

NATIONAL COUNCIL OF SUPERVISORS OF MATHEMATICS

2014 Fall Leadership Seminar Series Agenda

Indianapolis IN	October 29, 2014	8:00 A.M. – 4:00 P.M.
Richmond VA	November 12, 2014	8:00 A.M. – 4:00 P.M.
Houston TX	November 19, 2014	8:00 A.M. – 4:00 P.M.

IT'S TIME: Using Imperatives to Support and Motivate Leaders in Mathematics Education

7:00 – 8:00 A.M.	Registration and Refreshments – Sponsored by: <i>ETA hand2mind</i>
8:00 – 8:30 A.M.	<p><i>Welcome to NCSM - YOUR Leadership Organization at Work for You!</i></p> <p style="text-align: center;">Valerie Mills <i>President, National Council of Supervisors of Mathematics</i></p> <p><u>Description:</u> Valerie will give a short welcome to the conference and will frame the day's work. This talk will focus on the "why" we at NCSM believe as we do and why we are doing this work today.</p>
8:30 – 10:00 A.M.	<p><i>Imperatives for Systemic Change: Plenary Session</i></p> <p style="text-align: center;"><i>IT'S TIME: Using Imperatives to Support and Motivate Leaders</i></p> <p style="text-align: center;">Valerie Mills (Indianapolis) <i>President, National Council of Supervisors of Mathematics</i></p> <p style="text-align: center;">Steven Leinwand (Richmond and Houston) <i>Past President, National Council of Supervisors of Mathematics</i></p> <p><u>Description:</u> This fast-paced, example-laden, interactive session will provide an overview of <i>It's Time</i> and the agenda for mathematics leaders it proposes. We'll look at the 10 Imperatives for Change from the perspective of their implications for school- and district-level action. Participants will leave with the initial elements of a "back-at-the-ranch" Action Plan that addresses most serious needs.</p>
10:00 – 10:15 A.M.	Break
10:15 – 11:45 A.M.	<p><i>Imperatives for Instruction: Breakout Sessions</i></p> <p style="text-align: center;"><i>Using Three-Act Video Tasks and Using Them Well! (Middle/High School Focus)</i></p> <p style="text-align: center;">Valerie Mills <i>President, National Council of Supervisors of Mathematics</i></p> <p><u>Description:</u> Participants will explore a new format for presenting rich open-ended tasks, the Three-Act Video. They will explore a number of these tasks and learn how to access them with lesson plans online for free. Participants will also consider the learning opportunities these tasks afford students & challenges teachers face using them as part of a coherent curriculum. This session will highlight both practice/process standards as well as content standards with a particular focus on mathematical modeling and problem solving. The Three-Act Videos are a particularly useful format to help students learn to pose questions from real world situations. In addition, this format requires that students learn to identify the mathematics that can be brought to bear to solve the problem and then complete the problem solving cycle by checking solutions/exploring errors.</p>

	<p><i>Making Accessible Mathematics a reality for all students (and teachers)! (Elementary Focus)</i> Gwen Zimmermann, Ph.D. (Indianapolis) Regional Director, National Council of Supervisors of Mathematics Jason Gauthier (Richmond) Fall Seminar Series Co-Director, National Council of Supervisors of Mathematics Linda Griffith, Ph.D. (Houston) Regional Director, National Council of Supervisors of Mathematics</p> <p><u>Description:</u> The only way to truly raise student achievement is to change classroom instruction. <i>Accessible Mathematics</i>, Steven Leinwand’s exciting book, provides a thought-provoking guide to shifting instructional practice to create classrooms with language rich routines and discourse, contextual mathematics, and much more. This breakout will explore some of the 10 high-leverage instructional shifts that raise student achievement. Leaders will engage with the shifts and collaborate to create a vision and a plan to help their teachers incorporate these shifts into their classrooms.</p>
12:00 – 12:45 P.M.	Lunch – Sponsored by: <i>DreamBox Learning</i>
12:45 – 2:15 P.M.	<p><i>Imperatives for Knowledge: Plenary Session</i> Dr. Catherine Fosnot Compliments of DreamBox Learning</p> <p><u>Description:</u> Learn about how to use Cathy’s Landscapes of Learning as a framework for weaving curriculum and pedagogical content knowledge to support implementation of the CCSS Standards of Practice. Cathy will also share her new work on the landscapes of teacher change, including six domains of development: questioning and conferring, use of context, kid-watching, proof, the role of representation, and extending arithmetic to algebra.</p>
2:15 – 2:30 P.M.	Break
2:30 – 4:00 P.M.	<p><i>Imperatives for Assessment: Breakout Sessions</i> <i>Preparing for the Next Generation of Assessment</i> Shelbi K. Cole, Ph.D. Director of Mathematics Smarter Balanced Assessment Consortium</p> <p><u>Description:</u> Next generation assessment systems are being created to support gathering and acting on evidence to improve teaching and learning. To achieve this goal, it is a critical first step that we clearly define the body of evidence we are targeting with each assessment and its intended purpose. Sample student responses from large scale field tests will be examined to illustrate how the evidence required on next generation assessments differs from traditional multiple choice tests by allowing students to demonstrate understanding of important mathematical concepts.</p> <p><i>JumpStart Formative Assessment Modules</i> Denise Brady (Indianapolis and Houston) Fall Seminar Series Co-Director, National Council of Supervisors of Mathematics Wanda Audrict, Ed. S (Richmond) Regional Director, National Council of Supervisors of Mathematics</p> <p><u>Description:</u> Learn about JumpStart Formative Assessment modules. These materials are part of the work of a joint Association of Mathematics Teacher Educators/National Council of Supervisors of Mathematics (AMTE/NCSM) task force dedicated to helping teachers grow their understanding and use of formative assessment strategies. Presenters will provide an overview of these professional development modules that are designed to assist leaders in “jump starting” formative assessment, K-16. Experience how these modules can assist with systematically and intentionally integrating formative assessment into classroom instruction at every grade level.</p>