Simulations to Catalyze Better Math Instruction</p>	<p>Session 247 Middle (6–8), Strand 1 Fetter, Problem Solving and Technology Implementation in an Inclusion Classroom</p>	<p>Session 241: Major Session General Kepler, Reasoning and Sense Making Is Required for All Students in a Common Core</p>	<p>Session 245 General, Strand 4 Gonzales, Robarge, Beecham, Fletcher, Come Climb the Vertical Team Ladder with Us!</p>	<p>Session 243 General Briars, NCSM Business Meeting and State of the Organization Report</p>
3:45					
4:00		<p>Session 254 Kendrick, Eastern Region 2 Caucuses</p>		<p>Session 255 Birnie, Southern Region 1 Caucus</p>	<p>Session 252 Karsten, Canadian Regional Caucus</p>
5:30					
<p>5:45–7:00: Session 262, Tuesday Reception, sponsored by Pearson, 151B</p>					

Sponsor Display Area
Open

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

Tuesday Summary

Sponsor Display Area Open

7:30–8:30: Tuesday Breakfast (ticket required), sponsored by Tom Snyder Productions/Scholastic, Inc., Douglas CD					
	Randle A (4)	Randle B (4)	Randle D (4)	Randle E (4)	Windsor AB (4)
8:45	Session 215 Intermediate (3–5), Strand 2 Stoelting, Marsh, A Menu of Strategies: Building Flexible Thinking into the Curriculum	Session 214 General, Strand 4 Moyer, Greenburg, Beyond Average: Analyzing Assessment Data	Session 216 Middle (6–8), Strand 1 Brodesky, Fagan, Facilitating Professional Development to Improve Math Instruction for Middle School Students with Learning Disabilities	Session 217 Secondary (9–12), Strand 3 Dick, Burrill, Technology and Teaching and Learning Mathematics at the Secondary Level: Implications for Teacher Preparation and Development	Session 212 General, Strand 1 Norris, Turn Research into Action: Let the Position Papers Be Your Guide
10:15	Numbers in parentheses beside room names indicate floor levels.				
10:30	Session 229 General, Strand 1 Mayfield-Ingram, Coates, Equity—A Constant in the Mathematics Professional Development Equation	Session 233 Middle (6–8), Strand 4 Carman, Davis, Accelerate Learning with SMART Goals for Students and Staff	Session 231 General, Strand 6 Cameron, Mosesson-Teig, Slabic, Dyson, Using a Coach Collaborative to Develop a Common Model for Coaching	Session 230 General, Strand 6 Wang-Iverson, Askey, Palumbo, Moving Students from Procedure to Thinking	Session 228 General, Strand 2 Economopoulos, Cochran, Implementing Curriculum: What It Takes
12:00	All Tuesday 4:00–5:30 sessions are caucuses.				
12:15–2:15: Session 234, Tuesday Luncheon (ticket required), sponsored by Texas Instruments, Douglas CD					

Tuesday Summary

	Randle A (4)	Randle B (4)	Randle D (4)	Randle E (4)	Windsor AB (4)
2:30	Session 236 Intermediate (3–5), Strand 4 Kelso, Leimberer, <i>Assessment Tools to Identify and Address the Individual Needs of Learners: From Research to Practice</i>	Session 239 Middle (6–8), Strand 3 Smith, Using Singapore Math Model Drawing to Help Special Education Students and Struggling Learners Become More Capable and Willing Problem Solvers	Session 237 Intermediate (3–5), Strand 2 Catazaro, From Techno-Cool to Techno-Tool: Time to Chart a New Course	Session 240 Secondary (9–12), Strand 1 Navarra, Toward “Pedagogical Equity” in the Mathematics Classroom Through Real World Context, Business-Industry Input, Leadership, and Strategic Professional Learning Processes	Session 235 General, Strand 5 Burgess, Miller, PRIMING for Professional Learning Communities
4:00	Session 258 Mitchell, Southern Region 2 Caucus	Session 259 Seitz, Western Region 1 Caucus	Session 261 Gilliam, International Attendees Caucus	Session 260 Munshin, Western Region 2 Caucus	Session 257 Boswell, Eastern Region 1 Caucus
5:30					

Sponsor Display Area
Open

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

5:45–7:00: Session 262, Tuesday Reception, sponsored by Pearson, 151B

Tuesday Sessions by Strand

Strand 1. Charting a Course to Equity and Access		
203	Elizabeth F	8:45–9:45
207	Edward CD	8:45–9:45
212	Windsor BC	8:45–10:15
216	Randle D	8:45–10:15
223	Elizabeth H	10:15–11:15
225	Edward CD	10:15–11:15
229	Randle A	10:30–12:00
232	Elizabeth G	10:30–12:00
240	Randle E	2:30–4:00
247	Madeleine AB	2:45–3:45

Strand 2. Charting a Course to Curriculum Leadership		
208	Madeleine AB	8:45–9:45
215	Randle A	8:45–10:15
224	Mohsen	10:15–11:15
228	Windsor BC	10:30–12:00
237	Randle D	2:30–4:00

Strand 3. Charting a Course to Teaching and Learning Leadership		
209	Mohsen	8:45–9:45
217	Randle E	8:45–10:15
220	Elizabeth AB	10:15–11:15
238	Elizabeth G	2:30–4:00
239	Randle B	2:30–4:00
242	Elizabeth H	2:45–3:45

Strand 4. Charting a Course to Assessment Leadership		
206	Elizabeth H	8:45–9:45
214	Randle B	8:45–10:15
219	Molly AB	10:15–11:15
233	Randle B	10:30–12:00
236	Randle A	2:30–4:00
244	Elizabeth AB	2:45–3:45
245	Mohsen	2:45–3:45

Strand 5. Putting PRIME into Practice		
205	Elizabeth AB	8:45–9:45
235	Windsor BC	2:30–4:00
248	Elizabeth F	2:45–3:45

Strand 6. Developing Coaches – Developing Teachers		
204	Molly AB	8:45–9:45
213	Elizabeth G	8:45–10:15
222	Elizabeth F	10:15–11:15
230	Randle E	10:30–12:00
231	Randle D	10:30–12:00
246	Edward CD	2:45–3:45

Tuesday Breakfast

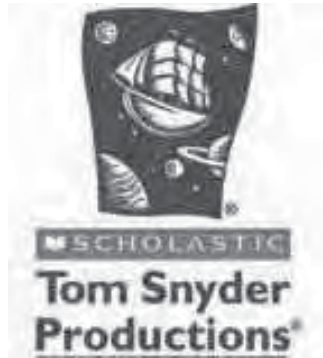
Session 201

Sponsored by Tom Snyder Productions/Scholastic, Inc.

Douglas CD

7:30 – 8:30 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.



Changing the Math Trajectory of Underperforming Students

David Dockterman, Tom Snyder Productions/Scholastic, Carlisle, MA

Too many of our students are caught in a cycle of math failure. What does the emerging cognitive and behavioral research say about why? And what resources and approaches does the research suggest we should bring to bear to begin to turn these students around?

David Dockterman is Vice President of Product Development and Chief Academic Officer at Tom Snyder Productions, where for more than 20 years he has led the development of award-winning educational software for the classroom. Recently Dr. Dockterman guided the development of Fraction Nation, SMI, FASTT Math, and GO Solve Word Problems. He also co-created and co-wrote the highly acclaimed 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. Dr. Dockterman is also the author of the highly regarded book *Weaving Technology into Your Teaching*.

Dr. Dockterman is an Adjunct Lecturer on Education at the Harvard Graduate School of Education, where he received his Ed.D. in 1988. Dr. Dockterman has dedicated himself to supporting classroom teaching and the successful integration of technology into schools.

Visit Tom Snyder Productions/Scholastic at Booth 302 in the Sponsor Display Area or at www.tomsnyder.com and www.scholastic.com.

Look for an email next week inviting you to complete the Online Conference Feedback Survey.

Volunteer to help at the 2011 Annual Conference in Indianapolis. See mathedleadership.org for details.

Tuesday 8:45–9:45

Session 202: Major Session

General

Manchester GHI

Teaching, Learning, and Culture: Implications for Diverse Learners in Mathematics

Tyrone Howard, Associate Professor – Director,
Center X, University of California, Los Angeles,
Los Angeles, CA

Presider: Susan Birnie, NCSM Southern 1 Regional
Director, Annandale, VA

This interactive session is designed to share with participants the complexities of how culture influences learning for diverse students. The session will include culturally relevant concepts and principles that can have applicability for math teachers and learners. The session will pay particular attention to various knowledge, skills, and aptitudes that can be useful in helping to close the achievement gap facing many culturally diverse students.



Dr. Tyrone C. Howard is an Associate Professor in the Graduation School of Education and Information Studies at UCLA. His work is concerned with issues of access, equity, and increasing the academic achievement of culturally diverse students. Prior to entering higher education, Dr.

Howard worked as an elementary school teacher in Compton, California, which is also the city where he was born and raised.

Dr. Howard has published over 40 peer reviewed journal articles and book chapters which address issues in social studies education, multicultural education, the schooling experiences of African American students, critical race theory, and the historical, social, and political context of education. Dr. Howard's new book addresses the role of race and culture in examining the achievement gap. Dr. Howard has worked as a consultant for a number of cities and school districts across the country.

Session 203

General

Strand 1

Elizabeth F

The Intersection of Mathematics and Response to Instruction: The Role of Teaching and Learning

Denver Public Schools Response to Instruction (RtI) for mathematics is grounded in our common core mathematics programs. In this session, join our journey to explore our successes, challenges, and tools we have created, including protocols for progress monitoring, individual record of RtI, and teacher guide for differentiating classroom instruction.

Cathy Martin, Denver Public Schools, Denver, CO

Kris O'Clair, Denver Public Schools, Littleton, CO

Session 204

General

Strand 6

Molly AB

Case Studies in Elementary-Level Instructional Teacher Leadership

This session focuses on elementary-level, school-based math coaches drawing upon case studies from urban elementary schools. Participants will engage in activities that explore the enactment of these roles. The activities utilize instructional materials that promote reflection and discussion, using theoretical framing and critical inquiry methods.

Sara Stoelinga, University of Chicago, Oak Park, IL

Melinda Mangin, Michigan State University, East Lansing, MI

Session 205

General

Strand 5

Elizabeth AB

In Pursuit of Equity: The Three Secrets of a PRIME Leader!

In this motivational and insightful session, we will explore the three most essential leadership practices necessary to lead a sustained erosion of inequities in our school mathematics programs. Specific leadership connections to recommendations from the PRIME leadership Framework will also be provided.

Timothy Kanold, NCSM Immediate Past President,
Educational Author and Leadership Consultant, Chicago, IL

Session 206

Intermediate (3–5)

Strand 4

Elizabeth H

Guiding Local Leaders in Formative Assessment Within the Context of Existing Practice: Partners for Mathematics Learning

This interactive session leads participants through the process of creating professional development to support classroom assessment, including techniques that blend on-going assessment for instructional planning with existing school practices such as benchmarks tests and pacing guides. Session draws on work of Partners for Mathematics Learning, a North Carolina MSP project.

Jeanne Joyner, Meredith College, Raleigh, NC

Katherine Mawhinney, Appalachian State University,
Boone, NC

Session 207

Secondary (9–12)

Strand 1

Edward CD

The Teacher Algebra Network: Building a Community of Educators Within Rural NC School Districts

The Teacher Algebra Network (TAN) joins Alleghany, Ashe, and Avery County school districts and Appalachian State University in addressing algebra-readiness needs of students. In this talk, project leaders will share how the rural context informs the design and implementation of TAN to the benefit of underrepresented students.

Tracie McLemore Salinas, Appalachian State University,
Boone, NC

Katherine Mawhinney, Appalachian State University,
Boone, NC

Tuesday 8:45–9:45 (continued)

Session 208

Secondary (9–12) Strand 2 Madeleine AB

Promoting Reasoning and Sensemaking in High School Curriculum

A brief overview of the Focus in High School Mathematics document will be given by members of the writing group. A series of discussion questions will then be posed, covering different areas of impact; and small groups will discuss the questions, with a brief report back at the end.

Gary Martin, Auburn University, Reston, VA

Judith Quander, NCTM, Reston, VA

Session 209

Secondary (9–12) Strand 3 Mohsen

A Lesson Study Project: Connecting Theory and Practice Through the Development of an Exemplar Video for Algebra I Teachers and Students

Houston Independent School District's Exemplar Video Project was a collaboration with the Rice University School Mathematics Project. The project's goal was to close the gap between theory and practice in the Algebra I classroom.

Learn about its development, implementation, and impact, examine the mathematics, and preview parts of the video.

Anne Papakonstantinou, Rice University, Houston, TX

Richard Parr, Rice University, Houston, TX

Monica Kendall, Houston Independent School District, Houston, TX



Session 210: Carnegie Learning Technology Showcase

Grades 8–12

Emma

Launch of Carnegie Learning's New Geometry Curriculum Featuring the Cognitive Tutor Proof Tool

Sandy Bartle, Carnegie Learning, Pittsburgh, PA

Come experience the new Carnegie Learning™ Geometry Curriculum that incorporates the common strands of geometry throughout the lessons. It strengthens conceptual understanding using proofs, construction of shapes, and drawing algebraic connections. The instructional software provides embedded proof and construction tools for students to create proofs, diagrams, and complete problem solving tasks.

Session 211: Math Solutions Sponsor Showcase

K–5

Annie

Helping Teachers Help Children Build Mental Math and Computation Strategies

Carolyn Felux, Math Solutions, San Antonio, TX

Sherry Parrish, Math Solutions, Birmingham, AL

This session introduces a new resource and DVD, Number Talks: Helping Children Build Mental Math and Computation Strategies. Meet Sherry Parrish, author, and learn about strategies teachers can use to create a classroom environment and routine that supports students' mental math and computation. Complimentary copies to the first 50 attendees.

Tuesday 8:45–10:15 (Extended)

Session212

General Strand 1 Windsor BC

Turn Research into Action: Let the Position Papers Be Your Guide

We will investigate how equity issues are addressed in the other position papers as seen in the implementation steps for building collaborative teams, working with students with special needs, and leading effective assessment practices. Participants will develop action steps to initiate in their local settings.

Kit Norris, NCSM Position Papers Editor, Southborough, MA

Session213

General Strand 6 Elizabeth G

Connecting Arithmetic to Algebra: An Online Course for Teachers in Grades 1-6

Integrating early algebra into instruction strengthens elementary students' understanding of the operations and builds a foundation for algebra. We will provide examples of teacher work from a course focused on articulating, representing, and justifying generalizations about arithmetic and will discuss how teachers incorporate learning about this content into their classroom practice.

Susan Jo Russell, Technical Education Research Center, Somerville, MA

Virginia Bastable, SummerMath for Teachers, Carlsbad, CA

Deborah Schifter, Education Development Center, Northampton, MA

Session214

General Strand 4 Randle B

Beyond Average: Analyzing Assessment Data

Analyzing student assessment data provides a wealth of information that can be used to improve instructional practices and student achievement. In this session, attendees will examine data from standardized and classroom assessments using data analysis methods that can be used in their schools and classrooms.

Eric Moyer, Pearson, Leander, TX

Robert Greenburg, Pearson, Round Rock, TX

Session215

Intermediate (3–5) Strand 2 Randle A

A Menu of Strategies: Building Flexible Thinking into the Curriculum

This session focuses on the role of flexible computation strategies in a K-5 mathematics curriculum. Specific areas of discussion will include the interplay between conceptual models and numerical algorithms, the teaching of varied strategies to meet individual student's needs, and the balance between invented and learned strategies.

Timothy Stoelinga, University of Illinois at Chicago – TIMS Project, Oak Park, IL

Georganne Marsh, University of Illinois at Chicago, Chicago, IL

Session216

Middle (6–8) Strand 1 Randle D

Facilitating Professional Development to Improve Math Instruction for Middle School Students with Learning Disabilities

Experience activities from a PD (Professional Development) course for helping math teachers and special educators provide high-quality, accessible math instruction to students with disabilities. Learn about the findings of case study research on how five diverse districts implemented the PD with their teachers. Leave with ideas and materials to apply in your district.

Amy Brodesky, Education Development Center, Newton, MA

Emily Fagan, Education Development Center, Newton, MA

Session217

Secondary (9–12) Strand 3 Randle E

Technology and Teaching and Learning Mathematics at the Secondary Level: Implications for Teacher Preparation and Development

Across grades, students often struggle with basic concepts such as area or reasoning about geometric relationships. Building from research on teaching and learning, using dynamic interactive technology as a tool for learning, and asking the right questions can engage students in reasoning about these concepts in ways that develop understanding.

Tom Dick, Oregon State University, Corvallis, OR

Gail Burrill, Michigan State University, Hales Corners, WI

Tuesday 10:15–11:15

Session 218: Major Session

General

Manchester GHI

When the Bell Rings . . . Beyond the Label of PLC

Cindy Douglas, Director, Instruction & Professional Development, Grossmont Union High School District, La Mesa, CA

Presider: Timothy Kanold, NCSM Immediate Past President, Chicago, IL

The incredible journey of a district working to shift its culture from isolation to collaboration will be discussed from the viewpoint of the day-to-day faces and stories that have moved this district forward. Beyond just the label of PLC, this discussion will include the successes, as well as the difficulties, encountered.



Cindy Douglas is currently the Director of Instruction & Professional Development for the Grossmont High School District in San Diego County. She has also worked as a high school Government and Economics teacher for 14 years, and was the regional director for new teacher

programs in Southern California for 3 years. While teaching, Cindy received the Golden Apple Award 3 times and was honored with the “Teacher of the Year” Award from the CA Commission on Teacher Credentialing for her work with new teachers.

Session 219

General

Strand 4

Molly AB

Using Growth Data to Improve Mathematics Teaching and Learning

This session discusses how using student growth models for large-scale mathematics assessments can contribute to effective changes in classroom, school, and district practices. Participants will engage in a discussion of how these models can improve the way educators at the state, regional, district, and school level rethink and improve mathematical learning.

Pamela Paek, National Center for the Improvement of Educational Assessment, Austin, TX

Session 220

General

Strand 3

Elizabeth AB

Intriguing Lessons About How Math Is Taught and Assessed in High Performing Asian Countries

It’s really not an accident that countries like Singapore and Hong Kong significantly outperform the U.S. We’ll take a look at some of the features, some of the instructional approaches, and some of the assessment items that can inform and guide our own efforts to improve our outcomes.

Steven Leinwand, American Institutes for Research, Washington, DC

Session 221

General

Madeleine AB

The Ten Most Pressing Challenges Facing the Mathematics Education Community

There is general agreement that strong K-12 mathematics programs are necessary for our children and country to succeed and flourish. This session will highlight the challenges and opportunities for continual improvement of school mathematics programs.

Barbara Reys, President, Association of Mathematics Teacher Educators (AMTE), University of Missouri, Columbia, MO

Session 222

Intermediate (3–5)

Strand 6

Elizabeth F

Elementary Mathematics Specialists—An Important Aspect of Teacher Leadership

The concept of an elementary mathematics specialist is not new. However, it is finally being seriously considered by many states. Many questions need answers. Many challenges come with establishing the role of elementary specialist. From coach to classroom teacher, let’s look at some of the issues and share ideas.

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

Session 223

Intermediate (3–5)

Strand 1

Elizabeth H

Teaching Math to English Language Learners

Teachers of English Language Learners need to have two goals in teaching ELLs mathematical understanding and proficiency in English. Participants will consider how to support teachers that teach ELLs in meeting these two goals.

Marji Freeman, Math Solutions, Austin, TX

Tuesday 10:15–11:15 (continued)

Session 224

Intermediate (3–5) Strand 2 Mohsen
Developing a Singapore Math Curriculum: From Theory to Practice

The latest TIMSS (Trends in International Mathematics and Science Study) results show Singapore students performing very well at Grade 4 Math. This presentation shows a Singapore math program based on theory to practice and its uniqueness in teaching math. The talk will substantiate with examples and video clips how to help students master math.

Ho-Kheong Fong, Emirates College for Adv Edu, Sydney NSW, Australia

Lim Soke Hwee, Qifa Primary School, Singapore

Session 225

Middle (6–8) Strand 1 Edward CD
Ideas for Differentiating Instruction—Everyone Learns and Succeeds!

Participants will learn ways that mathematics supervisors can help their teachers move beyond the traditional test and quiz to find ways to accurately assess student progress. Informative research and current methodology will be discussed.

John Neral, Oakland Public Schools, Haskell, NJ

Session 226: CASIO America, Inc. Technology Showcase

Grades 8–12, College Emma

Do You Speak “CASIO”?

John Neral, Valley Middle School District, Oakland, NJ
Learn how intuitive operating CASIO’s low-cost graphing calculator is. Become “bi-lingual” with the latest calculator technology to serve your entire student population by incorporating CASIO & TI in the classroom. Review popular modules as well as CASIO-specific teaching apps. Receive a “CASIO Calculator Phrase Book”, fx-9750GII and fx-Manager PLUS Software.

Session 227: ETA/Cuisenaire Sponsor Showcase

Grades 5–10 Annie

Comprehensive Solutions for Algebra Success

Sara Delano Moore, ETA/Cuisenaire, Kent, OH
Learn about new resources and solutions for ensuring every child is ready for Algebra I and for supporting each learner to successfully complete Algebra I. Resources include hands-on tools for students, new interactive White Board resources, and teacher support materials, including lesson plans and assessments.

Tuesday 10:30–12:00 (Extended)

Session 228

General Strand 2 Windsor BC
Implementing Curriculum: What It Takes

Selecting a curriculum is only a part of what districts need to consider when they examine how to improve the teaching and learning of mathematics. We will describe and discuss the many factors and components of implementation that leadership teams need to consider as they plan for successful implementation.

Karen Economopoulos, TERC, Concord, MA

Keith Cochran, TERC, Cambridge, MA

Session 229

General Strand 1 Randle A
Equity—A Constant in the Mathematics Professional Development Equation

Knowing mathematics content is important. Understanding how to teach content to students is critical. Facilitating an experience where diverse students can access this content is essential. Participants will experience activities that address content, pedagogy, and equity in ways that allow teachers to create a classroom culture that supports student achievement.

Karen Mayfield-Ingram, University of California Berkeley, EQUALS, El Sobrante, CA

Grace Coates, EQUALS/University of California Berkeley, Hayward, CA

Session 230

General Strand 6 Randle E
Moving Students from Procedure to Thinking

One way in which to encourage students to think deeply about word problems is to remove the numbers. Participants will solve and discuss problems without numbers, examine some student and teacher solutions, and explore ways in which they can use such problems to enhance both students’ and teachers’ mathematical reasoning.

Patsy Wang-Iverson, Gabriella and Paul Rosenbaum Foundation, Stockton, NJ

Richard Askey, University of Wisconsin, Madison, WI

Marian Palumbo, Bernards Township Public School, Ringoes, NJ

Tuesday 10:30–12:00 (continued)

Session 231

General

Strand 6

Randle D

Using a Coach Collaborative to Develop a Common Model for Coaching

Coaches are often insulated and isolated. While creating collaborative coaching communities is one way to support and develop coaches, mere conversations about coaching will not necessarily shift or deepen practice. In our coach collaborative, we use intervisitation and co-coaching to develop a common language and specific, critical tools for improving instruction.

Antonia Cameron, Metamorphosis Teaching and Learning Communities, New York, NY

Carol Mosesson-Teig, New York City DOE, New York, NY

Stephanie Slabic, Math in the City, Brooklyn, NY

Sally Dyson, Mathematics Coach, Brooklyn, NY

Session 232

Intermediate (3–5)

Strand 1

Elizabeth G

Building Cultural Congruity for African American Learners of Mathematics

This session focuses on helping teachers to utilize the strengths of African American culture in mathematics

classrooms. Facilitators will share suggestions for what should be components of teachers' "toolkits" for building cultural congruity for African American learners of mathematics and engage participants via video of African American children learning mathematics.

Thomasenia Lott Adams, University of Florida, Gainesville, FL

Emily Bonner, University of Texas at San Antonio, Gainesville, FL

Session 233

Middle (6–8)

Strand 4

Randle B

Accelerate Learning with SMART Goals for Students and Staff

The New York City Department of Education has formalized a quality review system linked to SMART Goals for all schools. The co-presenters will elaborate on the five stages and descriptors, use of data analysis, the implementation of the core curriculum with professional development and the logistics of the evaluation process.

Elaine Carman, New York City Department of Education, Scotch Plains, NJ

Donna Davis, New York City Department of Education, Baltimore, MD

PRIME Time for Technology: What Research Should Every Math Leader Know?

Jeremy Roschelle, Director, Center for Technology in Learning SRI International Menlo Park, CA

Lisa Lovett, Senior Vice-President and President of Education Technology at TI, Dallas, TX

Many varied technology tools and interventions are available to improve students' mathematics achievement. This session will provide research that every mathematics leader should know when supporting educators as they integrate technology into the teaching and learning of mathematics



Jeremy Roschelle is Director of the Center for Technology in Learning at SRI International. His research examines the design and classroom use of innovations that enhance learning of complex and conceptually difficult ideas in mathematics and science. Through cognitive science-based research on the

“Envisioning Machine” and later “SimCalc,” he has explored how computer-based representations can make the mathematics of change and the related physics of motion accessible to many more students. Two running themes in his work are the study of collaboration in learning and the appropriate use of advanced or emerging technologies (such as component software and wireless handhelds) in education. More recently, Jeremy has been addressing large-scale use of innovative technologies in education, both through consulting to companies with a large impact in the market, such as Texas Instruments, Apple, and Scholastic, and through implementation research on scaling up SimCalc to a wide variety of teachers and classrooms.

Jeremy became intrigued with educational technology through an undergraduate research opportunity in the Logo group while he was a computer science student at MIT, where he worked on Music Logo and Boxer. He received the first Ph.D. in Berkeley's Educational: Math, Science, and Technology program and pursued educational technology research at both Xerox PARC and the Institute for Research on Learning. After stints in the former British colonies of Massachusetts and Australia, he settled down at SRI International in 1997.

As Director of the Center for Technology in Learning at SRI International, Jeremy works with over 60 talented researchers and staff. Jeremy founded SRI's Strategic Learning Consulting practice, which translates research knowledge into innovative products. He serves on the editorial boards of five leading journals and has been a program chair of a Computer-Supported Collaborative Learning conference, an IEEE Wireless and Mobile Technologies in Education workshop, and two AERA Special Interest Groups. He has been invited to give keynote addresses in North America, Asia, and Europe.



Melendy Lovett is President of Texas Instruments (TI) Education Technology and Senior Vice President of Texas Instruments, Incorporated. She has worldwide responsibility for TI's math and science educational technology products and services and is also a member of TI's strategic leadership team.

Lovett has a long-standing personal commitment and passion for math and science education. She helped found and leads an initiative of TI women who are working to improve math and science education for girls in middle and high school (the Women of TI Fund).

Lovett is a current board member for Rose-Hulman Institute of Technology and the AVID Center.

Her awards include election into the Women of Technology International Hall of Fame (WITI) and recognitions by the University of Texas at Dallas as a distinguished alumni and the Dallas Business Journal as one of Dallas-Fort Worth's “Top 25 Changemakers.”

She is a Certified Public Accountant with a Masters degree in Accounting from UTD and a Bachelor's degree in Management from Texas A&M.

Tuesday Luncheon (continued)

5th 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.

2010 Grant Recipients

Suzanne DeWeese, Teacher, Baltimore, MD

Virginia Michelle Mitchell, Math Intervention Specialist, Katy, TX

Lisa Scott, Teacher on Special Assignment, Billings, MT

2009 Grant Recipients



Left to right:

Nancy Krueger, Sioux Falls, SD

Therese Forsythe, Berwick, Nova Scotia, Canada

Diane J. Briars, NCSM President, Pittsburgh, PA

Lisa Lunney Borden, Antigonish, Nova Scotia, Canada

Juli Schexnayder, Phoenix, AZ

Jennifer Bednarczyk, Richton Park, IL



Attend your Regional Caucus on Tuesday afternoon.
See page 53 for details.

Support the Iris Carl Mathematics Leadership Fund.
See page 77 for more information.

Volunteer to help at the 2011 Annual Conference in Indianapolis. See mathedleadership.org for details.

Tuesday 2:30–4:00 (Extended)

Session 235

General Strand 5 Windsor BC

PRIMING for Professional Learning Communities

Have professional learning communities flourished, floundered, or flopped in your region or district? Come and learn how we have used the PRIME framework to slowly and methodically move districts toward working in professional learning communities. Activities will include work in the areas of assessment, teaching, and learning.

Michele Burgess, Allegheny Intermediate Unit, Upper St Clair, PA

Andrea Miller, Allegheny Intermediate Unit, Pittsburgh, PA

Session 236

Intermediate (3–5) Strand 4 Randle A

Assessment Tools to Identify and Address the Individual Needs of Learners: From Research to Practice

Assessment tools will be presented that mathematics leaders can use with teachers to evaluate student progress based on a developmental framework and observable performance criteria. Applying the tools to sample work and videotaped student interviews, participants will identify and address individual needs to improve content knowledge and problem solving skills.

Catherine Kelso, University of Illinois at Chicago, Oak Park, IL

Jennifer Leimberer, University of Illinois at Chicago, North Riverside, IL

Session 237

Intermediate (3–5) Strand 2 Randle D

From Techno-Cool to Techno-Tool: Time to Chart a New Course

Technology can have a big WOW factor but not impact learning. Use NMAP-aligned guidelines to analyze instructional technology efficacy, especially for use with students of diverse backgrounds. Use research-based best practices to turbo-charge lesson design with new technology that motivates, differentiates, and develops deep mathematical understandings, building competence and confidence.

Linda Catanzaro, MIND Research Institute, Walnut, CA

Session 238

Middle (6–8) Strand 3 Elizabeth G

Using VideoCases to Develop Teachers' Conceptual Understanding of Mathematics

How do teachers deepen their understanding of mathematics in ways that apply directly to their teaching? We will examine how videocases and lesson “warm-ups” can be used in professional development to unpack the concept of similarity, including connections to geometric transformations, proportional reasoning, slope, and the role of definition.

Nanette Seago, WestEd, Riverside, CA

Mark Driscoll, Education Development Center, Newton, MA

Johannah Nikula, Education Development Center, Sudbury, MA

Session 239

Middle (6–8) Strand 3 Randle B

Using Singapore Math Model Drawing to Help Special Education Students and Struggling Learners Become More Capable and Willing Problem Solvers

Model Drawing is a powerful tool for helping students translate words in problems to visual models. They understand problems better and apply computational skills to real world applications and contexts. Participants will learn the eight steps of Model Drawing, work sample problems, and see examples of students' progress over a two year period.

Patty Smith, Educational Resources Group, Inc., Easley, SC

Session 240

Secondary (9–12) Strand 1 Randle E

Toward “Pedagogical Equity” in the Mathematics Classroom Through Real World Context, Business-Industry Input, Leadership, and Strategic Professional Learning Processes

The presenter will share teachers' successful experiences in efforts to reach all students with meaningful mathematics. A well crafted professional learning process on the REACT (Relating, Experiencing, Applying, Cooperating, and Transferring) contextual teaching methodology, supported by strong leadership, led teacher to successfully incorporate business-industry input into their everyday practice. Come and get ideas for lessons plans.

Agustin Navarra, Center for Occupational Research and Development, Waco, TX

Tuesday 2:45–3:45

Session 241: Major Session

General

Manchester GHI

Reasoning and Sense Making Is Required for All Students in a Common Core

Hank Kepner, President, National Council of Teachers of Mathematics, Professor, University of Wisconsin – Milwaukee, Milwaukee, WI

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

Participants will receive an update on NCTM initiatives and activities, with emphasis on teacher support from NCTM and other professional organizations' involvement in standards, assessment, and curriculum interactions.



Hank Kepner is completing two of the most exhilarating years of his professional career as NCTM President. While dealing with a National Math Panel report and Common Core Standards, he has a flashback to his earlier experience as a member of the NCTM Board of Directors that commissioned and

released the first standards document in 1989.

Hank takes his ever-evolving experiences in mathematics education directly to school districts and classrooms, both locally and nationally. He has taught middle and high school mathematics for 12 years in Milwaukee and Iowa City. On every possible occasion, he works with teachers and their students in classrooms. As of today, he has never stopped learning from students. It is their efforts to do and explain mathematics—as they perceive it—that both challenges and inspires us as teachers!

Hank was president of NCSM, a founding member and president of the Association of Mathematics Teacher Educators, president of Wisconsin Mathematics Council, and served 5 years as an NSF program officer along with 30 years of officiating football, basketball and baseball. Kepner earned his B.A. and M.S. degrees in mathematics and Ph.D. in mathematics education at the University of Iowa. He is professor at University of Wisconsin-Milwaukee.

Session 242

General

Strand 3

Elizabeth H

Supporting Mathematical Proficiency for All Students

How can mathematics education leaders foster and support mathematical proficiency for all students? How can research inform instructional practices? How do we advocate for high-quality instruction and assessment? Examples responding to these questions draw on the work of the California Algebra Forum that proposes a clear vision and action plan.

Susie Hakansson, University of California Los Angeles, Venice, CA

Jivan Dhaliwal, Santa Clara County Office of Education, Capitola, CA

Patricia Duckhorn, Sacramento County Office of Education, Sacramento, CA

Session 243

General

Molly AB

NCSM Business Meeting and State of the Organization Report

NCSM President Diane J. Briars will present the State of the Organization Report, including progress on the 2009-2010 NCSM projects and initiatives, newly released position papers, enhancements to the NCSM website, and anticipated strategic priorities for 2010-2011. Treasurer Randy Phippen will describe the current financial status of the organization.

Diane J. Briars, NCSM President, Pittsburgh, PA

Randy Phippen, NCSM Treasurer, Plainfield, IL

Session 244

General

Strand 4

Elizabeth AB

From Individual Assessments to Instructional Decisions: A Focus on Number and Operations in Grades K–6

The primary purpose of classroom assessments is to use the data collected to improve teaching and learning. This session focuses on the role and benefits of individual interviews and how the information can be used to inform teaching decisions.

Marilyn Burns, Math Solutions Professional Development, Sausalito, CA

See page 78 for future NCSM Annual Conferences and regional events.

Tuesday 2:45–3:45 (continued)

Session 245

General

Strand 4

Mohsen

Come Climb the Vertical Team Ladder with Us!

Embark on the three-year journey of our K-8 school's Vertical Teaming process. All our gleanings will be shared from analyzing the data, to creating and implementing the K-8 math assessment, and finally to implementing supporting strategies. Learn how to use this assessment vehicle to drive your own school's math instruction.

Roseanna Gonzales, Pendergast School District, Goodyear, AZ

Jamie Robarge, Pendergast School District, Surprise, AZ

Jamie Beecham, Pendergast School District, Waddell, AZ

Jennifer Fletcher, Pendergast School District, Avondale, AZ

Session 246

Intermediate (3–5)

Strand 6

Edward CD

Effective Conversations That Lead to Effective Instruction: Using a Portfolio Process to Structure Teaching and Learning of Mathematics

Listen as one school shares its journey from using mathematics portfolios as a monitoring system to developing a portfolio system that serves as a vehicle to focus mathematics instruction and improve student learning. Participants will watch video clips of conversations with teachers and students and walk away with resources.

Beth Schefelker, Milwaukee Public Schools, Milwaukee, WI

Joanie Marchillo, Milwaukee Public Schools, Milwaukee, WI

Melissa Hedges, Milwaukee Public Schools, Milwaukee, WI

Session 247

Middle (6–8)

Strand 1

Madeleine AB

Problem Solving and Technology Implementation in an Inclusion Classroom

Learn how a math coach is helping a middle school math teacher create a problem solving environment in classrooms which include English language learners and special education students. We'll discuss problems and accompanying activities (some of which involve Sketchpad™, applets, and other technology) that can support students as problem solvers.

Annie Fetter, The Math Forum @ Drexel, Rutledge, PA

Session 248

College

Strand 5

Elizabeth F

Putting Pre-Service Teachers on the Right Course with PRIME

The PRIME document has the power to create Stage 1 leaders both during student teaching and as they begin their careers. Come learn how two mathematics educators put the principles into the classroom and with student teachers. Plan to share activities that you use to help candidates start as leaders.

Connie Schrock, NCSM Central 2 Regional Director, Emporia State University, Emporia, KS

Session 249: ExploreLearning Technology Showcase

Grades 3–12

Emma

Using Online Simulations to Catalyze Better Math Instruction

Thom O'Brien, ExploreLearning, Charlottesville, VA

We will summarize the research showing that computer-based simulations are powerful instructional aids and introduce the audience to ExploreLearning Gizmos that promote inquiry and understanding in Mathematics. The audience will work hands-on with Gizmos. An extended free trial will be offered at the end of the session.

Session 250: Pearson Sponsor Showcase

Grades 8–12

Annie

Changing the Way Students See and Learn High School Math

Cathie A. Dillender, National Math Consultant, K-12, Eden Prairie, MN

Reach today's digital generation with the support of engaging technology. Be among the first to see Pearson's new suite of High School Math programs—seamlessly blending print and digital curriculum. See the thinking, reasoning, and sense-making come alive; help your high school students achieve full conceptual understanding.

Attend an NCSM Summer Leadership Academy. See our ad behind the 78 Program tab.

Caucuses, Tuesday, 4:00–5:30 PM

The Caucuses provide opportunities for all NCSM members' voices to be heard! Your NCSM Regional Director, as the Caucus facilitator, will share information on NCSM initiatives, national issues, 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 251 Elizabeth H
NCSM Past Presidents Caucus

Larry Bradsby, NCSM Past President,
Lakewood, CO
NCSM Past Presidents



Session 252 Molly AB
Canadian Regional Caucus

Donna Karsten, NCSM Canadian Regional
Director, Halifax, NS, Canada
Alberta, British Columbia, Manitoba, New
Brunswick, Newfoundland, Northwest
Territories, Nova Scotia, Nunavut, Ontario,
Prince Edward Island, Quebec, Saskatchewan,
Yukon



Session 253 Edward CD
Central Region 1 Caucus

Steve Viktora, NCSM Regional Director -
C1, Winnetka, IL
Illinois, Indiana, Kentucky, Michigan, Ohio



Session 254 Madeleine AB
Eastern Region 2 Caucus

Diana Kendrick, NCSM Regional Director
E2, Ft Washington, MD
Delaware, District of Columbia, Maryland,
New Jersey, Pennsylvania, West Virginia



Session 255 Mohsen
Southern Region 1 Caucus

Susan Birnie, NCSM Regional Director S1,
Annandale, MD
Bermuda, Florida, Georgia, North Carolina,
Puerto Rico, South Carolina, Virginia, Virgin
Islands, Military State AA (Armed Forces
America)



Session 256 Annie
Central Region 2 Caucus

Connie Schrock, NCSM Regional Director
C2, Emporia, KS
Iowa, Kansas, Minn., Missouri, Nebraska,
North Dakota, South Dakota, Wisconsin



Session 257 Windsor BC
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 258 Randle A
Southern Region 2 Caucus

Suzanne Mitchell, NCSM Regional Director
S2, Jacksonville, AR
Alabama, Arkansas, Louisiana, Mississippi,
Oklahoma, Tennessee, Texas



Session 259 Randle B
Western Region 1 Caucus

Richard Seitz, NCSM Regional Director W1,
Helena, MT
Alaska, Arizona, Colorado, Idaho, Montana,
Nevada, New Mexico, Utah, Wyoming



Session 260 Randle E
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 261 Randle D
International Attendees Caucus

Sandie Gilliam, NCSM Second Vice
President, Colorado Springs, CO
Anyone from outside the United States and
Canada

Tuesday Reception, 5:45 – 7:00 PM

Session 262

Sponsored by Pearson

Douglas CD

Pearson is an international 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.

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Program Summary Information for Wednesday, April 21, 2010

See page 5 for Conference Strand descriptions.

Wednesday Summary

7:30–8:30: Wednesday Breakfast (ticket required), Phil Daro, sponsored by America’s Choice, Douglas CD					
Annie (3)	Edward CD (2)	Elizabeth AB (2)	Elizabeth F (2)	Elizabeth G (2)	Elizabeth H (2)
<p>8:45</p> <p>Session 310: Tom Synder Productions Sponsor Showcase Grades 2–8 Trow, Critical Foundations for Algebra—Implications for Intervention</p>	<p>Session 305 Intermediate (3–5), Strand 6 Bedford, Hedges, Schefelker, Building Effective Relationships That Lead to Instructional Change in Mathematics Classrooms</p>	<p>Session 303 General, Strand 1 Scott, Creating Mathematic Openings for Children of African Descent</p> <p style="text-align: center; border: 1px solid black; padding: 5px;">Numbers in parentheses beside room names indicate floor levels.</p>	<p>Session 307 Secondary (9–12), Strand 5 Toncheff, Schexnayder, New PRIME Leaders: Where Do We Start?</p>	<p>Session 315 Secondary (9–12), Strand 3 Smith, Exploring the Potential of Narrative Cases in Developing Teachers in Developing Teachers Capacity to Reason and Prove</p>	<p>Session 308 Secondary (9–12), Strand 6 Thompson, Beckmann, Coaching Teachers to Ask Questions That Provide Just Enough Help to Move Students Forward</p>
<p>9:45</p> <p>Session 325: Texas Instruments Sponsor Showcase 7th and 8th Grade Algebra Haney, San Juan, Changing Opportunities and Changing Lives by Moving MathForward</p>	<p>Session 321 Middle (6–8), Strand 2 Sheffield, Tassel, Exploring Middle Grades Mathematics: Setting the Course for the Future</p>	<p>Session 324 Secondary (9–12), Strand 2 Slover, States Moving Towards Common Core Standards</p>	<p>Session 320 Intermediate (3–5), Strand 4 Storeygard, Myren, Supporting Students to Develop Learning Behaviors in Mathematics Class</p>	<p>Session 322 Secondary (9–12), Strand 3 Held, Wilson, Mathematical Knowledge for Teaching Secondary Mathematics: Classroom-Based Scenarios and a Framework</p>	<p>Session 332 Secondary (9–12), Strand 3 Held, Wilson, Mathematical Knowledge for Teaching Secondary Mathematics: Classroom-Based Scenarios and a Framework</p>
<p>10:00</p> <p>Session 340: America’s Choice Sponsor Showcase General Daro, Williams, The Common Core Standards—Getting Ahead of the Curve for Implementation</p>	<p>Session 337 Middle (6–8), Strand 6 Lynch, Building a Mathematics Professional Learning Communities (PLCs) Using Enhanced Journal Articles</p>	<p>Session 335 Primary (PK–2), Strand 1 Fuson, Kindergarten and First Graders from Poverty Schools Can Achieve Like East Asian Children and Older U.S. Children</p>	<p>Session 336 Intermediate (3–5), Strand 2 Charles, Azin, Is Your Instructional Program Really Effective? Guidelines for Designing and Evaluating Curriculum Effectiveness Research</p>	<p>Session 327 General, Strand 1 Bay-Williams, Karp, Transforming Mathematics Classrooms: Teaching Mathematics Equitably to All Students</p>	<p>Session 333 General, Strand 6 Morse, What Do Math Coaches Need to Know and How Do They Learn It?</p>
<p>11:00</p> <p>Session 350 General, Charter Schools Tamler, Lessons Learned from Experiments in Mathematics Education in Our Charter Schools</p>	<p>Session 347 General, Special Needs Gross, Brodesky, Fagan, Improving Mathematics Education for Students with Special Needs</p>	<p>Session 346 General, NASGEm Silverman, Sgarlotti, Leading Mathematics Education of Marginalized Students: Debunking Stereotypes, Teaching Measurement, Applying the CREDE Model and Ethnomathematics with Native American Learners</p>	<p>Session 343 General, TODOS Ramirez, Franco, Equity in Mathematics Education: TODOS</p>	<p>Session 352 General, AMTE Bezuk, Reys, Association of Mathematics Teacher Educators (AMTE)</p>	<p>Session 344 General, UIMLN Gartzman, Hull, Urban Mathematics Leadership Network Forum</p>
12:30–2:30: Session 341, Wednesday Luncheon (ticket required), sponsored by CASIO America, Inc. and Houghton Mifflin Harcourt, Douglas CD					
<p>12:00</p> <p>Session 340: America’s Choice Sponsor Showcase General Daro, Williams, The Common Core Standards—Getting Ahead of the Curve for Implementation</p>	<p>Session 337 Middle (6–8), Strand 6 Lynch, Building a Mathematics Professional Learning Communities (PLCs) Using Enhanced Journal Articles</p>	<p>Session 335 Primary (PK–2), Strand 1 Fuson, Kindergarten and First Graders from Poverty Schools Can Achieve Like East Asian Children and Older U.S. Children</p>	<p>Session 336 Intermediate (3–5), Strand 2 Charles, Azin, Is Your Instructional Program Really Effective? Guidelines for Designing and Evaluating Curriculum Effectiveness Research</p>	<p>Session 327 General, Strand 1 Bay-Williams, Karp, Transforming Mathematics Classrooms: Teaching Mathematics Equitably to All Students</p>	<p>Session 333 General, Strand 6 Morse, What Do Math Coaches Need to Know and How Do They Learn It?</p>
<p>12:15</p> <p>Session 340: America’s Choice Sponsor Showcase General Daro, Williams, The Common Core Standards—Getting Ahead of the Curve for Implementation</p>	<p>Session 347 General, Special Needs Gross, Brodesky, Fagan, Improving Mathematics Education for Students with Special Needs</p>	<p>Session 346 General, NASGEm Silverman, Sgarlotti, Leading Mathematics Education of Marginalized Students: Debunking Stereotypes, Teaching Measurement, Applying the CREDE Model and Ethnomathematics with Native American Learners</p>	<p>Session 343 General, TODOS Ramirez, Franco, Equity in Mathematics Education: TODOS</p>	<p>Session 352 General, AMTE Bezuk, Reys, Association of Mathematics Teacher Educators (AMTE)</p>	<p>Session 344 General, UIMLN Gartzman, Hull, Urban Mathematics Leadership Network Forum</p>
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<p>4:00</p>	<p>All Wednesday 2:45–4:00 sessions are Special Interest Group meetings.</p>				

Wednesday Summary

7:30–8:30: Wednesday Breakfast (ticket required), Phil Daro, sponsored by America’s Choice, Douglas CD

	Emma (3)	Madeleine AB (3)	Manchester GHI (2)	Mohsen (3)	Molly AB (2)
8:45		<p>Session 306 Middle (6–8), Strand 1 Gross, Brodesky, PD to Strengthen Collaboration Between Math Teachers and Special Educators: A Key to Improving Math Learning by Students with Special Needs</p>	<p>Session 302: Major Session General Shaughnessy, Foreman, Board, The Mathematics Studio Classroom: A Promising Context for Transforming Mathematics Teaching</p>	<p>Session 304 General, Strand 1 Sudreth, A Tiered Model for Mathematics Success</p>	<p>Session 309 Secondary (9–12), Strand 3 Bradsby, The Leader’s Role in Charting Successful Intervention Strategies in the Secondary School Using Algebra I Examples</p>
9:45		<p>Session 318 General, Strand 5 Zimmermann, Jain, How to Achieve the Vision of the PRIMME Teaching and Learning Principle: From Words to Action</p>	<p>Session 317: Major Session General Flores, Achievement Gap or Opportunity Gap? Changing the Perspective About School Performance in Mathematics</p>	<p>Session 319 General, Strand 1 Simpson, Martin, Comprehensive Mathematics: Connecting Concepts and Context for America’s First Children</p>	<p>Session 323 Secondary (9–12), Strand 3 Kysh, Resek, Lessons Learned in Leadership for Classroom Change</p>
11:00					Numbers in parentheses beside room names indicate floor levels.
11:15		<p>Session 334 General, Strand 3 McGlone, Barta, Hern, Harding-Dekam, Motivate Your Faculty by Connecting Culture and Mathematics</p>	<p>Session 332: Major Session General Loewenberg Ball, Learning to Do Mathematics as a Teacher</p>	<p>Session 339 Secondary (9–12), Strand 1 Hoover, Salmons, Walker, Any’s Story—Taking on the Hard Issues of Equitable Student Access to Mathematics in a Freshman Algebra I Class</p>	<p>Session 338 Secondary (9–12), Strand 3 Lawrence, Radical Reform for the Teaching and Learning of Algebra I</p>

12:30–2:30: Session 341, Wednesday Luncheon (ticket required), sponsored by CASIO America, Inc. and Houghton Mifflin Harcourt, Douglas CD

12:15	<p>Session 348 General, Networking for Consultants Norris, Educational Consultants: A Networking Opportunity</p>	<p>Session 342 General, STEM Slover, Findell, Many Roads: Mathematics Model Pathways and the Common Core State Standards</p>	<p>Session 349 General, Coaching Foster, Mathematics Content Coaching</p>	<p>Session 345 General, Benjamin Banneker Association Leonard, Ellington, Howard, Nuances and Complexities of Teaching Mathematics for Cultural Relevance and Social Justice</p>
2:45	All Wednesday 2:45–4:00 sessions are Special Interest Group meetings.			

4:00

Wednesday Summary

7:30–8:30: Wednesday Breakfast (ticket required), Phil Daro, sponsored by America’s Choice, Douglas CD				
	Randle A (4)	Randle B (4)	Randle D (4)	Randle E (4)
8:45	<p>Session 311 General, Strand 4 Hill, Knicl, Linneburger, <i>Dynamic Data Analysis: Moving a District from Stagnant Assessment Gathering to Informed Instructional Decision-Making</i></p>	<p>Session 316 Secondary (9–12), Strand 2 Mooney, Maly, Changing <i>the Course of High School Mathematics Classrooms: More Than One Teacher at a Time</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;">Numbers in parentheses beside room names indicate floor levels.</div>	<p>Session 313 Middle (6–8), Strand 1 Ley, Too Much Content, Too Little Time: What Can I Do? How Does Technology Help?</p>	<p>Session 312 General, Strand 3 Gorman, A Lesson Study Learning Trajectory: How Do Novice and Experienced Teams Differ? How Can Leaders Help Teams Deepen Their Practice?</p>
10:15	<p>Session 314 Secondary (9–12), Strand 6 Bryson, Lessons Learned from the Back of the Room: Leading Teachers to a New Vision</p>			
10:30	<p>Session 328 General, Strand 6 Cannon, Diary of a Not-So Wimpy Coach</p>	<p>Session 329 General, Strand 1 Coggins, Coates, <i>Strategies for Enhancing English Language Learners’ Success with Mathematics—They Can Be Included in Any Professional Development</i></p>	<p>Session 331 General, Strand 4 Ginsburg, Moore, We’re Assessing, Now What?: Findings from Longitudinal Assessment Data and What They Mean for K-3 Math Instruction</p>	<p>Session 330 General, Strand 5 Swarthout, Bohan, PRIME- <i>ing Mathematics Teacher Mentors (MTMs) for Leadership</i></p>
12:00	<p>Session 326 General, Strand 3 Roschelle, Patton, Yeap, Wong, Integrating Curriculum, Assessment, and Teacher Professional Development: Singapore and the United States</p>			
12:30–2:30: Session 341, Wednesday Luncheon (ticket required), sponsored by CASIO America, Inc. and Houghton Mifflin Harcourt, Douglas CD				
2:45	<p>Session 353 General, Emerging Leaders Toncheff, Emerging Leaders: Focus Question/ Answer Time</p>	<p>Session 354 General, Lesson Study Networking Gorman, Lesson Study Networking: An Opportunity for Practitioners, Researchers, and Leaders to Share Lesson Study Resources, Findings and Questions</p>	<p>Session 356 General, Promising Creative Students Sheffield, Gavin, Nurturing Mathematically Promising and Creative Students</p>	<p>Session 355 General, Math Contests Kalman, Math Contests Build Better Students—and Teachers</p>
4:00	<p>Session 351 General, CLIME Charischak, Weksler, Math 2.0: A New Vision for Using Dynamic Math Software with Web 2.0 Tools</p>			

All Wednesday 2:45–4:00 sessions are Special Interest Group meetings.

Wednesday Sessions by Strand

Strand 1. Charting a Course to Equity and Access		
303	Elizabeth AB	8:45–9:45
304	Mohsen	8:45–9:45
306	Madeleine AB	8:45–9:45
313	Randle D	8:45–10:15
319	Mohsen	10:00–11:00
327	Elizabeth G	10:30–12:00
329	Randle B	10:30–12:00
335	Elizabeth AB	11:15–12:15
339	Mohsen	11:15–12:15

Strand 2. Charting a Course to Curriculum Leadership		
316	Randle B	8:45–10:15
321	Edward CD	10:00–11:00
324	Elizabeth AB	10:00–11:00
336	Elizabeth F	11:15–12:15

Strand 3. Charting a Course to Teaching and Learning Leadership		
309	Molly AB	8:45–9:45
312	Randle E	8:45–10:15
315	Elizabeth G	8:45–10:15
322	Elizabeth H	10:00–11:00
323	Molly AB	10:00–11:00
326	Windsor BC	10:30–12:00
334	Madeleine AB	11:15–12:15
338	Molly AB	11:15–12:15

Strand 4. Charting a Course to Assessment Leadership		
311	Randle A	8:45–10:15
320	Elizabeth F	10:00–11:00
331	Randle D	10:30–12:00

Strand 5. Putting PRIME into Practice		
307	Elizabeth F	8:45–9:45
318	Madeleine AB	10:00–11:00
330	Randle E	10:30–12:00

Strand 6. Developing Coaches – Developing Teachers		
305	Edward CD	8:45–9:45
308	Elizabeth H	8:45–9:45
314	Windsor BC	8:45–10:15
328	Randle A	10:30–12:00
333	Elizabeth H	11:15–12:15
337	Edward CD	11:15–12:15

Wednesday 8:45–9:45

Session 302: Major Session

General

Manchester GHI

The Mathematics Studio Classroom: A Promising Context for Transforming Mathematics Teaching, Coaching, and Leadership

Mike Shaughnessy, President-Elect, National Council of Teachers of Mathematics, Department of Mathematics and Statistics, Portland State University, Portland, OR

Linda Foreman, Teachers Development Group, West Linn, OR

Jill Board, Teachers Development Group, West Linn, OR

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

This session will provide an overview of the Mathematics Studio Program, the research that grounds its design, and the practices and tools that are surfacing as most promising for leveraging high-cognitive engagement for K-12 math students, teachers, coaches, and administrators alike.



Mike Shaughnessy received his Ph.D. degree in Mathematics Education from the Department of Mathematics at Michigan State University in 1976. He worked in the Department of Mathematics at Oregon State University (OSU) 1976–1991, and subsequently at Portland State University (PSU) in

the Dept of Mathematics & Statistics 1991–2008. He has taught mathematics content courses and directed professional development experiences for mathematics teachers at all levels, K-12, community college, and university. He has authored or co-authored over 60 articles, books, and book chapters on issues in the teaching and learning of mathematics. His principal research interests in mathematics education throughout his career have been in the teaching and learning of statistics and probability, and in the teaching and learning of geometry. In the fall of 2008, Dr. Shaughnessy was elected President of the National Council of Teachers of Mathematics. He is currently serving his year as President Elect of the Council.

Session 303

General

Strand 1

Elizabeth AB

Creating Mathematic Openings for Children of African Descent

This session will provide some examples of Mathematizing Opening to start off the class activities. The session is designed for mathematic educators to realize the need for a paradigm shift in order to bring students of African descent into mathematics. The Opening will include various topics in mathematics.

Kwame Anthony Scott, Retired, Chicago, IL

Session 304

General

Strand 1

Mohsen

A Tiered Model for Mathematics Success

Utah's 3 Tier Model of Mathematics Instruction is a framework designed to facilitate mathematical success for all students. The 3 tiers describe a process for quality instruction for all learners and targeted interventions for those who need additional support. Instruction, assessment, research, and evaluation work together for success for all.

Diana Suddreth, Utah State Office of Education, North Salt Lake, UT

Session 305

Intermediate (3–5)

Strand 6

Edward CD

Building Effective Relationships That Lead to Instructional Change in Mathematics Classrooms

Initiating, facilitating, and sustaining change in mathematics teaching and learning in a large urban district is a challenge. Come hear how the Milwaukee Mathematics Partnership (MMP) has established an effective model of distributive leadership that has impacted classroom practice and student achievement!

Pandora Bedford, Milwaukee Public Schools, Milwaukee, WI

Melissa Hedges, Milwaukee Public Schools, Milwaukee, WI

Beth Schefelker, Milwaukee Public Schools, Milwaukee, WI

Session 306

Middle (6–8)

Strand 1

Madeleine AB

PD to Strengthen Collaboration Between Math Teachers and Special Educators: A Key to Improving Math Learning by Students with Special Needs

What are ways to help mathematics teachers and special education educators collaborate to effectively teach students with special needs? What works well in different school contexts and what challenges can get in the way? Participants will experience professional development activities that they can use with teachers in their own districts.

Fred Gross, Education Development Center, Newton, MA

Amy Brodesky, Education Development Center, Newton, MA

Wednesday 8:45–9:45 (continued)

Session 307

Secondary (9–12) Strand 5 Elizabeth F

New PRIME Leaders: Where Do We Start?

Are you new to a math leadership position? This session will “navigate through the sea” of math leadership, focusing on three things math leaders can do to create a culture of adult learners focused on student achievement. Session will include handouts and resources for new math leaders to get started.

Mona Toncheff, Phoenix Union High School District, Phoenix, AZ

Juli Schexnayder, Maryvale High School, Phoenix, AZ

Session 308

Secondary (9–12) Strand 6 Elizabeth H

Coaching Teachers to Ask Questions That Provide Just Enough Help to Move Students Forward

How can teachers be encouraged and prepared to ask questions that provide “just enough” help so that student thinking is supported but not supplanted? In this session, participants will engage in a questioning approach to be used with teachers to enhance their questioning techniques. Secondary examples will be used.

Denisse Thompson, University of South Florida, Lutz, FL

Charlene Beckmann, Grand Valley State University, Muskegon, MI

Session 309

Secondary (9–12) Strand 3 Molly AB

The Leader’s Role in Charting Successful Intervention Strategies in the Secondary School Using Algebra I 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, Consultant, Lakewood, CO

Attend a Special Interest Group meeting on Wednesday afternoon. See page 70 for details.

Session 310: Tom Snyder Productions Sponsor Showcase

Grades 2-8

Annie

Critical Foundations for Algebra— Implications for Intervention

Marilyn Trow, Tom Snyder Scholastic Company, New York, NY

According to the National Math Panel report, the key to helping all students be successful with algebra is ensuring that the critical core foundations of mathematics are thoroughly mastered: Fluency with Whole Numbers and Fluency with Fractions. In this interactive session, we will explore the implications this has for intervention.



Wednesday 8:45–10:15 (Extended)

Session 311

General Strand 4 Randle A

Dynamic Data Analysis: Moving a District from Stagnant Assessment Gathering to Informed Instructional Decision-Making

Curriculum coordinators will share how using TinkerPlots and other data-analysis protocols have changed the assessment culture of the Champaign Unit 4 School District. How data is used at the district, building and teacher level will be shared. Handouts will be provided”

Polly Hill, Champaign Unit 4 Schools, Monticello, IL

Leslie Kniel, Champaign Unit 4 Schools, Mahomet, IL

Jim Linnenburger, Champaign Unit 4 Schools, Champaign, IL

Session 312

General Strand 3 Randle E

A Lesson Study Learning Trajectory: How Do Novice and Experienced Teams Differ? How Can Leaders Help Teams Deepen Their Practice?

We will share a model for strong, sustainable lesson study, looking closely at developmental growth of teams from novice to experienced at several key moments in the lesson study process. Discussion and activities will help participants reflect on how leaders support team development and mathematical learning at these points.

Jane Gorman, Education Development Center, Inc. (EDC), Dorchester, MA

Session 313

Middle (6–8) Strand 1 Randle D

Too Much Content, Too Little Time: What Can I Do? How Does Technology Help?

Participants will investigate strategies to enable the content rich mathematics course to be effectively taught within the required time. Strategies for constant revision, integrating spreadsheets to enable investigations, improving examination performance, and increasing student confidence and understanding will be provided.

John Ley, Xavier College, South Penrith, NSW, Australia

Session 314

Secondary (9–12) Strand 6 Windsor BC

Lessons Learned from the Back of the Room: Leading Teachers to a New Vision

The view from the back of the room offers a new perspective on what’s really happening in math classrooms. Hear about how lessons learned and coaching conversations facilitated teachers and departments to change the culture of math teaching and learning.

Janet Bryson, Exponential Learning Solutions, Monrovia, CA

Session 315

Secondary (9–12) Strand 3 Elizabeth G

Exploring the Potential of Narrative Cases in Developing Teachers Capacity to Reason and Prove

In this session, participants will engage in a discussion and analysis of a narrative case designed to develop teachers’ proficiency related to the teaching and learning of reasoning and proving in secondary mathematics classrooms.

Margaret Smith, University of Pittsburgh, Gibsonia, PA

Session 316

Secondary (9–12) Strand 2 Randle B

Changing the Course of High School Mathematics Classrooms: More Than One Teacher at a Time

What support is needed when implementing a standards-based curriculum? Come and share our district’s journey in implementing the Discovering Mathematics program. Participate in activities designed for math teacher leaders and administrators to advance their classroom instruction, improve content knowledge, and deepen their understanding of a discovering approach.

Mary Mooney, Milwaukee Public Schools, Milwaukee, WI

Laura Maly, Milwaukee Public Schools, Milwaukee, WI

Receive a 25% discount at the NCTM Bookstore at the San Diego Conference Center on Wednesday afternoon by wearing your NCSM name badge.

Nominate a leader in mathematics education for the Ross Taylor/ Glenn Gilbert National Leadership Award. See details on page 77.

Wednesday 10:00–11:00

Session 317: Major Session

General

Manchester GHI

Achievement Gap or Opportunity Gap? Changing the Perspective About School Performance in Mathematics

Alfinio Flores, Hollowell Professor of Mathematics Education, Department of Mathematical Sciences, University of Delaware, Newark, DE

Presider: Steven Viktora, NCSM Central 1 Regional Director, Winnetka, IL

Persistent differences in performance in school mathematics among students of different ethnic groups and socioeconomic levels are discussed by focusing on unequal distribution of factors that have a bearing on opportunities to learn. The factors discussed are access to experienced and qualified teachers, high expectations, and equitable per student funding.



Dr. Alfinio Flores teaches mathematics and mathematics methods courses to prospective secondary teachers. He earned B. Sc. and M. Sc. degrees in mathematics at the National University of Mexico UNAM, and a Ph. D. in mathematics education at The Ohio State University. His interests are the

use of computers, graphing calculators and concrete materials for the learning of mathematical concepts; professional development of teachers of mathematics; and equity in mathematics teaching and learning. He has published over 120 articles and book chapters in national and international refereed publications, and presented at national and international conferences on mathematics education. He has conducted activities for students in schools ranging for Kindergarten to 12th grade, and conducted professional development sessions for teachers of mathematics in elementary and secondary schools and for instructors of mathematics in universities in 32 states in two countries.

Session 318

General

Strand 5

Madeleine AB

How to Achieve the Vision of the PRIME Teaching and Learning Principle: From Words to Action

This fast paced workshop will present key ideas on how to implement the three PRIME Indicators for teaching and learning in order to bring rigor, meaning and relevance to the teacher planning and student learning experience. Audience interaction and PRIME sharing will be part of this session as well.

Gwen Zimmermann, Adlai E. Stevenson High School, Bolingbrook, IL

Darshan Jain, Adlai E. Stevenson High School, Lincolnshire, IL

Session 319

General

Strand 1

Mohsen

Comprehensive Mathematics: Connecting Concepts and Context for America's First Children

The National American Indian, Alaskan & Hawaiian Educational Development Center works from a comprehensive mathematics framework to deliver professional development and sustained support to elementary teachers who serve Native populations in primary education, with the expectation that Native children will reach, over time, the achievement levels of their peers.

Bob Simpson, National American Indian, Alaskan & Hawaiian Educational Development Center, Sheridan, WY

Terry Martin, NAI AHEDC, Sheridan, WY

Session 320

Intermediate (3–5)

Strand 4

Elizabeth F

Supporting Students to Develop Learning Behaviors in Mathematics Class

In order to support students who struggle with mathematics to think of themselves as capable learners, it is important for teachers to keep track of students' progress in developing learning behaviors. In this session we will introduce and describe the use of an assessment tool, the Learning Behavior Observation Record.

Judy Storeygard, Technical Education Research Center, Winchester, MA

Christina Myren, Mathematics Education Consultant, Thousands Oaks, CA

Session 321

Middle (6–8)

Strand 2

Edward CD

Exploring Middle Grades Mathematics: Setting the Course for the Future

A rigorous, engaging middle grades mathematics curriculum can be the key to student success. In this session, participants will investigate activities from a grant designed to improve student performance on the EXPLORE assessment and prepare students for high school mathematics and beyond through the implementation of such a curriculum.

Linda Sheffield, Northern Kentucky University - Emeritus, Ft. Thomas, KY

Janet Tassell, Western Kentucky University, Bowling Green, KY

Wednesday 10:00–11:00 (continued)

Session 322

Secondary (9–12) Strand 3 Elizabeth H

Mathematical Knowledge for Teaching Secondary Mathematics: Classroom-Based Scenarios and a Framework

By identifying and studying opportunities for the use of mathematics that occur in teaching secondary mathematics, groups at Penn State and University of Georgia have developed descriptions of and a framework for mathematical knowledge for teaching secondary mathematics. The framework can provide support in supplementing mathematical learning of secondary teachers.

M. Kathleen Heid, The Pennsylvania State University, State College, PA

Patricia Wilson, University of Georgia, Athens, GA

Session 323

Secondary (9–12) Strand 3 Molly AB

Lessons Learned in Leadership for Classroom Change

We will share examples of key activities that in hindsight lead to lasting change in the culture of some and not other high school mathematics departments. Possible reasons for change in some departments and not others and issues of sustaining momentum and continuing progress in improving learning and teaching will be discussed.

Judy Kysh, San Francisco State University, Berkeley, CA

Diane Resek, San Francisco State University (Retired), Berkeley, CA

Session 324

Secondary (9–12) Strand 2 Elizabeth AB

States Moving Towards Common Core Standards

In implementing a set of common core, state-led standards in mathematics, states aim to increase the equity and access to rigorous curriculum for all students.

Laura Slover, Achieve, Inc., Washington, DC

Session 325: Texas Instruments Sponsor Showcase

7th and 8th Grade Algebra Annie

Changing Opportunities and Changing Lives by Moving MathForward

Paula Haney, Richardson Ind. School District, Dallas, TX

Kristen San Juan, Richardson Ind. School District, Dallas, TX

Come learn how mathematics test scores have risen year after year for students in the TI MathForward program in the Richardson Independent School District in Dallas, Texas. This session shows how the program helps increase student achievement by combining professional development, curriculum enhancement, and technology to engage students.

Wednesday 10:30–12:00 (Extended)

Session 326

General Strand 3 Windsor BC

Integrating Curriculum, Assessment, and Teacher Professional Development: Singapore and the United States

This session will go beyond the popular but oversimplified views of Singapore's successes. A panel of collaborators, two from Singapore's National Institute of Education and two from SRI, will discuss Singapore's integrated system of leadership in teacher professional development and key success factors that can be applied in the United States.

Jeremy Roschelle, Stanford Research Institute International, Menlo Park, CA

Charles Patton, Stanford Research Institute International, Menlo Park, CA

Ban Har Yeap, National Institute of Education, Singapore

Khoon Yoong Wong, National Institute of Education, Singapore

Session 327

General Strand 1 Elizabeth G

Transforming Mathematics Classrooms: Teaching Mathematics Equitably to All Students

How can mathematics education leaders help teachers adapt instruction based on student needs and supporting learning for diverse populations? The key is focusing on a rich treatment of mathematics content and to differentiate instruction. We will share ideas for implementing equitable instruction, including a multi-tiered approach and strategies for ELLs (English Language Learners).

Jennifer Bay-Williams, University of Louisville, PeWee Valley, KY

Karen Karp, University of Louisville, Louisville, KY

Session 328

General Strand 6 Randle A

Diary of a Not-So Wimpy Coach

Participants will identify their current work, assess their needs, and plan action steps to facilitate change within the framework of this session. An experienced Mathematics Instructional Coach, certified in the Heart of Change Coaching for Excellence model, will share her expertise, specific coaching maps/tools, and her personal experience.

Marilyn Cannon, Raytown School District, Kingsville, MO

Wednesday 10:30–12:00 (continued)

Session 329

General Strand 1 Randle B

Strategies for Enhancing English Language Learners' Success with Mathematics—They Can Be Included in Any Professional Development

Several practical strategies, such as Use Visual Tools, and Provide Scaffolds, increase ELLs (English Language Learners) access to mathematics content. Routines and strategies that increase student participation, use of language, and achievement will be explored within an algebra context. Ideas for incorporating experiences with ELL strategies into professional development situations will be shared.

Debra Coggins, Debra Coggins & Associates, Lafayette, CA

Grace Dávila Coates, EQUALS - Lawrence Hall of Science, Hayward, CA

Session 330

General Strand 5 Randle E

PRIME-ing Mathematics Teacher Mentors (MTMs) for Leadership

Interested in developing K-12 teacher leaders? This session shares a collaborative project between higher education and a regional education service center to prepare teacher mentors. MTMs explored the PRIME framework through interactive videoconferencing. How the document was used to initiate discussion revolving around the four principles will be presented.

Mary Swarthout, Sam Houston State University, Huntsville, TX

Susan Bohan, Education Service Center, Region VI, Huntsville, TX

Session 331

General Strand 4 Randle D

We're Assessing, Now What?: Findings from Longitudinal Assessment Data and What They Mean for K-3 Math Instruction

IES-funded research examining 3 years of longitudinal assessment data reveals patterns in student learning that hold significance for early math education. Learn and discuss the relevance of these findings to your math program. Profiles and lesson plans will be shared, as well as effective implementation strategies.

Herb Ginsburg, Columbia Teachers College, New York, NY
Doug Moore, Wireless Generation, Brooklyn, NY

Wednesday 11:15–12:15

Session 332: Major Session

General Manchester GHI

Learning to Do Mathematics as a Teacher

Deborah Loewenberg Ball, Professor and Dean, School of Education, University of Michigan, Ann Arbor, MI

Presider: Suzanne Mitchell, NCSM Southern 2 Regional Director, Jacksonville, AR

This session will explore the special challenge of learning (and teaching) mathematics in ways needed for the work of teaching. Using case examples, we will examine three special demands of teaching mathematics to teachers: unpacking mathematical ideas, developing horizon knowledge, and practicing mathematics for teaching.



Deborah Loewenberg Ball is a researcher who studies mathematics education, with a focus on the improvement of teaching quality and student learning. She is herself an experienced elementary school teacher and is currently dean of the School of Education at the University of Michigan at Ann

Arbor where she is leading an effort to rebuild the system for ensuring the supply, through a variety of pathways, of skilled teachers for our nation's schools. Her research focuses on mathematics instruction, and on interventions designed to improve its quality and effectiveness. Ball has authored or co-authored over 150 publications and has lectured and made numerous major presentations around the world. She is a member of the National Academy of Education.

Session 333

General Strand 6 Elizabeth H

What Do Math Coaches Need to Know and How Do They Learn It?

Participants will engage in discussion and activities designed to elicit new ideas about essential elements of the coaching role, to consider the implications for coaching knowledge, and to investigate means for engaging in meaningful learning about coaching. Come work with coaches' writing as a lens for examining important ideas about teaching and learning.

Amy Morse, Education Development Center, Northampton, MA

Wednesday 11:15–12:15 (continued)

Session 334

General

Strand 3

Madeleine AB

Motivate Your Faculty by Connecting Culture and Mathematics

How can you get your entire faculty (not just mathematics teachers) behind an idea? Ask them to discover the mathematics in the cultures of your students. This NASGEM presentation documents how one school successfully incorporated this strategy to motivate its entire faculty to participate in a family math night program.

Chadd McGlone, Trinity School of Durham, Chapel Hill, NC

Jim Barta, Utah State University, South Lake City, UT

Meghan Hern, Howard County Public Schools, Sykesville, MD

Jenni Harding-Dekam, University of Northern Colorado, Greeley, CO

Session 335

Primary (PK–2)

Strand 1

Elizabeth AB

Kindergarten and First Graders from Poverty Schools Can Achieve Like East Asian Children and Older U.S. Children

Kindergarten and first graders from backgrounds of poverty learned place value, money, and word problem solving. They performed as well as East Asian children and/or better than U.S. children from more-advantaged and/or from older samples. Student learning paths and teaching activities that give access to all students will be described.

Karen Fuson, Self-employed, Fallbrook, CA

Session 336

Intermediate (3–5)

Strand 2

Elizabeth F

Is Your Instructional Program Really Effective? Guidelines for Designing and Evaluating Curriculum Effectiveness Research

Educational leaders are demanding evidence of the effectiveness of school curricula. This session will provide background for this movement. A research study that meets the gold standard for curriculum research will be described. The session will end by having participants evaluate the quality of brief research reports using research-assessment guidelines.

Randall Charles, San Jose State University, Carmel, CA

Mariam Azin, PRES Associates, Inc., Jackson, WY

Session 337

Middle (6–8)

Strand 6

Edward CD

Building a Mathematics Professional Learning Communities (PLCs) Using Enhanced Journal Articles

Participants will actively engage in exploring journal articles that have been enhanced by NCTM's Professional Development Services Committee. Session leaders will model the use of enhanced journal articles to build school-based, professional learning communities of mathematics teachers. The selected article is middle-school focused, but the process is transferable to other levels.

Monique Lynch, NCTM, Leesburg, VA

Session 338

Secondary (9–12)

Strand 3

Molly AB

Radical Reform for the Teaching and Learning of Algebra I

Frustration with a 65% failure rate in Algebra I prompted several districts to become involved with an initiative that includes extensive professional development, 80-90 minute per day student contact, coaching, use of hands-on discovery-based lessons, TI-Nspire technology, Smart Board technology, and data driven decisions through uniform assessments.

Paul Lawrence, LL Teach Inc, Bridgewater, NJ

Session 339

Secondary (9–12)

Strand 1

Mohsen

Amy's Story—Taking on the Hard Issues of Equitable Student Access to Mathematics in a Freshman Algebra I Class

Student stories and a teacher's journey around the challenges, struggles, and successes of applying Best Practices in Mathematics in a "studio" classroom, establishing socio-mathematical norms, and trusting her students to become problem solvers will be shared. This story will show how mathematics became meaningful, accessible and challenging through the use of visual models and multiple representations.

Murrel Hoover, Teachers Development Group, Elkview, WV

Amy Salmons, Williamson High School, Naugatuck, WV

Cathy Walker, Marshall University, South Charleston, WV

Session 340: America's Choice Sponsor Showcase

General

Annie

The Common Core Standards—Getting Ahead of the Curve for Implementation

Phil Daro, America's Choice, Washington, DC

James Williams, America's Choice, Washington, DC

Phil Daro, a member of the Mathematics Work Group for the Core Standards, and James Williams will discuss the impact of the Core Standards on teaching and learning mathematics. This discussion will focus on implications for professional development and student resources as we help schools move to the Core Standards.

Transforming Teaching: From Dissonance to Depth

Juli K. Dixon, University of Central Florida, Chuluota, FL

The idea of teaching for depth is widely supported, however, what it means to teach for depth is somewhat elusive. Our challenge is to guide teachers in charting their course to teaching for depth through examples that contrast common practices and practices that cultivate deep conceptual understanding.



Juli K. Dixon is professor of Mathematics Education at the University of Central Florida in Orlando. Her professional interests relate to developing and deepening teachers' mathematics content knowledge for teaching and communicating and justifying mathematical ideas. Throughout her

career, she has taught at various academic levels, including elementary, middle school, secondary, and post-secondary levels.

Dr. Dixon is a contributing author for the *HSP Math* and *GO Math!* programs, both published by Houghton Mifflin Harcourt, as well as various research papers and journal articles.

Dr. Dixon received a Bachelor of Arts in both Mathematics and Education from SUNY Potsdam, a Master's degree in Mathematics Education from Syracuse University, and a Ph.D. in Curriculum and Instruction with an emphasis in Mathematics Education from the University of Florida.

Nationally, she serves as the chair of the NCTM Student Explorations in Mathematics Editorial Panel and is a member of the Board of Directors for the Association of Mathematics Teacher Educators.

27th Annual Presentation of the Glenn Gilbert National Leadership Award

Each year, the Ross Taylor/Glenn Gilbert National Leadership Award is presented in memory of two dedicated mathematics educators, Bennett "Ross" Taylor and Glenn Gilbert. Ross was a part of the heart and soul of NCSM for the past 4 decades, a "Leader of Leaders" in mathematics

education, and a driving force behind the birth of NCSM. Glenn, a long time member of NCSM, was a mathematics teacher and leader from Boulder, Colorado who served as NCSM Treasurer for five years, from 1976 until his untimely death in 1981.

The Glenn Gilbert Award was first established in 1982 to honor its namesake and to provide a vehicle to annually recognize a person who exhibited the same kind of unique and dedicated contributions to mathematics education.

In 1995, the name of the award was changed to the "Glenn Gilbert National Leadership Award" to further recognize Glenn's legacy and capture the respect and stature that the award symbolizes within the mathematics education community.

In 2009, the award was renamed the "Ross Taylor / Glenn Gilbert National Leadership Award" to further exemplify the prestige of this national recognition and to further distinguish the unique dedication and contribution of its recipients. It is most fitting that this award should now bear the name of two mathematics educational giants, Ross Taylor and Glenn Gilbert.

Today, we recognize another individual who, like Ross and Glenn, has demonstrated leadership in and has made outstanding, unique, and dedicated contributions to the field of mathematics education.



Solomon Garfunkel
2009 Glenn Gilbert
Awardee

Previous Glenn Gilbert Awardees

2008 James M. Rubillo	1996 Marilyn Burns
2007 Glenda T. Lappan	1995 James D. Gates
2006 L. Carey Bolster	1994 Zalman P. Usiskin
2005 Charleen Mitchell DeRidder	1993 Dale Seymour
2004 Irvin E. Vance	1992 Iris M. Carl
2003 Mary Laycock	1991 Dorothy S. Strong
2002 Miriam A. Leiva	1990 Stanley J. Bezuska
2001 Margaret (Peg) Kenney	1989 David R. Johnson
2000 Francis (Skip) Fennell	1988 Tom Rowan
1999 F. Joe Crosswhite	1987 Al Shulte
1998 Robert B. Davis	1986 Shirley Frye
1997 Franklin Demana and Bert Waits	1985 Ross Taylor
	1984 Alexander Tobin
	1983 John Del Grande

Wednesday 2:45–4:00 (Special Interest Groups)

Session 342

General STEM Manchester GHI

Many Roads: Mathematics Model Pathways and the Common Core State Standards

Achieve, Inc and a diverse advisory group drafted model course descriptions to illustrate pathways leading to college and career readiness and readiness for STEM majors and careers. Attendees at this session will learn more about the pathways and have the chance to discuss with two panel members.”

Laura Slover, Achieve, Inc., Washington, DC

Brad Findell, Ohio Department of Education, Washington, DC

Session 343

General TODOS Elizabeth F

Equity in Mathematics Education: TODOS

Are you looking for assistance and support in making your mathematics instruction accessible to all kids, in particular Latino/Hispanic students? Do you want to learn with us and about us? We invite you to participate in the TODOS business meeting and dialogue in shaping future discussions.

Nora Ramirez, TODOS: Mathematics for All, Tempe, AZ

José Franco, TODOS: Mathematics for All, Berkeley, CA

Session 344

General UMLN Elizabeth H

Urban Mathematics Leadership Network Forum

The Urban Mathematics Leadership Network (UMLN) is composed of the mathematics directors and other mathematics leaders from 21 large urban school districts. UMLN invites 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 Chicago, Evanston, IL

Susan Hull, Charles A. Dana Center, University of Texas at Austin, Pflugerville, TX

Session 345

General Benjamin Banneker Association Molly AB

Nuances and Complexities of Teaching Mathematics for Cultural Relevance and Social Justice

Attention has been given to underrepresentation of minority students in the mathematics pipeline. However, little consideration has been given to these students as learners or the context where their learning occurs. We argue that culturally relevant instruction coupled with teaching for social justice can motivate minority students to learn mathematics.

Jacqueline Leonard, Temple University, Philadelphia, PA

Roni Ellington, Morgan State University, Baltimore, MD

Lorraine Howard, Self-Employed, Ardmore, PA

Session 346

General NASGEM Elizabeth AB

Leading Mathematics Education of Marginalized Students: Debunking Stereotypes, Teaching Measurement, Applying the NASGEM Model and Ethnomathematics with Native American Learners

North American Study Group on Ethnomathematics (NASGEM) presents Richard Sgarlotti and California Tribal members for the 11th Reunion, emphasizing contextualization of mathematics applying work from Berkeley’s Center for Research in Education, Diversity & Excellence. Hands-on, conceptually based activities show Native American measurement knowledge, thus debunking stereotypes of nonexistent measurement systems.

Fredrick “Rick” Silverman, University of Northern Colorado, Greeley, CO

Richard Sgarlotti, Hannaville Indian School, Wilson, MI

Session 347

General Special Needs Edward CD

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!

Fred Gross, Education Development Center, Inc., Newton, MA

Amy Brodesky, Education Development Center, Inc., Newton, MA

Emily Fagan, Education Development Center, Inc., Newton, MA

Wednesday 2:45–4:00 (continued)

Session 348

General Networking for Consultants Madeleine AB
Educational Consultants: A Networking Opportunity

Join our discussion to share expertise and strategies. Hear from others as to how they got started and marketing techniques they may have used. This is our time to gain from our collective knowledge and support our work. Come and join the discussion.

Kit Norris, NCSM Position Papers Editor,
Southborough, MA

Session 349

General Coaching Mohsen
Mathematics Content Coaching

Coaching in the mathematics content area continues to spread to schools and districts in the United States. Although the term math coach is often used, the roles, duties, and vision for the position vary greatly. We welcome interested participants the opportunity to share findings, exchange knowledge, and explore challenges.

David Foster, Silicon Valley Mathematics Initiative,
Morgan Hill, CA

Session 350

General Charter Schools Annie
Lessons Learned from Experiments in Mathematics Education in Our Charter Schools

One purpose of Charter Schools is to create incubators where new ideas are implemented and lessons learned shared. We welcome teachers, administrators, and others to share how they have worked to improve student achievement and to consider how to partner with organizations like NCSM in sharing results with the education community.

Louis Tamlar, City Charter High School, Pittsburgh, PA

Session 351

General CLIME Windsor BC
Math 2.0: A New Vision for Using Dynamic Math Software with Web 2.0 Tools

The Internet, Web 2.0, and dynamic math software make possible new venues for teaching and learning math that incorporate powerful ways of collaborating, exploring, and sharing of ideas. This session will highlight some examples of how this next generation of math education is happening now.

Ihor Charischak, Council for Technology in Math Education (CLIME), White Plains, NY

David Weksler, Council for Technology in Math Education (CLIME), Tenafly, NJ



Session 352

General AMTE Elizabeth G
Association of Mathematics Teacher Educators (AMTE)

AMTE's focus is on the improvement of mathematics teacher education. Join us in this session for a discussion of important and timely topics of mutual interest, such as mathematics specialists in the elementary grades, teacher preparation policies and practices, and K-12 mathematics education leadership development.

Nadine Bezuk, San Diego State University, San Diego, CA
Barbara Reys, University of Missouri, Columbia, MO

Session 353

General Emerging Leaders Randle A
Emerging Leaders: Focus Question/Answer Time

After a day of learning about how to transform into a PRIME Leader, this session will allow for an open discussion regarding the "how to." Collaborate with other new mathematics leaders to create a network of support."

Mona Toncheff, Phoenix Union High School District,
Phoenix, AZ

Wednesday 2:45–4:00 (continued)

Session 354

General Lesson Study Networking Randle B

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 U.S., yet most teams have few opportunities to share work with others. This SIG is a chance to meet and identify common interests and challenges. Share resources: bring a poster, lesson plan, research question, etc. Those new to lesson study are welcome.

Jane Gorman, Education Development Center, Inc.,
Dorchester, MA

Session 355

General Math Contests Randle E

Math Contests Build Better Students—and Teachers

Good contests offer a four-pronged approach: rich problems that deepen mathematical thinking and improve high-stakes test scores, a monthly series of contests that build and reinforce student (and teacher!) interest and knowledge, an inclusive structure that welcomes many students, and multiple strategies for many problems that foster creativity.

Richard Kalman, Executive Director, Mathematical Olympiads for Elementary and Middle Schools (MOEMS),
Wantagh, NY

Session 356

General Promising Creative Students Randle D

Nurturing Mathematically Promising and Creative Students

Research shows that our most promising mathematics students frequently make the least academic progress. Come join us for diverse and active roundtables on research, curriculum, the “Common Core State Standards”, and NCTM’s new book, “The Peak in the Middle”. Together we can make a difference for these promising students.

Linda Sheffield, Northern Kentucky University - Emeritus,
Ft. Thomas, KY

M. Katherine Gavin, University of Connecticut, Avon, CT



National Council of Supervisors of Mathematics

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 improved 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.

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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
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Member & Conference Services – Association, Conferences & Exhibition Management, Inc.
Newsletter Technical Editor – Deborah Anker, BesType
Technology Liaison – Charlene Chausis
Web Management – Stellar IT Solutions

Request for Nominations

2011 NCSM Board Positions

The following positions are open for the 2011 Board:

Second Vice President
Regional Director, Central 2
Regional Director, Eastern 2
Regional Director, Western 2

Visit mathedleadership.org for details about the positions, the nomination procedure, and the nomination form.

The deadline for nominations for the NCSM Board positions is Friday, May 14, 2010.

Request for Speaker Proposals

43rd NCSM Annual Conference Indianapolis, Indiana April 11-13, 2010

Theme: *On Track for Student Success: Mathematics Leaders Making a Difference*

Strands:

As leaders in mathematics education, we are charged with supporting teachers to provide all students access to a high quality mathematics program. To this end, the 2011 NCSM Annual Conference will provide sessions that enhance our work as mathematics leaders. We invite proposals that focus on the follow conference strands:

1. **Assessment of Students/Assessment of Teaching** – Share how you help teachers develop the knowledge and skills necessary to ensure accurate monitoring of student learning and adjustment of teacher instruction for every student on a daily basis.
2. **Developing Coaches/Developing Teachers** – Share how you support and encourage teachers and help them develop strategies to enhance mathematics teaching and learning in their classrooms.
3. **Teaching & Learning**
 - Curriculum for Students/Curriculum for Teachers
 - Equity
 - Differentiated Instruction

Share strategies for helping teachers develop the knowledge and skills necessary to ensure high-level, relevant, and meaningful mathematics in every lesson and provide access to that mathematics for every student.

4. **STEM (Science, Technology, Engineering, & Mathematics)** – President Obama has announced a campaign to enlist companies and nonprofit groups to spend money, time, and volunteer effort to encourage students, especially in middle and high school, to pursue science, technology, engineering, and mathematics. Share how you are educating to innovate.

All speaker proposals must be submitted online at mathedleadership.org.

The deadline for submission of speaker proposals is June 7, 2010.

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 Phippen, 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, mathedleadership.org.

Ross Taylor/Glenn Gilbert National Leadership Award

Nominations are open for the 2011 Ross Taylor/Glenn Gilbert National Leadership Award. Any member of NCSM may submit a nomination.

The Ross Taylor/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, mathedleadership.org.

The deadline for nominations for the 2011 award is November 1, 2010.

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 per graduating class or grade level.

Certificates are available at Conference Registration, or may be ordered from NCSM Member and Conference Services, 6000 E. Evans Ave, #3-205, Denver, CO 80222, (303) 758-9611, office@ncsmonline.org.

More information about the recognition criteria and certificates is available at mathedleadership.org.

Future NCSM Annual Conferences

43rd NCSM Annual Conference

April 11–13, 2011
Indianapolis, Indiana

“On Track for Student Success: Mathematics Leaders Making a Difference”

44th NCSM Annual Conference

April 23–25, 2012
Philadelphia, Pennsylvania

47th NCSM Annual Conference

April 13–15, 2015
Boston, Massachusetts

45th NCSM Annual Conference

April 15–17, 2013
Denver, Colorado

48th NCSM Annual Conference

April 11–13, 2016
San Francisco, California

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 mathedleadership.org for details.

2010 NCSM Fall Leadership Seminars

Denver, Colorado
October 6, 2010

Baltimore, Maryland
October 13, 2010

New Orleans, Louisiana
October 27, 2010

2011 NCSM Fall Leadership Seminars

Atlantic City, New Jersey
October 19, 2011

St. Louis, Missouri
October 26, 2011

Albuquerque, New Mexico
November 2, 2011

Also visit mathedleadership.org for NCSM membership events scheduled during the 2010 NCTM Regionals in Denver, Baltimore, and New Orleans. Current and new NCSM members are welcome to participate.

Leadership Academy

14th Annual NCSM Leadership Academy

“Stomping on the Gap!”

Featuring the NCSM PRIME Leadership Framework

June 15–18, 2010
Aurora, Illinois

June 22–25, 2010
Houston, Texas

August 16–19, 2010
New York, New York

See the ad behind the “Monday Program” tab or visit 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, 2010**, and **January 1, 2011**.

Submission and review procedures are posted on the NCSM Web Site, 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, 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, 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. The process for developing each paper begins with identifying an author to create an initial draft on a specific topic. The draft is edited and then sent out to individuals for critique. The paper is revised based on that feedback, returned to the author, and then sent to NCSM’s Board of Directors for review. The paper undergoes a final edit and then is submitted again to the board for approval. The extensive and collaborative process reflects our collective voices and contributes to the power of these position papers.

Recently released Position Papers include:

- *Improving Student Achievement by Leading Effective and Collaborative Teams of Mathematics Teachers* (September 2007)
- *Improving Student Achievement by Leading Sustained Professional Learning for Mathematics Content and Pedagogical Knowledge Development* (September 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* (Summer 2008)
- *Improving Student Achievement by Leading Highly Effective Assessment Practices* (Spring 2009)
- *Improving Student Achievement in Mathematics by Addressing the Needs of English Language Learners* (Fall 2009)

Our thanks and appreciation to all who contributed to this series.

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Timothy D. Kanold, Chicago, IL

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It's About Time, Herff Jones Education Division

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Encyclopaedia Britannica	Behind Tuesday program tab
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Exemplars	Page 47
ExploreLearning	Inside front cover
Heinemann Publishing	Behind Wednesday program tab Behind About NCSM tab
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The Math Forum @ Drexel	Behind Wednesday program tab
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MIND Research Institute	Behind About NCSM tab
Scholastic	Behind Monday program tab Behind Wednesday program tab Behind About NCSM tab
Texas Instruments	Behind Monday program tab

Sponsor Showcase Sessions

All Sponsor Showcase Sessions will be held in Annie on the 3rd Floor.

Monday

9:30 AM – 10:30 AM	It's About Time , Session 112: It's About Time to Level the Playing Field: Low Performing Students Can Succeed!
10:45 AM – 11:45 AM	MIND Research Institute , Session 129: Automaticity WITH Understanding
12:15 PM – 1:15 PM	Key Curriculum Press , Session 145: Ignite NCSM! Ten Speakers Light Up the Room with Fresh Ideas in Mathematics.
1:30 PM – 2:30 PM	Houghton Mifflin Harcourt , Session 155: Singapore Math for the US Classroom
2:45 PM – 3:45 PM	CASIO America, Inc. , Session 165: CASIO Technology at Work – Building 21 st Century Skills

Tuesday

8:45 AM – 9:45 AM	Math Solutions , Session 211: Helping Teachers Help Children Build Mental Math and Computation Strategies
10:15 AM – 11:15 AM	ETA/Cuisenaire , Session 227: Comprehensive Solutions for Algebra Success
2:45 PM – 3:45 PM	Pearson , Session 250: Changing the Way Students See and Learn High School Math

Wednesday

8:45 AM – 9:45 AM	Tom Snyder Scholastic Productions , Session 310: Critical Foundations for Algebra: Implications for Intervention
10:00 AM – 11:00 AM	Texas Instruments , Session 325: Changing Opportunities and Changing Lives by Moving Math Forward
11:15 AM – 12:15 AM	America's Choice , Session 340: The Common Core Standards: Getting Ahead of the Curve for Implementation

Technology Showcase Sessions

All Technology Showcases will be held in Emma on the 3rd Floor.

Monday

9:30 AM – 10:30 AM	Agile Mind , Session 111: Using Technology for Student Success in 6–12 Mathematics
10:45 AM – 11:45 AM	Didax , Session 128: Improve Student Performance with Kathy Richardson's K-3 Formative Assessment
12:15 PM – 1:15 PM	Texas Instruments , Session 144: TI's Interactive Math Classroom Fresno Site: Year Two Report and Hands-On Demonstration Lab
1:30 PM – 2:30 PM	Encyclopedia Britannica , Session 154: Practice SMART! Assess SMART! Differentiate SMART! <i>Britannica SmartMath!</i>
2:45 PM – 3:45 PM	Math Solutions , Session 164: Math Solutions Technology Showcase: Introducing ePD™ Coaching , An Interactive Coaching Service
4:00 PM – 5:00 PM	Key Curriculum Press , Session 180: Sketchpad and Elementary Math: The Key to Improving Student Learning and Engagement

Tuesday

8:45 AM – 9:45 AM	Carnegie Learning, Inc. , Session 210: Launch of Carnegie Learning's New Geometry Curriculum Featuring the Cognitive Tutor Proof Tool
10:15 AM – 11:15 AM	CASIO America, Inc. , Session 226: Do You Speak "CASIO"?
2:45 PM – 3:45 PM	ExploreLearning , Session 249: Using Online Simulations to Catalyze Better Math Instruction

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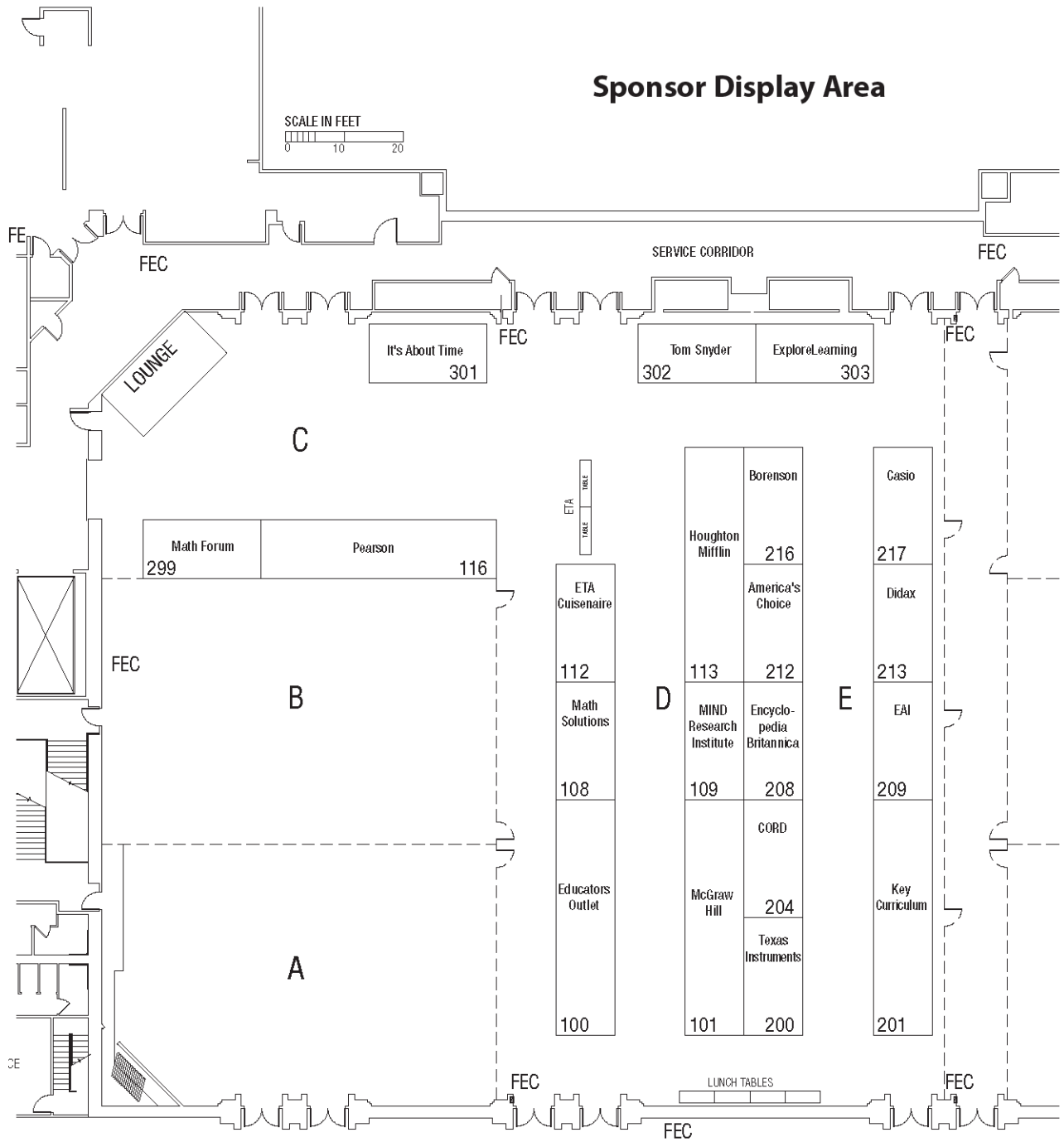
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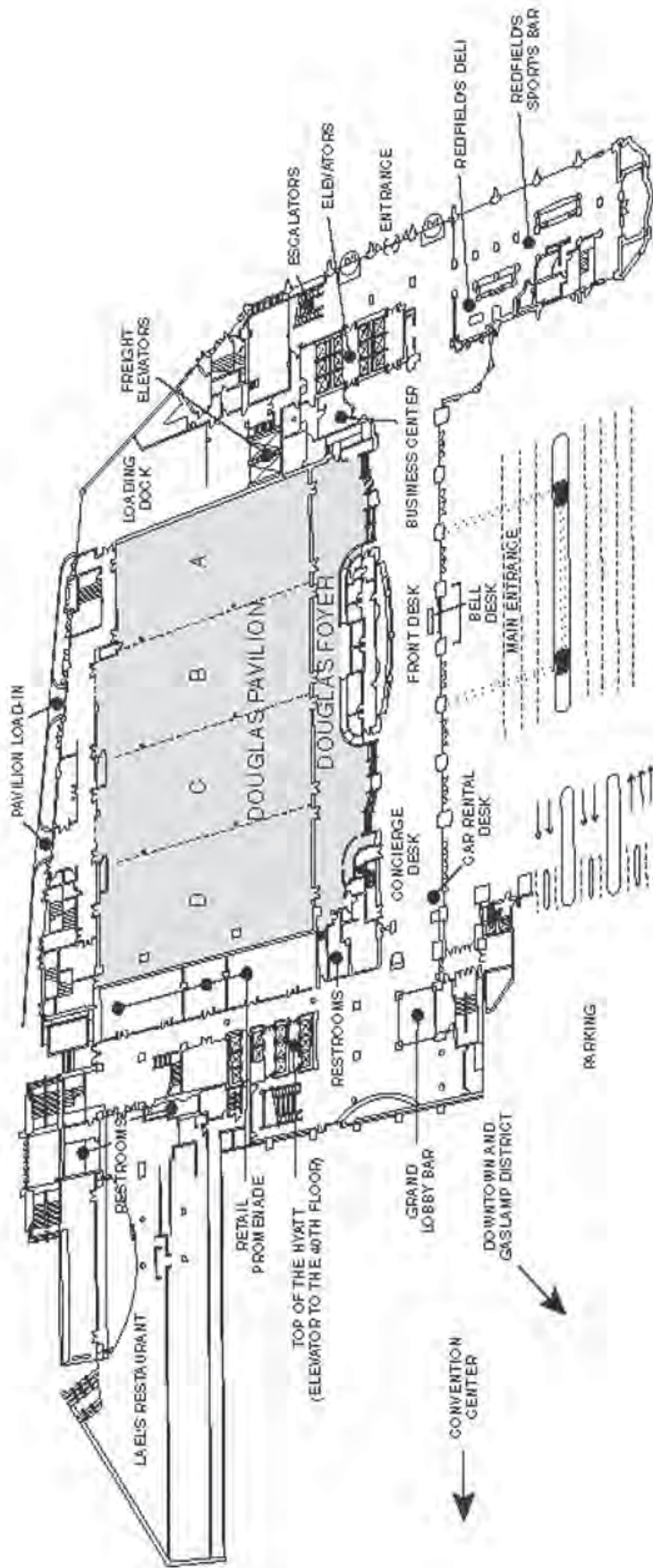
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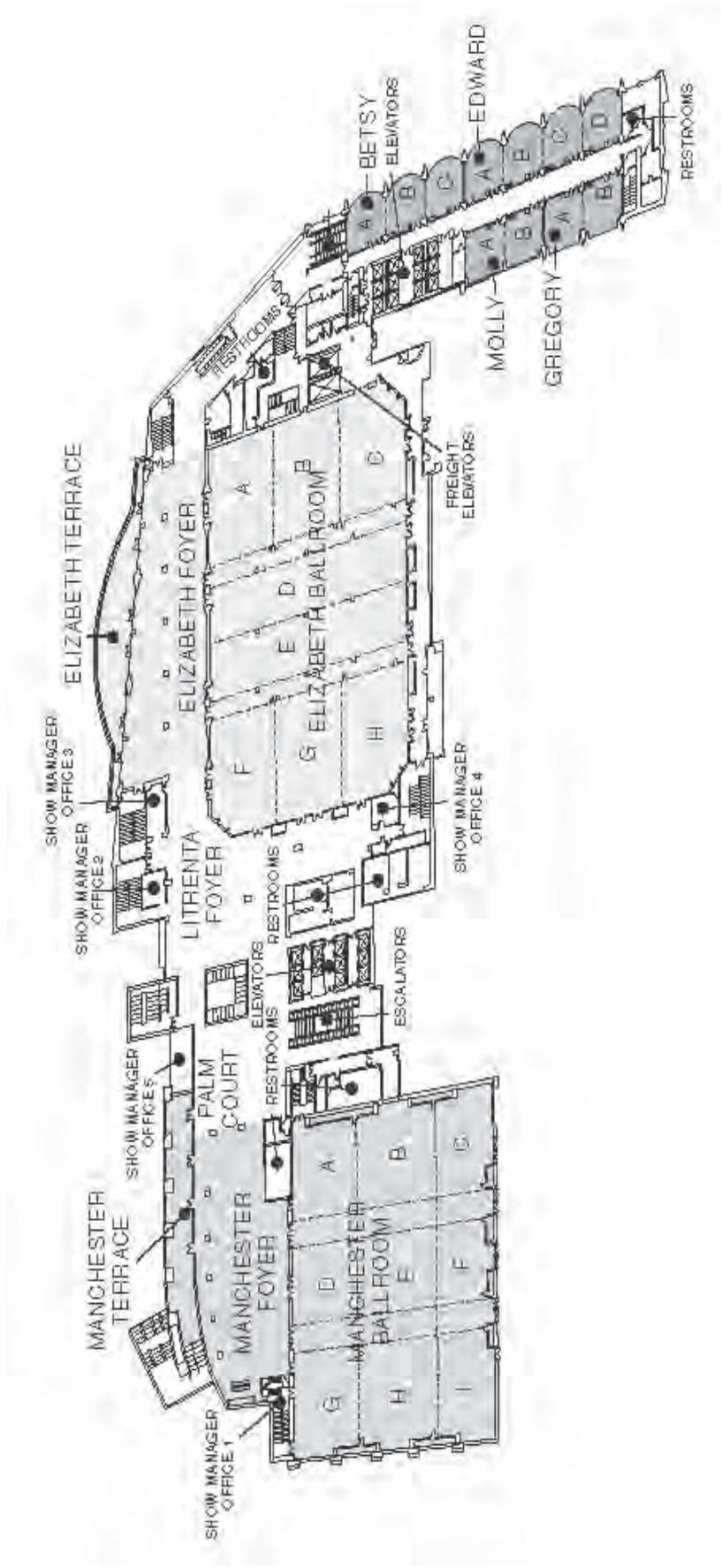
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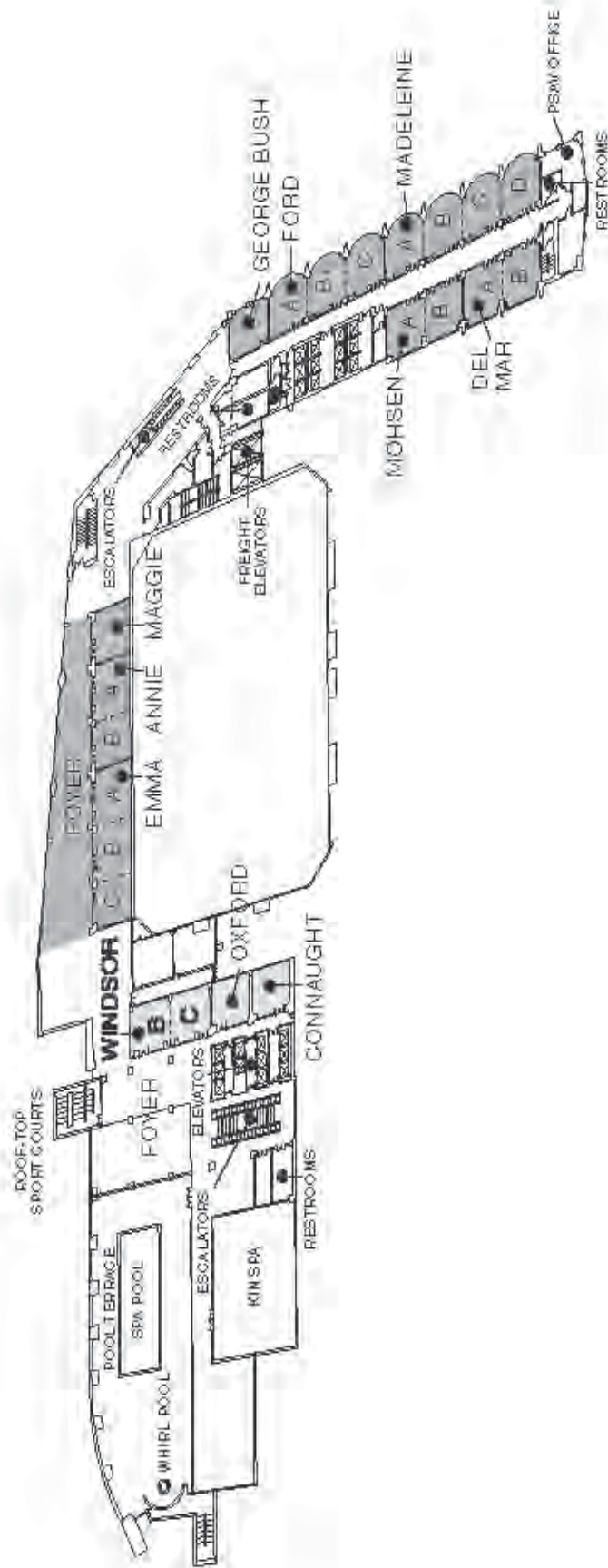
Manchester Grand Hyatt—Ground Level



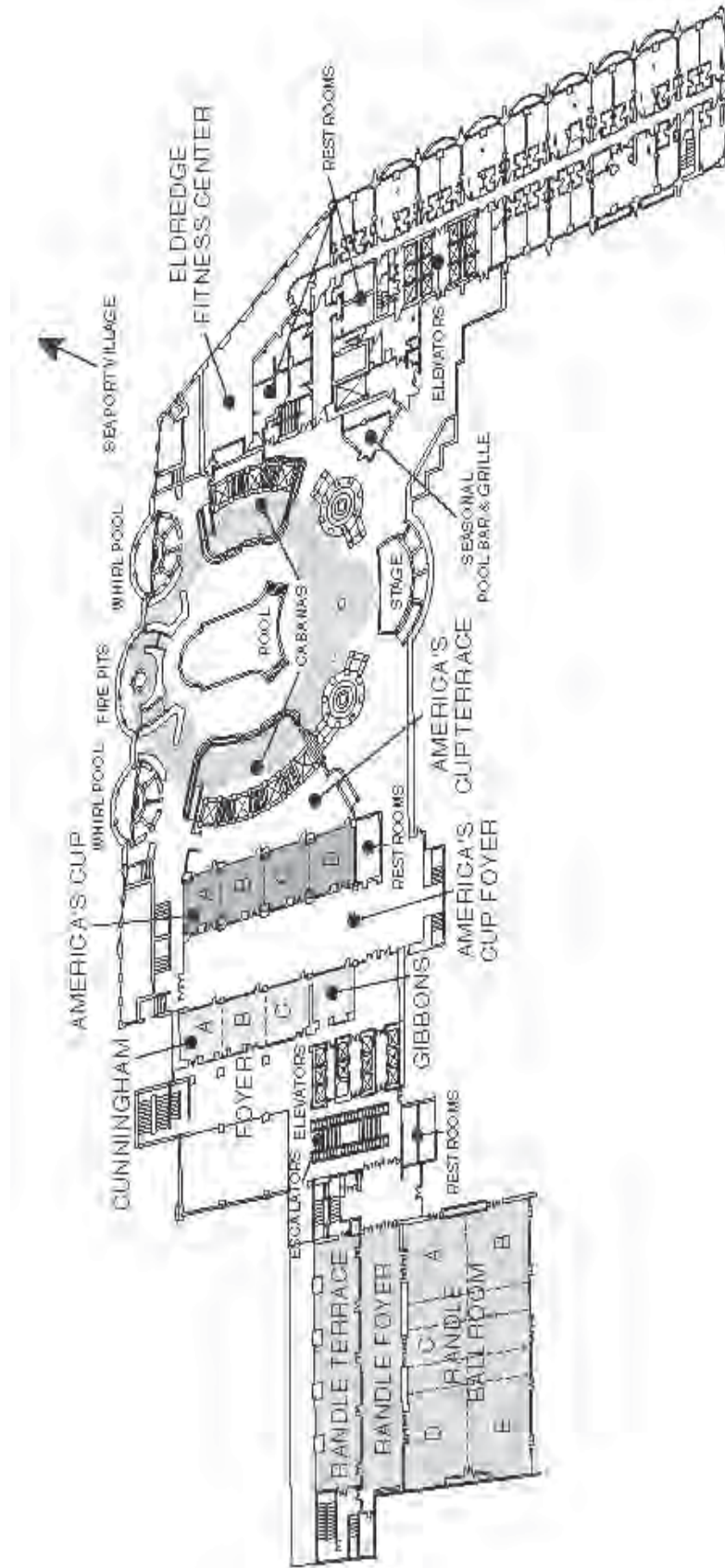
Manchester Grand Hyatt—Second Level



Manchester Grand Hyatt—Third Level



Manchester Grand Hyatt—Fourth Level



2010 Conference Planner

Date and Time	Event	Session #	Location
Monday, April 19			
6:45 AM – 5:00 PM	<i>Advance & On-site Registration</i>		Elizabeth Foyer
6:45 AM – 7:30 AM	Complimentary Continental Breakfast – MIND Research Institute		Douglas Foyer
7:30 AM – 9:00 AM	Opening Session & Keynote		Douglas Pavilion CD
9:30 AM – 10:30 AM			
9:30 AM – 11:30 AM			
10:45 AM – 11:45 AM			
11:00 AM – 5:00 PM	<i>Sponsor Displays</i>		Elizabeth CDE
11:30 AM – 12:45 PM	Box Lunch – Didax (ticket required)		Elizabeth CDE
12:45 PM – 1:00 PM	Box Lunch Wait List (first come/first served)		Elizabeth CDE
12:00 PM – 2:00 PM			
12:15 PM – 1:15 PM			
1:30 PM – 2:30 PM			
2:45 PM – 3:45 PM			
2:45 PM – 4:45 PM			
4:00 PM – 5:00 PM			
5:15 PM – 6:45 PM	Regional Leadership Team Meeting (by invitation only)		
Tuesday, April 20			
6:45 AM–12:15 PM	<i>Advance & On-site Registration</i>		Elizabeth Foyer
7:30 AM – 8:30 AM	Breakfast – Tom Snyder Productions, A Scholastic Company (ticket required)		Douglas Pavilion CD
8:30 AM –12:15 PM	<i>Sponsor Displays</i>		Elizabeth CDE
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)		Douglas Pavilion CD
2:15 PM – 4:00 PM	<i>Sponsor Displays</i>		Elizabeth CDE
2:15 PM – 5:00 PM	<i>Advance & On-site Registration</i>		Elizabeth Foyer
2:30 PM – 3:30 PM			
2:30 PM – 4:00 PM			
4:00 PM – 5:30 PM	Caucus Meetings		
5:45 PM – 7:00 PM	Reception – Pearson (ticket required)		Douglas Pavilion CD
Wednesday, April 21			
7:30 AM – 10:30 AM	<i>Advance & On-site Registration</i>		Elizabeth Foyer
7:30 AM – 8:30 AM	Breakfast – America's Choice (ticket required)		Douglas Pavilion CD
8:45 AM – 9:45 AM			
8:45 AM – 10:15 AM			
10:15 AM – 11:15 AM			
10:30 AM – 11:30 AM			
11:15 AM – 12:15 PM			
12:30 PM – 2:30 PM	Luncheon – CASIO America, Inc. & Houghton Mifflin Harcourt (ticket required)		Douglas Pavilion CD
2:45 PM – 4:00 PM	Special Interest Group Meetings		Levels 2, 3, 4