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The 2019 NCSM Conference: Making Waves with Effective Mathematics Leadership was much more than I could have ever dreamed. As an Iris Carl Travel Grant recipient, I did not want to waste what could be a once in a lifetime opportunity. Upon receiving the great news, I immediately began to identify the sessions I would attend. It was then, I knew it would be beneficial to I register for the NCSM Essential Actions for Mathematics Coaching Pre-Conference Session. Although the pre-conference was an additional cost, I knew I could not pass up the opportunity to gain first-hand knowledge of systematic actions for effective coaching programs and foundational actions upon which effective coaching is built. This pre-conference session did not disappoint. Through activities and self-reflection, I gained knowledge and a self-awareness that has become priceless to me. As I participated, I became aware of the varying degrees of expectations and responsibilities of coaching programs around the country. I also learned that there is no magical recipe for coaching protocol and meeting the needs of teachers there are foundational elements that provide the basis for an effective coaching program. I was shocked by some of the expectations of the district and how they determined the intensity of the treatment. Many of the activities allowed me to reflect on how the coaching cycle is implemented in my district and I learned more about who I am as a coach.

On day 1 of the conference, I was excited to attend the First-Timers session. In this session, I learned about the ins and outs of the conference. With the assistance of the advice I received in this session, I was able to navigate the conference like a pro. The key note speaker, Dr. Luis Cruz, was outstanding. He definitely reignited my fire for equality, equity, and liberation in education. His personal story resonated with me. And, his advice to beware that the NCSM conference was not for the faint at heart, since some things may be hard to hear, you may not agree with them, and they may hurt. However, if we want to change the educational system for many disadvantaged, linguistically and culturally diverse children, we must be willing to make waves. Other sessions I attended throughout the day were Math Strong: Cultivating Equity and Social Justice in Mathematics Education, Practice Makes Perfect: Developing an Effective Mathematics

Coaching Practice Through Intentionally Planned Rehearsals, Six (Un)Productive Practice in Mathematics Teaching, A Former Math Hater's Strategies for Coaching Teachers with Math Anxiety. As I selected these sessions, I wanted to address two major issues I have encountered as a new curriculum coach/specialist: my coaching practices and improving teacher pedagogy. Through activities, role playing, and modeling, the presenters of these sessions addressed my need and enriched my prior knowledge. At the end of the day, I attended the reception sponsored by Big Ideas Learning. During the reception, I was able to mingle and chat with other coaches, administrators, and presenters about their work, receive advice, and share hopes for the future.

On day 2 of the conference, I sought to attend sessions that focused on social justice issues and teacher pedagogy for the learning disabled. My start on the day came with an unexpected affirmation. During the Mathematics-Generated Waves: Attributes of "Constructive Interference" Leadership key note, I was emboldened by the idea that connections, context, and productive struggle were key to constructive inferring, as I encourage these ideas as a coach and teacher. This session ignited my passion for the learning more about these ideas and how I could use the information to support teachers. I attended the sessions: Coaching with and for Effective Questioning and Transform Your Work with Students Who Struggle to Learn Mathematics which both reference materials I was familiar with, however, the presenters expanded my understanding of the theories and practices referenced. To address my desire to assure equity in mathematics among the learning disabled, I attended Coaching for Access: Special Needs and Mathematics. As 20-year veteran teacher, I know mindset determines the outcome and math anxiety is a real issue for many students who struggle. I attended the session Talk Numbers to Me: Mathematics and Mindfulness. In this session, I learned strategies to help teachers address the needs of students with math anxiety. As the last day of the conference approach, I pondered what the day would bring. I had achieved the many of my goals for the conference, but there was more I wanted to learn about equity and social justice issues, coaching, learning communities, and curriculum/pedagogy.

After attending day 3 sessions: Math Coaching Routines to Guide and Sustain Teachers' Learning in and From Practice While Attending to Equity and Access, Coaching Up Coaches: Protocols for Improving Coaching Practice, Formative

Assessment is Not Just for Children: Bring the Power of Formative Assessment to Professional Learning for Teachers, and Equity in the Mathematics Classroom: Who do we Leave Out? I was thoroughly saturated with newfound knowledge and ideas that would not only improve my coaching practices but provided growth in my area weakness. As I prepared to return to my district, I felt empowered, excited, and confident to Make Waves with Effective Math Leadership. Thanks for the opportunity.