# 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 | **Session 211: Math Solutions Sponsor Showcase**<br>K–5<br>***Felux***, ***Parrish***, *Helping Teachers Help Children Build Mental Math and Computation Strategies* | **Session 207**<br>Secondary (9–12), Strand 1<br>***McLemore Salinas***, ***Mawhinney***, *The Teacher Algebra Network: Building a Community of Educators Within Rural NC School Districts* | **Session 205**<br>General, Strand 5<br>***Kanold***, *In Pursuit of Equity: The Three Secrets of a PRIME Leader!* | **Session 203**<br>General, Strand 1<br>***Martin***, ***O'Clair***, *The Intersection of Mathematics and Response to Instruction: The Role of Teaching and Learning* | **Session 213**<br>General, Strand 6<br>***Russell***, ***Bastable***, ***Schifter***, *Connecting Arithmetic to Algebra: An Online Course for Teachers in Grades 1-6* | **Session 206**<br>Intermediate (3–5), Strand 4<br>***Joyner***, ***Mawhinney***, *Guiding Local Leaders in Formative Assessment Within the Context of Existing Practice: Partners for Mathematics Learning* |
| 9:45 | | | | | | |
| 10:15 | **Session 227: ETA/ Cuisenaire Sponsor Showcase**<br>Grades 5–10<br>***Delano Moore***, *Comprehensive Solutions for Algebra Success* | **Session 225**<br>Middle (6–8), Strand 1<br>***Neral***, *Ideas for Differentiating Instruction—Everyone Learns and Succeeds!* | **Session 220**<br>General, Strand 3<br>***Leinwand***, *Intriguing Lessons About How Math Is Taught and Assessed in High Performing Asian Countries* | **Session 222**<br>Intermediate (3–5), Strand 6<br>***Gojak***, *Elementary Mathematics Specialists—An Important Aspect of Teacher Leadership* | | **Session 223**<br>Intermediate (3–5), Strand 1<br>***Freeman***, *Teaching Math to English Language Learners* |
| 10:30 | | | | | **Session 232**<br>Intermediate (3–5), Strand 1<br>***Lott Adams***, ***Bonner***, *Building Cultural Congruity for African American Learners of Mathematics* | |
| 11:15 | | | | | | |
| 12:00 | | | | | | |

Numbers in parentheses beside room names indicate floor levels.

Sponsor Display Area Open

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

# Tuesday Summary

| | Annie (3) | Edward CD (2) | Elizabeth AB (2) | Elizabeth F (2) | Elizabeth G (2) | Elizabeth H (2) |
|---|---|---|---|---|---|---|
| 2:30 | | | | | | |
| 2:45 | **Session 250: Pearson Sponsor Showcase**<br>Grades 8–12<br>***Dillender***, *Changing the Way Students See and Learn High School Math* | **Session 246**<br>Intermediate (3–5), Strand 6<br>***Schefelker***, ***Marchillo***, ***Hedges***, *Effective Conversations That Lead to Effective Instruction: Using a Portfolio Process to Structure Teaching and Learning of Mathematics* | **Session 244**<br>General, Strand 4<br>***Burns***, *From Individual Assessments to Instructional Decisions: A Focus on Number and Operations in Grades K–6* | **Session 248**<br>College, Strand 5<br>***Schrock***, *Putting Pre-Service Teachers on the Right Course with PRIME* | **Session 238**<br>Middle (6–8), Strand 3<br>***Seago***, ***Driscoll***, ***Nikula***, *Using VideoCases to Develop Teachers' Conceptual Understanding of Mathematics* | **Session 242**<br>General, Strand 3<br>***Hakansson***, ***Dhaliwal***, ***Duckhorn***, *Supporting Mathematical Proficiency for All Students* |
| 3:45 | | | | | | |
| 4:00 | **Session 256**<br>***Schrock***, *Central Region 2 Caucus* | **Session 253**<br>***Viktora***, *Central Region 1 Caucus* | | | | **Session 251**<br>***Bradsby***, *NCSM Past Presidents 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 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**<br>Grades 8–12<br>***Bartle**, Launch of Carnegie Learning's New Geometry Curriculum Featuring the Cognitive Tutor Proof Tool* | **Session 208**<br>Secondary (9–12), Strand 2<br>***Martin**, **Quander**, Promoting Reasoning and Sensemaking in High School Curriculum* | **Session 202: Major Session**<br>General<br>***Howard**, Teaching, Learning, and Culture: Implications for Diverse Learners in Mathematics* | **Session 209**<br>Secondary (9–12), Strand 3<br>***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**<br>General, Strand 6<br>***Stoelinga**, **Mangin**, Case Studies in Elementary-Level Instructional Teacher Leadership* |
| 9:45 | | | | | |
| 10:15 | **Session 226: Technology Showcase**<br>Grades 8–12, College<br>***Neral**, CASIO America, Inc. Technology Showcase: Do you speak "CASIO"* | **Session 221**<br>General<br>***Reys**, The Ten Most Pressing Challenges Facing the Mathematics Education Community* | **Session 218: Major Session**<br>General<br>***Douglas**, When the Bell Rings . . . Beyond the Label of PLC* | **Session 224**<br>Intermediate (3–5), Strand 2<br>***Fong**, **Hwee**, Developing a Singapore Math Curriculum: From Theory to Practice* | **Session 219**<br>General, Strand 4<br>***Paek**, Using Growth Data to Improve Mathematics Teaching and Learning* |
| 11:15 | | | | | |

Numbers in parentheses beside room names indicate floor levels.

Sponsor Display Area Open

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

# Tuesday Summary

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

**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**<br>Intermediate (3–5), Strand 2<br>***Stoelinga***, ***Marsh***, *A Menu of Strategies: Building Flexible Thinking into the Curriculum* | **Session 214**<br>General, Strand 4<br>***Moyer***, ***Greenburg***, *Beyond Average: Analyzing Assessment Data* | **Session 216**<br>Middle (6–8), Strand 1<br>***Brodesky***, ***Fagan***, *Facilitating Professional Development to Improve Math Instruction for Middle School Students with Learning Disabilities* | **Session 217**<br>Secondary (9–12), Strand 3<br>***Dick***, ***Burrill***, *Technology and Teaching and Learning Mathematics at the Secondary Level: Implications for Teacher Preparation and Development* | **Session 212**<br>General, Strand 1<br>***Norris***, *Turn Research into Action: Let the Position Papers Be Your Guide* |
| 10:15 | | | | | |
| 10:30 | **Session 229**<br>General, Strand 1<br>***Mayfield-Ingram***, ***Coates***, *Equity—A Constant in the Mathematics Professional Development Equation* | **Session 233**<br>Middle (6–8), Strand 4<br>***Carman***, ***Davis***, *Accelerate Learning with SMART Goals for Students and Staff* | **Session 231**<br>General, Strand 6<br>***Cameron***, ***Mosesson-Teig***, ***Slabic***, ***Dyson***, *Using a Coach Collaborative to Develop a Common Model for Coaching* | **Session 230**<br>General, Strand 6<br>***Wang-Iverson***, ***Askey***, ***Palumbo***, *Moving Students from Procedure to Thinking* | **Session 228**<br>General, Strand 2<br>***Economopoulos***, ***Cochran***, *Implementing Curriculum: What It Takes* |
| 12:00 | | | | | |

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

Sponsor Display Area Open

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

**Sponsor Display Area Open**

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**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 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.

**Jeane 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)

**Session 212**
**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

**Session 213**
**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

**Session 214**
**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

**Session 215**
**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

**Session 216**
**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

**Session 217**
**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 out 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

**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 Pippen will describe the current financial status of the organization.

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

**Randy Pippen**, 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.

## 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