



Welcome to the 2013 KCM Conference!

Welcome! The KCM staff and faculty would like to thank you for your involvement in the 2013 KCM Conference—Reasoning for Readiness! The conference theme was chosen from the important Standards for Mathematical Practice. As we strive to encourage quantitative and abstract reasoning in our students, we can best ensure they are gaining strong foundations that will establish readiness for the next stage of learning.

Thanks to you, your colleagues, and talented Kentucky leadership, Kentucky jumped from 34th to 14th on the annual Education Week Quality Counts national analysis of state performance. To steal a British phrase—well done, you! See Governor Beshear’s related message..

“Kentuckians should take a great deal of pride in the Commonwealth’s standings related to P-12 education,” said Gov. Steve Beshear. “Kentucky continues to show measureable progress in education, and the rankings provided in ‘Quality Counts’ recognize the hard work of teachers, administrators, parents and community members.”

We are happy to have this opportunity to bring some awesome speakers to Kentucky and to provide the opportunity for you to learn from each other as you share your passion and expertise for the important work of teaching and learning mathematics. And, of course, perhaps the best part of the KCM Conference for many of you (and us) is the chance to connect with mathematics teacher friends from far and wide. Enjoy your stay here in Lexington and be sure to let us know if we can do anything to make your conference experience more enjoyable!

Your friends at the KCM,
The KCM Faculty & Staff

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www.kymath.org

Having a great time? Received great ideas from a conference session? Had a favorite quote from the conference welcome? Tell us about it!

Leave us a Facebook wall post or comment, and/or Tweet us during the conference to tell us about your experience. Be sure to “tag” us when you do!



The 2013 KCM Conference App



The awesomeness of the KCM conference at your fingertips!

Get the inside scoop from the convenience of your smartphone and/or mobile device, including:

- Detailed conference schedule
- Local restaurant search
- Important conference updates and alerts
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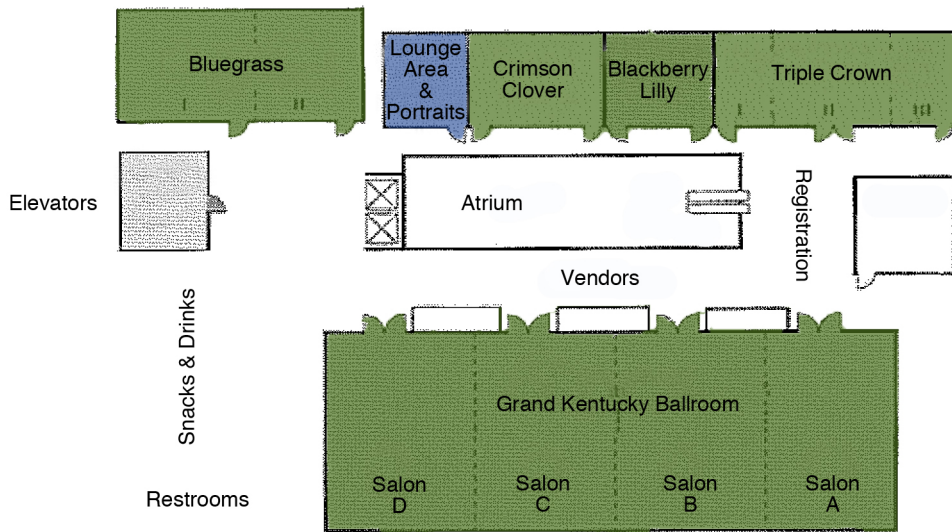
The 2013 KCM Conference App is available through iTunes, Google Store and Blackberry App World. Search for "Kentucky Center for Mathematics" and download for free.



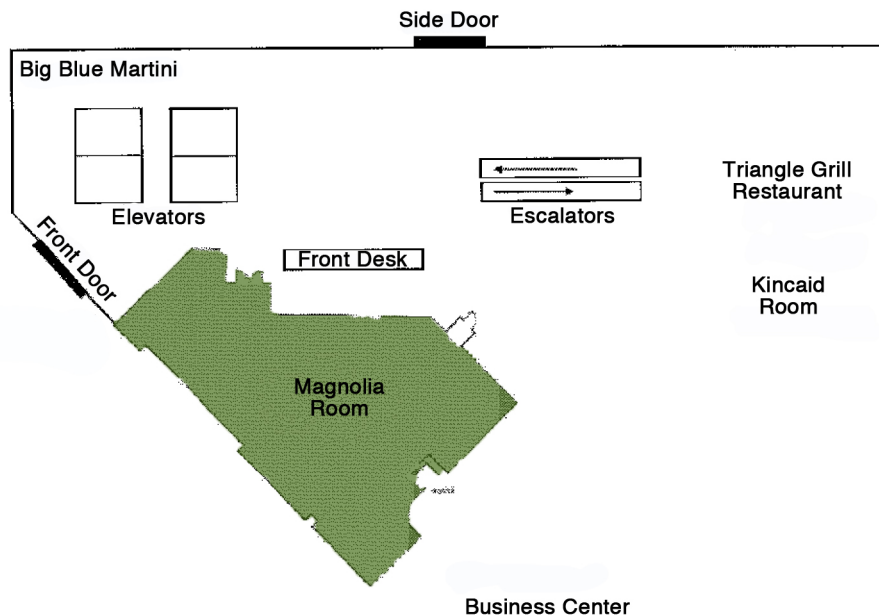
2013 KCM Conference Map



2nd Floor: Presentation Rooms



1st Floor: Magnolia Room & Restaurants



Conference Schedule at a Glance
Monday Morning (2/25)

Session #1 8:30am-9:50am		
P-Adult	Reasoning for Readiness Across the Years - Hynes-Berry ★	Ballroom

Session #2		
110 Minutes (Session #2AB) 10:00am-11:50am		
9-12	Algebraic Thinking Through the Grades: Focus on Structure -Fischman ★	Magnolia (1st Floor)
3-5	The Art of Using Food to Teach Singapore Math - Bollenbecker	Bluegrass
P-5	All Students, All Successful, All the Time! - Gray	Triple Crown
50 Minutes (Session #2A) 10:00am-10:50am		
13-16/Adult	Instructional Techniques that Help Reduce Anxiety in Adult Learners - Miller	Salon A
P-2	In the Beginning! - Meiman	Salon B
3-5	Elementary Math Notebooking 101 - Williams	Salon C
P-2	Starting Early: Implementing and Assessing Number Sense in Pre-K and Early Primary - Brown, T.	Salon D
P-2	Teaching Mathematics Through Problem Solving - Shelton	Crimson Clover
P-2	Bonds-Number Bonds - Owens	Blackberry Lilly
50 Minutes (Session #2B) 11:00am-11:50am		
13-16-Adult	From Computation to Comprehension - Newman	Salon A
Adult	Mathematical Reasoning for GED 2014 - LaFreniere	Salon B
K-3	Bridging Distances: Connecting Classroom and Intervention Mathematics Instruction - Thomas ★	Salon C
6-8	Using a Formative Assessment Lesson - Leet	Salon D
P-5	Kentucky Numeracy Project - Hodges	Crimson Clover
General	Find X. Here It Is! - Allen	Blackberry Lilly

Session #3		
50 Minutes 12:00pm-12:50pm		
6-8	Classroom Shifts That Support Reasoning (and Other Mathematical Practices)! - McGatha ★	Magnolia (1st Floor)
Adult	Preparing Future Leaders Through Adult Education - Brown, S.	Salon A
P-5	Family Math Night Showcase - Morgan	Salon B
P-5	Developing Number Knowledge-A "Red Book" Round Table - Kinsey	Salon C
P-5	Problem Solving: Reaching the Independent and Collaborative Learner - Humphries	Salon D
Adult	Algebra and Critical Thinking - Popple	Bluegrass
9-12	The Impact of Instruction on Developing Autonomous Learners in Introductory Statistics - Autin	Crimson Clover
9-12	Functions: Moving Beyond the Vertical Line Test - Watkins	Blackberry Lilly
P-2	Fun with Fluency - Aossey	Triple Crown



★ Featured Speaker

Conference Schedule at a Glance
Monday Afternoon (2/25)

Lunch	12:50pm-1:50pm
	Visit The Hilton's Triangle Grill, or enjoy an abundance of local restaurant options.

Session #4		
110 Minutes (Session #4AB) 2:00pm-3:50pm		
Adult	Finding Solid Ground: Improving Adult Numeracy Instruction in an Era of Changing Standards, Expectations, and High-Stakes Tests - Hinds ★	Magnolia (1st Floor)
3-5	What Parts Make Up the Whole of Fraction Understanding? - MacCarty	Salon C
P-2	Exploring Numeracy Throughout the Day - Pray	Salon D
General	Putting the "Access" into Accessibility: Meeting the Needs of All Students - Wall	Blackberry Lilly
50 Minutes (Session #4A) 2:00pm-2:50pm		
P-5	Flipping the Elementary School Math Classroom - Velotta	Salon A
P-2	Mathematicizing in Early Childhood Education - Meiman	Salon B
9-12	Moving from the Linear to the Sublime - Leugers	Bluegrass
P-2	Developing Early Numeracy - Koontz	Crimson Clover
6-8	The Statistical Problem Solving Process: Developing Statistical Reasoning for Readiness - Peters	Triple Crown
50 Minutes (Session #4B) 3:00pm-3:50pm		
P-5	iPads and iPods in the Classroom - Hall	Salon A
9-12	Taxicab Geometry - Lindsey	Salon B
9-12	Teaching Proof in a Student-Centered Learning Environment - Marchionda	Bluegrass
P-5	Questioning That Works - Dicken	Crimson Clover
General	National Board Certification: Does It Add Up for You? - Ball	Triple Crown

★ Featured Speaker



*Conference Schedule at a Glance
Tuesday Morning (2/26)*

Session #5		
110 Minutes (Session #5AB) 8:30am-10:20am		
3-5	Minds on Math - Ward Hoffer ★	Magnolia (1st Floor)
6-8	Congruence and Similarity - Ray	Salon A
6-8	Using Manipulatives and Investigations to Teach Geometry and Increase Student Success - Schneider	Triple Crown
50 Minutes (Session #5A) 8:30am-9:20am		
9-12	Geometry and EPAS - Booth	Salon B
6-8	Making Math Accessible - Campbell	Salon C
P-5	Totally Involved with Word Problems - Hurley-Richards	Salon D
9-12	Generating Pi - Bates	Bluegrass
P-2	Math Misconceptions...Does "Altogether" Mean Add? - Bingham	Crimson Clover
50 Minutes (Session #5B) 9:30am-10:20am		
6-12	Lines, Lines, Lines - Stamm	Salon B
6-8	Strengthening Collaborative Practices - Humphress	Salon C
P-2	Number Story Theater: A Screenplay for Problem Solving and Sense Making - Whited	Salon D
9-12	Designing a Tunnel - Lindsey	Bluegrass
P-2	Math in the Preschool Classroom - Barber	Crimson Clover
150 Minutes (Session #5C) 8:30am-11:00am		
13-16	Preservice Teacher Preparation (PTP) Working Group - Kasten	Blackberry Lilly

★ Featured Speaker



*Conference Schedule at a Glance
Tuesday Morning (2/26) Continued*

Session #6		
110 Minutes (Session #6AB) 10:30am-12:20pm		
Pre-School	Math for the Young Child: What Do We Need to Know? - Richardson ★	Magnolia (1st Floor)
9-12	Utilizing Graphing Calculators to Enable Student Engagement in Discovery and Abstract Reasoning - Schiffman	Crimson Clover
50 Minutes (Session #6A) 10:30am-11:20am		
3-5	Problems Without Numbers: Reasoning Quantitatively - Hunt	Salon A
6-8	Proportionally Speaking - Stamm	Salon B
6-8	Making Mathematics Language More Accessible - Montgomery	Salon C
9-12	Taking the Leap: Free-Falling with Online Developmental Math - Trammell	Salon D
K-8	What Does Conceptual Understanding and Fluency Look Like in the Classroom? - Elam	Bluegrass
3-12	Technology in the Life-Cycle - Leugers	Triple Crown
50 Minutes (Session #6B) 11:30am-12:20pm		
3-8	More Than One Way To... - Crescitelli	Salon A
6-8	Middle School Math Games - Burns	Salon B
P-5	Supplementing Your Math with Singapore Math Strategies - Gantt	Salon C
P-5	Teaching Addition and Subtraction with Jumping Strategies - McNeil	Salon D
P-2	Primary Math Intervention: Making Your Time Count - Pierson	Bluegrass
P-5	Writing in Math - Pasley Terry	Blackberry Lilly
6-8	Measures of Variability in the Common Core State Standards - Buckley	Triple Crown
Lunch 12:20pm-1:20pm		
	Visit The Hilton's Triangle Grill, or enjoy an abundance of local restaurant options.	

★ Featured Speaker



*Conference Schedule at a Glance
Tuesday Afternoon (2/26)*

Session #7		
110 Minutes (Session #7AB) 1:30pm-3:20pm		
6-8	Bugs, Beating Hearts, and Monsters - Levinson-Sargent	Salon A
6-8	Tapping the Potential of Struggling Learners - Mohr-Schroeder	Salon C
50 Minutes (Session #7A) 1:30pm-2:20pm		
13-16	Reasoning and Readiness: A Two-Way Connection Between High School and College Mathematics - Zbiek ★	Magnolia (1st Floor)
P-5	Take This Job and Love It!: How to Reduce Classroom Behavior Problems and Increase Time for Instruction - Stephens	Salon B
P-5	Party in the PLC - Althaus	Salon D
P-2	Building the Foundation - Adams	Bluegrass
P-5	Resources and Tools for Numeracy Development - Benton	Crimson Clover
9-12	Problems From the History of Mathematics - Curtin	Blackberry Lilly
9-12	Some Algebra on the Number Line - Moore	Triple Crown
50 Minutes (Session #7B) 2:30pm-3:20pm		
13-16	Using Online Technology to Teach Word Problems - Russey	Salon B
P-5	Vocabulary Meaning: An Important Piece to the Problem Solving Puzzle - Taylor	Salon D
P-8	Promote Problem Solving and Reasoning with Powerful Prompts-From Parallel Tasks to Problems of the Month - Waggoner	Bluegrass
P-2	Snack Math for Primary Students - Price	Crimson Clover
9-12	Reasoning with Conic Sections - Noblitt	Blackberry Lilly
General	Blended Learning and CIITS - Ferrell	Triple Crown
P-5	Building Math Fluency with Legos - Newton	Magnolia (1st Floor)

★ Featured Speaker

“Lilly of the Valley” Lounge

Need a place to relax, prepare for your presentation or re-charge your batteries (literally)?

Enjoy the 2013 KCM Conference lounge room area!

Located in the “Lilly of the Valley” room, on the 2nd floor of The Hilton.



Conference Exhibitors

The KCM is proud to introduce our 2013 conference exhibitors!

A huge "THANK YOU" goes out to each organization and the wonderful people who worked so hard to help the KCM have a successful 2013 conference. Your presence, support and overall dedication to mathematics education plays a major role in our continued growth.

Please be sure to visit our exhibitors, located conveniently on the 2nd floor of The Hilton hotel, right outside of the Grand Kentucky Ballroom.

The Academic Edge

3317 Tisdale Dr.
Lexington, KY 40503
(859) 252-3000

Carnegie Learning, Inc.

437 Grand St.
Suite 918
Pittsburgh, PA 15219
(412) 690-2442

CPM Educational Program

1233 Noonan Dr.
Sacramento, CA 95822
(916) 638-1145

ETA hand2mind

500 Greenvue Ct.
Vernon Hills, IL 60061
(800) 445-5985

Flip Flop Math

3243 E. 123rd Ave.
Thornton, CO 80241
(303) 596-5665

Greater Louisville Council of Teachers of Mathematics

1905 South St.
Louisville, KY 40223
(502) 852-8978

Kentucky Council of Teachers of Mathematics (KCTM)

228 Norbourne Blvd.
Louisville, KY 40201
(502) 777-9572

Pearson Curriculum

6025 Commerce Dr.
Irving, TX 75063
(214) 524-5823

Voyager Learning

8125 Winters Ln.
Mason, OH 45040
(513) 833-3841



Featured Speakers



Davida Fischman

California State University

A mathematician turned mathematics educator, Dr. Fischman is Director of the CSUSB Center for Enhancement of Mathematics Education and the Inland Counties Mathematics Project in Southern California. The Center, through state and federal grants, seeks to enhance mathematics education by working with pre-service and in-service teachers in long-term collaborative partnerships with local districts. Major activities include mentoring of undergraduates and credential candidates by CSUSB faculty and lead K-12 teachers; support of lesson study teams throughout the region, institutes and seminars, and building leadership capacity in local schools and districts. With the adoption of Common Core State Standards, Center activities have emphasized understanding and development of the CCSS Standards for Mathematical Practice as well as including aspects of the CCSS content standards. A growing agenda of research in mathematics education includes investigation of effects of lesson study on student learning, growth and sustainability of university-district partnerships, and changes in teachers' dispositions for teaching.



Steve Hinds

City Colleges of Chicago

Steve Hinds has focused his work on teaching math, devising curricula, and conducting professional development projects, especially for programs that serve adults and other students who have struggled to learn mathematics. Steve recently began work developing curricula in the Adult Education Department at the City Colleges of Chicago. Prior to this, Steve was a Curriculum Developer at the Center for Elementary Mathematics and Science Education at the University of Chicago. Before moving to Chicago, Steve spent seven years at The City University of New York (CUNY) where he led curriculum and professional development projects in a range of programs serving adult literacy, high school, and community college developmental math students. He began his career in education as a 9th-grade math teacher in New Haven, CT. Steve has given talks and conducted workshops on mathematics education at conferences and professional development events across the country, and serves as a subject matter expert on various federally-sponsored panels devoted to improving adult numeracy teaching.



Featured Speakers

Mary Hynes-Berry
Erikson Institute, Chicago

Dr. Mary Hynes-Berry is on the faculty at Erikson Institute, Chicago IL. In addition to teaching, she has been closely involved with Erikson's Early Math Collaborative (EMC) since its inception 7 years ago. Her passion for using stories as a tool for helping learners link mathematics and meaning-making goes back to the early 1990's, when she served as project director for an Encyclopedia Britannica's mathematics program. Among other publications, she is the author of "Don't Leave the Story in the Book" (2011, Teacher's College Press) and a co-author of "Big Ideas in Early Mathematics: What Teachers of Young Children Need to Know," in press with Pearson (May, 2013).



Maggie McGatha
University of Louisville

Maggie B. McGatha is an associate professor of mathematics education at the University of Louisville and a former middle school mathematics teacher. At the university level, she teaches elementary and middle school mathematics methods courses as well as courses on coaching and mentoring. Maggie has served as president of the Kentucky Council of Teachers of Mathematics (KCTM), member of the board of directors of Association of Mathematics Teacher Educators, and member of the Elementary Mathematics Specialist advisory board for The Brookhill Foundation. Maggie works with coaches, teacher leaders, and administrators as a training associate for Cognitive CoachingSM and an agency trainer for Adaptive Schools. She received her doctorate from Vanderbilt University (Tennessee), her master's degree from Austin Peay State University (Tennessee) and her bachelor's degree from Morehead State University (Kentucky).



Featured Speakers



Kathy Richardson

Math Perspectives Teacher Development Center

Kathy Richardson, author and developer of “Developing Math Concepts in Pre-Kindergarten and Assessing Math Concepts,” is the Co-founder and Program Director for Math Perspectives Teacher Development Center. She is considered one of the nation’s most respected math educators and is an expert in the field of elementary math assessments. A former classroom teacher, she is a nationally known author, professional development leader and speaker.



Jonathan Thomas

Northern Kentucky University

Jonathan Thomas is an assistant professor of mathematics education at Northern Kentucky University and a Kentucky Center for Mathematics faculty associate. His current research is focused on finding innovative ways to help pre-service teachers develop responsive mathematics teaching practices.

Featured Speakers

Wendy Ward Hoffer

Public Education & Business Coalition, Denver

Wendy Ward Hoffer works with educators around the country interested in promoting deep thinking and conceptual understanding in math and science. She facilitates workshops and inservices for practicing teachers, as well as instructs methods courses for pre-service teachers through the Colorado Boettcher Teacher Residency and Teach for America. Wendy is the author of two books, “Minds on Mathematics” (Heinemann, 2012) and “Science as Thinking” (Heinemann, 2009). She earned National Board Certification while teaching middle school math and science and now serves as Senior Director of Education with the Public Education & Business Coalition in Denver, Colorado.



Rose Mary Zbiek

Pennsylvania State University

Rose Mary Zbiek is a former Pennsylvania mathematics and computer science teacher. She joined the Penn State faculty after a decade of teaching mathematics and mathematics education at the University of Iowa. Complementing her work in mathematical modeling for the learning of curricular mathematics, Zbiek's current research blends a focus on the mathematical understandings of secondary mathematics teachers with a concentration in classroom use of mathematics technology to study relationships among mathematical processes, technological expertise, and classroom practice of beginning and experienced secondary school mathematics teachers. An immediate past-associate editor of the Journal for Research in Mathematics Education, Zbiek serves as a senior faculty associate for the Mid-Atlantic Center for Mathematics Teaching and Learning and series editor of “Essential Understanding,” a 16-book series on mathematical content for teachers in pre-kindergarten through grade 12 published by the National Council of Teachers of Mathematics.



Conference Session Details
Session 1 - Opening Session
Monday 8:30am-9:50am
80 Minute Session

Session #1 Opening Session 8:30am-9:50am			
Grade Level	Session Topic	Presenter(s)	Location
P-Adult	Reasoning for Readiness Across the Years - Traditionally the emphasis in school settings has been on skills and on drilling for mastery of arithmetic, algorithms and formulas. However, serious mathematicians see patterns, not numbers at the heart of this discipline; for them, mathematics is a language that enables us to define and to solve problems in the world around us. The Common Core State Standards for Mathematics are meant to bridge this divide so all our students will develop the mathematically grounded thinking and reasoning that is needed to function in the 21st century. In order to meet this goal, our emphasis as educators must be on CCSS Practice Standards, that is, from the earliest school experiences to graduation, we need to teach in ways that empower the learners; by emphasizing the underlying mathematical concepts rather than right answers, we can help students to see mathematical reasoning and procedures as tools to be used skillfully—and strategically.	Mary Hynes-Berry ★	Grand Kentucky Ballroom

★ Featured Speaker



Conference Session Details
Session 2AB
Monday 10:00am-11:50am
110 Minute Sessions

Session #2			
110 Minutes (Session #2AB) 10:00am-11:50am			
Grade Level	Session Topic	Presenter(s)	Location
9-12	Algebraic Thinking Through the Grades: Focus on Structure - Too often students view algebra as disconnected from everything they learned previously in mathematics. They see mathematics teachers as magicians who “just know” how to do things, and we hear questions such as “How did you get that equation?” and “How did you know what to do?” In order for our students to succeed in algebra and in courses that build upon it, it is up to us to develop their understanding of how algebraic thinking permeates much of the content they have already studied; and to see algebra as an extension and generalization of arithmetic. In this talk we will examine some of the underlying structures of algebra, with the goal of understanding their importance and how they provide a vehicle to transition successfully from arithmetic to algebra, and we will make connections to other areas of mathematics.	Davida Fischman ★	Magnolia (1st Floor)
3-5	The Art of Using Food to Teach Singapore Math - Discover parts of a whole through addition, subtraction, regrouping, fractions, percents and decimals using candy, fruits, and snack items. Touch base with real-world math stories to do model drawings. Understand the usage of operations and advanced strategy thinking.	Sandra Bollenbecker, Jody Eblen	Bluegrass
P-5	All Students, All Successful, All the Time! - Participants will be introduced to the CRA (Concrete, Representational, and Abstract) strategy of teaching mathematics and its importance to successful student achievement. Participants will rotate through a series of centers focusing on the conceptual understanding of 1) Early Numeracy, 2) Addition & Subtraction, 3) Multiplication & Division, and 4) Fractions. Participants will be engaged in activities directly tied to the KCAS that they can immediately implement in their own classroom.	Monica Gray, Rebecca Gaddie, Jennifer Clemmons, Randi Womack	Triple Crown

★ Featured Speaker



Conference Session Details
Session 2A
Monday 10:00am-10:50am
50 Minute Sessions

Session #2			
50 Minutes (Session #2A) 10:00am-10:50am			
Grade Level	Session Topic	Presenter(s)	Location
13-16/Adult	Instructional Techniques that Help Reduce Anxiety in Adult Learners - High levels of numeracy anxiety and intense demands to be proficient in mathematics are common hurdles preventing adult learners from obtaining their high school equivalency or a post-secondary degree. While some adult learners can individually conquer numeracy anxiety, an intervention is more effective when coupled with assistance by an educator. The presentation will focus on techniques that an adult educator can utilize within their class to aide in anxiety reduction. Attendees will enhance their understanding of numeracy anxiety and learn techniques that encourage writing to soothe the soul, modification in the environment, and releasing learners' tension.	Maranda Miller	Salon A
P-2	In the Beginning! - A strong numeracy foundation is crucial for mathematics. Just as a house requires a strong foundation, students need a solid and deep conceptual understanding for success and confidence in their mathematical journey! Perceptual, figurative, and abstract progressions are significant stages students need in order to move from a unitary to composite way of thinking. Participants will learn about the three aspect of number, stages of numeracy (perceptual, figurative, and abstract), and why these concepts are so vital in developing a strong numeracy foundation. Various age/grade level "hands on learning" activities will be provided for teachers to use in their classrooms.	Beth Meiman	Salon B
3-5	Elementary Math Notebooking 101 - This year Marta Scott, collaborating SpEd teacher and I incorporated math notebooks into our 4th grade math classroom. Each student has their own notebook. We consider the notebooks a work in progress. The students use them as a resource for independent work, a study guide for summative assessments, a tool for formative assessments, and much more. Marta and I are anxious to share our notebooks, how they can be used across the grades, how to incorporate the new standards into the notebooks, and much, much more.	Leigh Williams, Marta Scott	Salon C



Conference Session Details
Session 2A Continued
Monday 10:00am-10:50am
50 Minute Sessions

Session #2			
50 Minutes (Session #2A) 10:00am-10:50am			
Grade Level	Session Topic	Presenter(s)	Location
P-2	Starting Early: Implementing and Assessing Number Sense in Pre-K and Early Primary - Participants will engage in research-based early number sense and algebraic reasoning events to provide diagnostic information for teachers to use in determining a trajectory for instruction and assessment for early development of number sense and algebraic thinking. Participants will have hands-on practice and discussion about the potential of using these events to support their current assessment and instructional methods. Graphic organizers and video examples will be shared.	Todd Brown	Salon D
P-2	Teaching Mathematics Through Problem Solving - An emphasis has shifted from teaching problem solving to teaching via problem solving. People in society can no longer function optimally by simply knowing the rules to follow to obtain a correct answer. As educators we need to show students that mathematics is more about the process than it is the answer. We must teach students to construct, evaluate, and refine their problem solving skills. This presentation will provide strategies and techniques to engross students in problem solving. We will show problem solving as an approach for students to construct their own ideas about mathematics and take responsibility for their own learning.	Vicki Shelton, Johnsie Tucker	Crimson Clover
P-2	Bonds-Number Bonds - Whether your students are working with the number 007 or any other number, we will explore ways to help students with the concept of number bonds as a tool for quantitative reasoning. We will look at many hands-on approaches to immediately take back to your classroom and use with your students.	JoLin Owens	Blackberry Lilly



Conference Session Details
Session 2B
Monday 11:00am-11:50am
50 Minute Sessions

Session #2			
50 Minutes (Session #2B) 11:00am-11:50am			
Grade Level	Session Topic	Presenter(s)	Location
13-16/Adult	From Computation to Comprehension - Sometimes we as educators get caught up in the concrete computation and rote memorization of math. Math is so much more! Math describes how the world works. If we can implant that fact in our students and have them think more abstractly about what they are doing, we may not get the question "How am I ever going to use this in real life?" as often as we do now. I would like to demonstrate how we can take "word problems" and make them come alive. I like to put the students and their friends in the problems. I like to use fruit to describe how numbers are different, and how they can think about money or bank accounts in certain problems. It makes it real then. From computation to comprehension!	Kathy Newman	Salon A
Adult	Mathematical Reasoning for GED 2014 - Using the recently updated 2014 GED Test Mathematical Reasoning Item Sampler, instructors will review the concept of Depth of Knowledge as it relates to the test. Instructors will have the opportunity to ask questions about the items on the sampler and to discover how the new test will differ from the 2002 version (this information is according to the GED Testing Service).	Cindy LaFreniere	Salon B
K-3	Bridging Distances: Connecting Classroom and Intervention Mathematics Instruction - Mathematics intervention is playing an increasingly important role in schools; however, professional connections between intervention specialists and classroom teachers are not always readily apparent. In this session, we will examine a research-based framework, professional noticing, as a mechanism to help connect the work of mathematics intervention and classroom teaching. Specifically, we will examine how three distinct professional noticing practices (attending, interpreting, and deciding) can be used to support a coherent, school-wide vision for mathematics education.	Jonathan Thomas ★	Salon C

★ Featured Speaker



Conference Session Details
Session 2B Continued
Monday 11:00am-11:50am
50 Minute Sessions

Session #2			
50 Minutes (Session #2B) 11:00am-11:50am			
Grade Level	Session Topic	Presenter(s)	Location
6-8	Using a Formative Assessment Lesson - The new common core standards have brought great change to the math classroom. Formative Assessment Lessons are designed to help students go through the “productive struggles” in answering and solving rigorous activities. Taking time to properly incorporate these lessons into the classroom can encourage students in constructing viable arguments and critiquing the reasoning of their peers.	Natalie Leet, Shawna Singler	Salon D
P-5	Kentucky Numeracy Project -Take a tour of the dynamic online KNP Intervention Guide, containing more than 300 proven numeracy development strategies for differentiated instruction and formative assessment in alignment with the Common Core State Standards and the Fluency Benchmarks for Rtl. View lessons and resources for both classroom and Rtl students.	Mary Helen Hodges	Crimson Clover
General	Find X. Here It Is! - “Do my assessments measure what I think they measure?” There are times when assessments measure factors other than what they are intended to measure. This session is designed to help the teacher identify threats to assessment validity and remediate these threats as much as possible before they impact student success.	David Allen	Blackberry Lilly



Conference Session Details
Session 3
Monday 12:00pm-12:50pm
50 Minute Sessions

Session #3			
50 Minutes 12:00pm-12:50pm			
Grade Level	Session Topic	Presenter(s)	Location
6-8	Classroom Shifts That Support Reasoning (and Other Mathematical Practices)! - The Standards for Mathematical Practice are a critical part of the Kentucky Core Academic Standards and reasoning is prominently featured in those standards. In order for teachers to support students in demonstrating all of the Mathematical Practices, several shifts in classroom practice must take place. We will explore those Shifts in Classroom Practice as well as several tools that coaches and teachers can use in this important work.	Maggie McGatha ★	Magnolia (1st Floor)
Adult	Preparing Future Leaders Through Adult Education - This session will examine the integral part mathematics plays in the success of adult education students whether they are trying to obtain a GED, prepare to go to college, or earn a National Career Readiness Certificate to help them become more employable. We will also look at the process of engagement to help students fully understand how mathematics relates to real life applications.	Sara Brown, Cindy McGaha	Salon A
P-5	Family Math Night Showcase - Several Math Intervention Teachers across Kentucky will display and share many creative ideas for conducting successful Family Math Nights. Co-Speakers Include: Melissa Justice, Tamara Stephens, Rhoda Bryant, Priscilla Clay, Stacey Prakash, Michelle Rice, Rebecca Stephens, Donna Freeman, Kim Smith, Angela Miller, Sondra Worley, Jaclyn Carroll, Dianna Hollen, Tonya Fox, & Suzanne Maynard	Gwen Morgan	Salon B
P-5	Developing Number Knowledge-A “Red Book” Round Table - A recent publication in mathematics education has made a splash with many teachers across Kentucky. “Developing Number Knowledge: Assessment, Teaching, and Intervention with 7-11 Year-olds” (Wright, et.al., 2012), sometimes known simply as the “Red Book”, equips educators with detailed pedagogical knowledge and resources for teaching number. Drawing on extensive programs of research, curriculum development, and teacher development, the book offers a coherent, up-to-date approach emphasizing computational fluency and the progressive development of students’ knowledge. Come join a round-table discussion on the application and impact of this book. Share your insights, ask questions, hear how others are using the “Red Book”, and refine your current understandings of the content and tools within this valuable resource.	Kurt Kinsey, Lucinda “Petey” MacCarty	Salon C

★ Featured Speaker



Conference Session Details
Session 3 Continued
Monday 12:00pm-12:50pm
50 Minute Sessions

Session #3			
50 Minutes 12:00pm-12:50pm			
Grade Level	Session Topic	Presenter(s)	Location
P-5	Problem Solving: Reaching the Independent and Collaborative Learner - When problem solving, students often become frustrated regarding what to do with the given numbers embedded in the text. I will share a routine I implemented for students in the grade ranges of 1st through 5th grades when solving problems. The session will focus on teaching students to: first, visualize the problem as they read; second, determine what is important by annotating the problem; and third, apply the annotated information on a simple graphic organizer. Emphasis will be placed on productive struggle and assigning specific small group roles for collaborative groups of 2 or 3. The session will also focus on how to encourage students to be presenters, sharing with the class the solutions and pathways for their thinking. Handouts will be given to all participants who desire to implement this problem solving model.	Bonnie Humphries, Suzanne Eleson	Salon D
Adult	Algebra and Critical Thinking - Learn hands-on activities to enable students to develop critical thinking as it applies to algebra concepts. Help students build algebraic thinking by using logic puzzles, "function machines", tables and graphs. Address the concept of what an equation is and balancing equations.	Betsy Popple	Bluegrass
9-12	The Impact of Instruction on Developing Autonomous Learners in Introductory Statistics - This study examines the influence of instruction method on student learning. One section of university introductory statistics was taught using a teacher-centered, lecture-based approach, and one section was taught using a student-centered collaborative-learning approach. The findings we present here focus on the development of autonomous learners. In particular, they address how students in the non-lecture class were required to take more responsibility for their own learning, whereas much of that responsibility seemed to fall on the instructors' shoulders in the lecture-based class. The experiences of both the students and the instructor will be discussed in this talk. The speakers will also ask the audience for their thoughts and suggestions on how to better create autonomous learners in introductory statistics.	Melanie Autin, Hope Marchionda	Crimson Clover



Conference Session Details
Session 3 Continued
Monday 12:00pm-12:50pm
50 Minute Sessions

Session #3			
50 Minutes 12:00pm-12:50pm			
Grade Level	Session Topic	Presenter(s)	Location
9-12	Functions: Moving Beyond the Vertical Line Test - Would your students recognize that some soft drink and snack vending machines are functions, and others are not? Clearly, the Vertical Line Test (VLT) cannot be used to determine functionality in this type of situation, so students have to dig a little deeper into their arsenal! In this session, we will revisit the general definition of the function concept and explore functions from this broader perspective. Based on the Common Core State Standards for Mathematics (e.g., Standard F-IF.1), high-school students are expected to reason with functions from this perspective, in which a function is defined as a special type of mapping from one set to another set. From this viewpoint, we will explore both traditional and novel examples of functions and non-functions, and we will also investigate situations that do not involve numbers, such as the vending machine example introduced above. And throughout our work, we will examine the effectiveness (or ineffectiveness) of the VLT and discuss its overall appropriateness in the high-school mathematics curriculum.	Jonathan Watkins	Blackberry Lilly
P-2	Fun with Fluency - Participants will play and take away a variety of games and activities targeting fluency within 20. These tiered activities are aligned with the CCSS fluency benchmarks K.OA.5, 1.OA.6 and 2.OA.2, and are part of the KCM Kentucky Numeracy Project. Participants will also learn how to access additional activities through the online KNP Intervention Guide database.	Cindy Aossey	Bluegrass



Conference Session Details
Session 4AB
Monday 2:00pm-3:50pm
110 Minute Sessions

Session #4			
110 Minutes (Session #4AB) 2:00pm-3:50pm			
Grade Level	Session Topic	Presenter(s)	Location
Adult	Finding Solid Ground: Improving Adult Numeracy Instruction in an Era of Changing Standards, Expectations, and High-Stakes Tests - Adult numeracy instructors around the country are facing a host of challenges with a new high school equivalency exam coming in 2014, new teaching standards stemming from the Common Core, and a growing expectation that our teaching should make students "college ready". This interactive workshop will focus on math tasks and discussions that strengthen adult students' conceptual understanding, procedural skills, communication skills, and perseverance. The presenter will argue that improved math pedagogy is what is needed to prepare adult students not only for high stakes tests, but for college study, citizenship, and work. The presenter will show how decisions about content, curricula, professional development, instructional intensity, and administration all can support improved pedagogy as our highest priority. Lesson plan handouts will be provided to all workshop participants.	Steve Hinds ★	Magnolia (1st Floor)
3-5	What Parts Make Up the Whole of Fraction Understanding? - Fractions are difficult for many students and the expectations have become more pronounced. To help students meet the goals for fractions we, as teachers, must look closely at how students develop fraction concepts and how to create pathways for student success. The levels, assessment tasks, and teaching sequence from Dr. Peter Gould's chapters within "Developing Number Knowledge: Assessment, Teaching and Intervention with 7-11 Year-olds" (Wright, et. al., 2012) provide a framework for assessing, teaching and learning fractions. Participants will view videotaped student responses to assessment tasks, analyze these responses using the research-based levels, and discuss relevant learning experiences.	Lucinda "Petey" MacCarty, Kurt Kinsey	Salon C

★ Featured Speaker



Conference Session Details
Session 4AB Continued
Monday 2:00pm-3:50pm
110 Minute Sessions

Session #4			
110 Minutes (Session #4AB) 2:00pm-3:50pm			
Grade Level	Session Topic	Presenter(s)	Location
P-2	Exploring Numeracy Throughout the Day - Having a strong sense of number is critical to math success. The Common Core Math Standards have placed a greater emphasis on number in the early grades. In this hands-on session, participants will discover new ideas on how to incorporate numeracy explorations during calendar, centers, transitions, seatwork time, game time, and intervention. Throughout the year in my classroom, students explore a variety of numeracy concepts and skills including combining and partitioning numbers to 20 as well as exploring quantities and representations of numbers up to 100 and beyond. These activities have helped my students during problem solving. As students participate in the various explorations, I see them move away from using count-by-one strategies and manipulatives and progress to using more sophisticated non-count-by-one strategies. Participants will use the following hands-on manipulatives as we discuss various activities to explore numeracy: five and ten frames, counters, bead racks, cards with a variety of numerical representations, and dice. They will have an opportunity to see and interact with student work. Videos of students explaining their problem solving strategies will also be shown.	Cindy Pray	Salon D
General	Putting the “Access” into Accessibility: Meeting the Needs of All Students - In today’s mathematics classrooms, teachers are confronted with an increasing range of students with special needs. Many teachers feel overwhelmed as they try to meet the learning expectations of these students. This interactive session will walk participants through a process for creating teacher and student success. This three stage approach incorporates math concept identification, student profile development, and the determination of accessibility strategies.	Tammy Wall	Blackberry Lilly



Conference Session Details
Session 4A
Monday 2:00pm-2:50pm
50 Minute Sessions

Session #4			
50 Minutes (Session #4A) 2:00pm-2:50pm			
Grade Level	Session Topic	Presenter(s)	Location
P-5	Flipping the Elementary School Math Classroom - Do you ever wish you had more class time to teach the overwhelming amount of math content? Would you like for your students to be more engaged (and even excited) about homework assignments? If so, The flipped classroom is your answer. Learn how to introduce math skills outside of the classroom, allowing more time in class for application. Other helpful components of the flipped classroom are student use of technology, peer collaboration, differentiation, opportunities for time-efficient teacher feedback, and much more. Presenters will share helpful tips they have learned along the way as this model has been implemented in their classrooms.	Sarah Velotta, Andrea Head	Salon A
P-2	Mathematicizing in Early Childhood Education - Come and experience how sets and sorting are taken to the next level of thought provoking instruction for preschool educators! The Erikson Institute and KCM have partnered to provide rich and fun professional development in order to provide a strong mathematical foundation for young learners.	Beth Meiman	Salon B
9-12	Moving from the Linear to the Sublime - Students find it difficult to understand when non-linear relationships arise in real life situations. This presentation is a lesson that helps students compare alternative options for the shape of a feed/gas/holding tank. One option is a rectangular prism, the other a triangular prism. When we look to determine volume of a liquid with respect to the height of the liquid, the formula for a rectangular prism results in a linear equation and the triangular prism results in a non-linear equation. This is a perfect transitional approach for students to make that leap into the more abstract (sublime) realm of mathematics.	Robert Leugers	Bluegrass

Conference Session Details
Session 4A Continued
Monday 2:00pm-2:50pm
50 Minute Sessions

Session #4			
50 Minutes (Session #4A) 2:00pm-2:50pm			
Grade Level	Session Topic	Presenter(s)	Location
P-2	Developing Early Numeracy - During this session, participants will learn about effective early intervention strategies, based on Kelsey's recent experience and research, described as follows: Since September, 2012, I have been working with a first grade class in their development of Early Numeracy. I began by assisting the faculty in administering the Student Numeracy Assessment Progressions (SNAP) to all of the first grade students. I selected several students who were in need of intervention. I have been meeting with these students regularly, and will continue to do so until January, 2013. I am working with the students to develop their skills in the following areas of Early Numeracy: sequencing, grouping, and addition. I planned strategies using the Kentucky Center for Mathematics spreadsheet and other mathematics activities. In January I will reassess the students that I have worked with, along with a control group that has not received extra mathematics intervention. I will use these results as compared to the pre-assessment to determine the effectiveness of the strategies that I have chosen. During my presentation at 2013 KCM conference I plan to share the results of my research. I will also share the most successful intervention strategies for other teachers to use in their own classrooms. The purpose of my presentation is to introduce other teachers to strategies that will improve their students' understanding of mathematics.	Kelsey Koontz, Edna Schack	Crimson Clover
6-8	The Statistical Problem Solving Process: Developing Statistical Reasoning for Readiness - "Statistical thinking will one day be as necessary for efficient citizenship as the ability to read and write" (Wilks, 1951, p. 5, paraphrasing Wells [1903]). H. G. Wells foretold the world in which we live today—a world in which students need statistical savviness to navigate through their data-filled world. Students can develop abilities to think and reason statistically by engaging with hands-on and cognitively demanding tasks focused on statistical problem-solving. In this session, participants will engage with data-driven, inquiry-based activities to apply middle school Common Core content and practices to the statistical problem-solving process. Topics include distribution, variation, and association. The activities link data analysis with other stages of statistical problem solving, including consideration of statistical questions, data collection methods, and informal inference and interpretation of results within context. Time will be allotted for participants to brainstorm task adaptations and extensions to support their students' engagement with statistical reasoning.	Susan Peters	Triple Crown



Conference Session Details
Session 4B
Monday 3:00pm-3:50pm
50 Minute Sessions

Session #4			
50 Minutes (Session #4B) 3:00pm-3:50pm			
Grade Level	Session Topic	Presenter(s)	Location
P-5	iPads and iPods in the Classroom - Teachers will gain knowledge on how to effectively integrate iPods & iPads into their classroom instruction. They will experience Apps that they can use for intervention, enrichment & practice with their students.	Nicque Hall	Salon A
9-12	Taxicab Geometry - Use Taxicab Geometry to explore common topics such as distance on a coordinate plane, and the concepts of lines, circles, ellipses, parabolas and hyperbolas. Connect equations and attributes of plane figures to their meanings by using an alternate representation.	Kelly Lindsey	Salon B
9-12	Teaching Proof in a Student-Centered Learning Environment - Oftentimes proof is taught using a traditional approach to teaching. This requires students to copy proofs from the board as the “magic” unfolds in front of them. This can lead to difficulty when students attempt proofs on their own because they are unsure of how to start a proof and how to determine if arguments are valid. In this presentation, we will share how a geometry course required for secondary teachers was taught using a student-centered approach. This approach to teaching proof required students to routinely implement the Standards for Mathematical Practice. The results of this project have implications for teaching proof in all strands of mathematics at the high-school level. This presentation will include suggested strategies for teaching proof in a student-centered classroom that help students to engage in the process of being a mathematician while they learn mathematics. Students who participated in this geometry course will also be able to share their experiences both as a learner and a future teacher.	Hope Marchionda, Dagan Dalton, Emily Evanko, Tyler Ghee, Lindsey Traugher	Bluegrass
P-5	Questioning That Works - Have you ever wondered if you’re asking the right question? Or if the questions you are asking are allowing for a deep understanding of the concepts being taught? The questions asked in the math classroom are essential to student learning. Come see how using Bloom’s Taxonomy and effective questioning can lead to students thinking more deeply about mathematics. Effective questioning puts the thinking with the student, allowing for connections to be made and for higher levels of learning to take place.	Melissa Dicken. Amanda Pasley Terry	Crimson Clover
General	National Board Certification: Does It Add Up for You? - Are you considering pursuing your National Boards? Join us for an orientation on National Board Certification process focusing on the Standards of Accomplished Teaching for math teachers.	Mona Ball	Triple Crown



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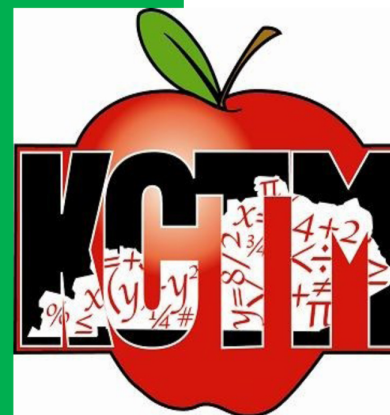


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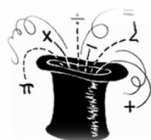


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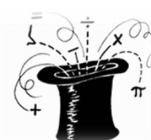
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Conference Session Details
Session 5AB
Tuesday 8:30am-10:20am
110 Minute Sessions

Session #5			
110 Minutes (Session #5AB) 8:30am-10:20am			
Grade Level	Session Topic	Presenter(s)	Location
3-5	Minds on Math - How can we integrate the Common Core Standards for Mathematical Practice into our daily work to ensure that students make meaning of mathematics? In this presentation, we will explore how to design and facilitate workshop model math instruction that naturally addresses the CCSS for Math Practice and puts students at the center of their learning. Participants will problem solve as mathematicians, view and evaluate a short video, analyze instructional strategies, and reflect upon which new ideas they will take back to their schools and classrooms to catalyze student learning.	Wendy Ward Hoffer ★	Magnolia (1st Floor)
6-8	Congruence and Similarity - Reasoning and Explaining, 6-12 This National Council for Supervisors of Mathematics (NCSM) module prompts participants to examine the meaning of defining congruence and similarity through transformations as articulated in the Common Core State Standards. To do this, participants are asked to compare and contrast static definitions of congruence and similarity with dynamic definitions of congruence and similarity. They are also prompted to consider implications for instruction that the dynamic definitions have on teaching and learning mathematics. This is a hands-on presentation where participants can be prepared to “do the math” in an engaging task.	Jenny Ray, Jessica Addison, Diane Culbertson	Salon A
6-8	Using Manipulatives and Investigations to Teach Geometry and Increase Student Success - Participants will use hands-on manipulatives to engage students in their geometry experience, moving students from concrete thinking to abstract reasoning. Investigations include using hinged mirrors to look at polygons, similar triangles and proportional reasoning, rubber bands to explore dilations, patty paper to look at characteristics of quadrilaterals, paper plates to fold and find shapes and angles, and other manipulatives, as well as interesting problems to develop and apply geometry concepts and review vocabulary. Topics include similarity, triangle heights, transformations, central angles, polygons, area, and more.	Erin Schneider	Triple Crown

★ Featured Speaker



Conference Session Details
Session 5A
Tuesday 8:30am-9:20am
50 Minute Sessions

Session #5			
50 Minutes (Session #5A) 8:30am-9:20am			
Grade Level	Session Topic	Presenter(s)	Location
9-12	Making Math Magic: Geometry and EPAS - Between coordinate and plane geometry, 53% of the ACT's math section is Geometry. Thus, preparation in this area is critical to student success on the ACT. Kentucky is one of less than ten states to use the ACT as part of the accountability index. As a result, preparing all students for taking the ACT has become a real challenge in our state. This session will focus on content and time saving strategies.	Ann Booth, Vonda Stamm, Rhonda Allen Burns	Salon B
6-8	Making Math Accessible - This session will focus on aligning math accessibility strategies with a student's specific strengths and struggles while not compromising the math. Making Math Accessible is the first in a series (of KCM Conference presentations) that addresses strategies for improving mathematics learning for students with disabilities, as well as those who struggle for other reasons. We will explore six areas that create stumbling blocks for learning math and accessibility strategies to address them, with particular emphasis on moving from concrete through representational to abstract thinking. Participants will experience a simulation that will provide them with a better understanding of what it is like for students that struggle. The session targets middle school teachers, but the strategies presented would also benefit teachers of other grade levels. 1st presentation in a series of 3.	Karen Campbell, Linda Montgomery, Jill Parker, Darlene Humphress	Salon C
P-5	Totally Involved with Word Problems - The presenter will demonstrate a lesson taking students from an abstract word problem to comprehension of the text to solving the problem and verifying the answer. The word problem requires that the student simply subtract 2-digit numbers with regrouping. In this demonstration it is required that many concepts and skills will be used. The purpose of the demonstration is to teach for and secure understanding. Key concepts will be bound together: counting, sequencing, illustrating details, money, geometry, storytelling, place value, real-world application, column addition, vocabulary building, extended response: reasoning, gathering evidence, accessing math vocabulary, assessment through verbal expression for comprehension and reflection, build student/teacher relationship by hearing student's reference points in conversation.	Rosalind Hurley-Richards, Deborah Aparicio	Salon D



Conference Session Details
Session 5A Continued
Tuesday 8:30am-9:20am
50 Minute Sessions

Session #5			
50 Minutes (Session #5A) 8:30am-9:20am			
Grade Level	Session Topic	Presenter(s)	Location
9-12	Generating Pi - Many students are under the impression that Pi is exactly equal to 3.14. However, we know this not to be true. Pi is the ratio of a circle's circumference to its diameter and is irrational. One might ask, "If the numbers do not repeat or have a certain pattern, then how are the numbers in the decimal form generated?" This workshop will focus on giving students the opportunity to explore and generate the number Pi.	Josh Bates	Bluegrass
P-2	Math Misconceptions...Does "Altogether" Mean Add? - What are some common math errors and why do they exist? You will leave this session with information to help correct some of the most common error problems that have been found in K-2 math lessons. This information will lead to a deeper understanding of math for both student and teacher.	Jean Bingham	Crimson Clover



Conference Session Details
Session 5B
Tuesday 9:30am-10:20am
50 Minute Sessions

Session #5			
50 Minutes (Session #5B) 9:30am-10:20am			
Grade Level	Session Topic	Presenter(s)	Location
6-12	Making Math Magic: Lines, Lines, Lines - Whether you teach Algebra in the 8th grade or at the high school level, an understanding of linear equations is necessary for student success in secondary mathematics. This session will focus on the importance of building a strong foundational understanding of linear relationships through various models (contextual situations, verbal expressions, equations, graphs, tables, etc.). Special attention will be placed on the Common Core Content Standards and the importance of the Practice Standards.	Vonda Stamm, Ann Booth, Rhonda Allen Burns	Salon B
6-8	Strengthening Collaborative Practices - This session will focus on how to make the most of a co-taught classroom and how to use it to make math more accessible for students with disabilities. Strengthening Collaborative Practices is the second in a series (of KCM Conference presentations) that addresses strategies for improving mathematics learning for students with disabilities, as well as those who struggle for other reasons. We will explore Kentucky's co-teaching models, based on the work of Marilyn Friend. We will look at planning for co-teachers with a focus on accessibility. Most importantly we will hear from a co-teaching team who is using these accessibility strategies and the various co-teaching models with time to ask them questions. While the session targets middle school teachers the information presented would also benefit teachers of all grade levels. 2nd presentation in a series of 3.	Darlene Humphress, Linda Montgomery, Jill Parker, Karen Campbell, Rhonda Murphy	Salon C
P-2	Number Story Theater: A Screenplay for Problem Solving and Sense Making - Kindergarten and first grade teachers use number story theater to help students use numbers and math to make sense of their worlds. The theater format allows students to process the information in the story, monitor comprehension, determine importance, make predictions, and construct the performance. Students, instead of teachers, do the critical thinking needed to make sense of the situation. See video footage of kindergarten and first grade students engaging in Number Story Theater in classrooms. Students work together to direct the action and solve problems. Students demonstrate Common Core Standards of Mathematical Practices as they work together to persevere and solve problems, construct viable arguments, critique the reasoning of others and use precision in their communication of abstract math ideas.	Susan Whited, Sheila Lettiere, Maureen Finnegan	Salon D

Conference Session Details
Session 5B Continued
Tuesday 9:30am-10:20am
50 Minute Sessions

Session #5			
50 Minutes (Session #5B) 9:30am-10:20am			
Grade Level	Session Topic	Presenter(s)	Location
9-12	Designing a Tunnel - Participants will design a road for toy cars and a parabolic tunnel for the road. They use measurements of the cars to decide how tall the tunnel must be. Then they derive the equation of the parabola and find the area under the curve. The goal is to make the smallest (and therefore most economical) tunnel. Students also make a model of their tunnels and compare with other groups' results.	Kelly Lindsey	Bluegrass
P-2	Math in the Preschool Classroom - In this session, we will explore the differences in preschool settings, populations, and developmental considerations. We will review math standards, lesson plan formats, and examples of how to incorporate math concepts into daily instruction.	Mary Beth Barber	Crimson Clover

Conference Session Details
Session 5C
Tuesday 8:30am-11:00am
150 Minute Session

Session #5			
150 Minutes (Session #5C) 8:30am-11:00am			
Grade Level	Session Topic	Presenter(s)	Location
13-16	Preservice Teacher Preparation (PTP) Working Group - This working group will bring together college and university teacher educators from across Kentucky to discuss the teaching and research taking place at our post-secondary institutions. The goal of this session of the working group is to present artifacts of past PTP collaborations, as well as to set priorities and begin to plan for future collaborations. Smaller PTP groups will break off and form around elementary, middle, and secondary interests. This session will last 150 minutes.	Sarah Kasten, Christopher Austin, Christa Jackson, Bethany Noblitt, Jonathan Thomas	Blackberry Lilly

Conference Session Details
Session 6AB
Tuesday 10:30am-12:20pm
110 Minute Sessions

Session #6			
110 Minutes (Session #6AB) 10:30am-12:20pm			
Grade Level	Session Topic	Presenter(s)	Location
Pre-School	Math for the Young Child: What Do We Need to Know? - Pre-school mathematics is more than rote counting and recognizing numerals. The mathematics that engages the preschooler is the same as that which engages the mathematician: the study of patterns and relationships, order and predictability. This is not mathematics the way most of us experienced it in school. Yet it is the mathematics that will serve our children most as they move through school. What does this mathematics look like in pre-school? How can we ensure children are learning the mathematics they need to know?	Kathy Richardson ★	Magnolia (1st Floor)
9-12	Utilizing Graphing Calculators to Enable Student Engagement in Discovery and Abstract Reasoning - In our current technological society, students are expected to utilize a variety of tools including graphing calculators judiciously in the spirit of discovering new mathematical insights. When calculators are equipped with CAS (Computer Algebra System) technology, an additional representation is achieved. This hands-on presentation will serve to enable teachers to view dynamic problem solving activities with CAS technology that leads to seeking patterns as well as the formulation of conjectures based on such patterns. The calculator has the ability to aid in the affirmation or refutation of such conjectures without the tedium associated with obtruse paper and pencil calculations. Such thinking transcends routine tasks found in traditional textbooks and all students and teachers will be expected to engage in activities leading to independent thinking. In high school, college and the workplace, the ability to explain one's reasoning, formulate arguments and substantiate as well as refute claims is the kind of maturity that is necessary to be successful in our current climate. CAS graphing calculators are a means of fostering such maturity and have been successfully deployed in Europe, Canada and Australia where student achievement has been well documented.	Jay Schiffman	Crimson Clover

★ Featured Speaker



Conference Session Details
Session 6A
Tuesday 10:30am-11:20am
50 Minute Sessions

Session #6			
50 Minutes (Session #6A) 10:30am-11:20am			
Grade Level	Session Topic	Presenter(s)	Location
3-5	Problems Without Numbers: Reasoning Quantitatively - Participants will examine the relational thinking that can be engaged in by looking at word problems whose numbers have been removed. We will discuss a variety of questions that could be explored with students when using such problems. A strong language arts connection is present in such an approach to problem solving.	Jane Hunt	Salon A
6-8	Making Math Magic: Proportionally Speaking - Successful Algebra students have made the transition from additive to multiplicative thinking. Proportional Reasoning is the skill that makes that transition possible. The centrality of this logic is evident in the Common Core Standards: Ratio and Proportion ideas are the first standard in both the sixth and seventh grades. This session will explore ways to strengthen proportional understanding in the middle school classroom so that ALL students can develop and apply that reasoning across the content strands. The Common Core Practice Standards will also be emphasized because of the central role they play in helping students understand mathematics.	Vonda Stamm, Ann Booth, Rhonda Allen Burns,	Salon B
6-8	Making Mathematics Language More Accessible - This session will focus on the integral role that language plays in learning mathematics. Making Mathematics Language More Accessible is the third in a series (of KCM Conference presentations) that addresses strategies for improving mathematics learning for students with disabilities. We will explore the types of language demands that are inherent in mathematics lessons and identify some of the common difficulties faced by struggling students. Participants will also leave with multiple strategies for helping students to communicate and build their understanding of math terms. The session targets middle school teachers, but the strategies presented would also benefit teachers of other grade levels. 3rd presentation in a series of 3.	Linda Montgomery, Karen Campbell, Jill Parker, Darlene Humphress	Salon C

Conference Session Details
Session 6A Continued
Tuesday 10:30am-11:20am
50 Minute Sessions

Session #6			
50 Minutes (Session #6A) 10:30am-11:20am			
Grade Level	Session Topic	Presenter(s)	Location
9-12	Taking the Leap: Free-Falling with Online Developmental Math - This presentation explores what we have learned at Kentucky State University about the shift from traditional classroom developmental math instruction to online developmental math instruction during our fall 2012 pilot (both with some instructional counselor seminars). All of our lowest level math courses (MAT 095) and some of our second level math courses (MAT 096) were taught using MyMathLab. We learned much about curriculum delivery that was not in the literature or in the discussions with our mentor institution: ideal size of modules, ideal length of formative assessments, and the amount of work for faculty. Other students' affective issues impacted learning: purchase of licenses, attitude about on-line learning, and student work habits. We are excited about the prospects of this model, but anxious to present and discuss what we learned.	Sandra Trammell, Karen Heavin, Chris Russey	Salon D
General	What Does Conceptual Understanding and Fluency Look Like in the Classroom? - The Kentucky Committee for Mathematics Achievement will share their position statement on Fluency and RTI along with current work on extension of this with Conceptual Understanding. This session will illustrate to professionals, through the use of video clips and activities, what mathematics instruction using conceptual understanding and fluency looks like in the primary, intermediate, and middle school classrooms.	Kimberly Elam, Bonnie Humphries, Amy English Hunter	Bluegrass
3-12	Technology in the Life-Cycle - Fifteen years ago we were desperate for affordable technology. Now that we have it, what has it meant for our students? Two years of data collected from high school students performing math without technology exposes where our students fall on the continuum of proficiency. This presentation will discuss what drives technology use and what informs the decision-making as to when and how to implement technology. It will include data from various school districts and seek interaction from the audience members regarding their experiences and reflections. If this group could establish guidelines for how technology is used and when it is introduced, what would those guidelines look like?	Robert Leugers	Triple Crown



Conference Session Details
Session 6B
Tuesday 11:30am-12:20pm
50 Minute Sessions

Session #6			
50 Minutes (Session #6B) 11:30am-12:20pm			
Grade Level	Session Topic	Presenter(s)	Location
3-8	More Than One Way To... - Are our students using all of the tools and strategies available to them when they are solving problems? Are we? Participants in this session will examine different ways of arriving at solutions. Come prepared to try different approaches, play with some different manipulatives... and to tear some problems apart from the perspective of a student.	Dee Crescitelli	Salon A
6-8	Making Math Magic: Middle School Math Games - Games can provide a valuable opportunity for students to practice and apply mathematical concepts critical to the Common Core Content Standards and the Standards for Mathematical Practice. Teachers can use gaming experiences for informal formative assessment and differentiation to better meet student needs. This session will include a variety of content-appropriate games across the middle school math strands for whole class, small group, and/or individual participation.	Rhonda Allen Burns, Vonda Stamm, Ann Booth	Salon B
P-5	Supplementing Your Math with Singapore Math Strategies - In this session you will learn about several Singapore Math Strategies that can easily be used to supplement and/or enhance your core math program. These strategies are especially helpful to use with small groups including RTI groups. Strategies that will be shared include math talks, number bonds, branching, and model drawing.	Christie Gantt, Suzanne Eleson	Salon C
P-5	Teaching Addition and Subtraction with Jumping Strategies- In teaching, I have been working intently with the Marilyn Burns, "Do the Math" program. This has helped me see the need for this strategy to enhance number sense. The students that I have worked with understand when adding two digit numbers they are adding quantities, not just two numbers in the ones place and two numbers in the tens place. The same holds true for subtraction. Using this strategy has also helped them develop the ability to enhance their mental math. They are not simply memorizing an algorithm, they understand the quantitiveness of their answers.	Marijane McNeil	Salon D

Conference Session Details
Session 6B Continued
Tuesday 11:30am-12:20pm
50 Minute Sessions

Session #6			
50 Minutes (Session #6B) 11:30am-12:20pm			
Grade Level	Session Topic	Presenter(s)	Location
P-2	Primary Math Intervention: Making Your Time Count - Hear from an elementary classroom teacher who has transitioned to an AVMR (Add+Vantage Math Recovery)-trained primary math intervention teacher. The presentation will include a look at the daily schedule, sample lesson plans and ideas for activities to support student learning, and an overview of results seen in fall and winter benchmark assessments. Go home with resources to support your own primary intervention program!	Emily Pierson, Shelley Dickson	Bluegrass
P-5	Writing in Math - Writing in math can help strengthen a student's ability to express understanding of concepts being taught while also helping students to better understand mathematics and examine their own thinking for completing a task. Writing is a great way for teachers to find the thought process for every student. In this session we will look at effective writing ideas and questions that support deeper levels of the thinking and understanding in mathematics.	Amanda Pasley Terry, Melissa Dicken	Blackberry Lilly
6-8	Measures of Variability in the Common Core Standards - One of the statistical concepts students struggle with is the idea of variability. However, the omnipresence of variability in data is the central idea upon which statistical inference is built. This session will explore the concept of variability using two statistical measures: the mean absolute deviation and the standard deviation. The mean absolute deviation now appears in the 8th grade mathematics standards, while standard deviation appears in the secondary standards. Both of these measures attempt to quantify the variability present in a set of quantitative data. Attendees will explore both of these measures, including their associated strengths and weaknesses.	Brooke Buckley	Triple Crown



Conference Session Details
Session 7AB
Tuesday 1:30pm-3:20pm
110 Minute Sessions

Session #7			
110 Minutes (Session #7AB) 1:30pm-3:20pm			
Grade Level	Session Topic	Presenter(s)	Location
6-8	Bugs, Beating Hearts, and Monsters - How do we make meaning out of numbers? Do representations of data matter? When do we use number to describe our world? How do we use literacy strategies to make sense of numbers? Join us for a fast paced tour through a series of lessons that integrate challenging middle school science content with data & statistics! Each lesson sequence embeds KCAS content area literacy to improve student's ability to communicate their learning. We'll eat bugs, measure the horror of a tell-tale heart, and investigate monster genetics....all in the service of developing the rigorous thinking in our students. Our purpose when we designed these lessons was to help kids make deep connections between what they learned in math, science, and language arts classes.	Heather Levinson-Sargent, Nicole Routon	Salon A
6-8	Tapping the Potential of Struggling Learners - This session will focus on the community outreach and engagement the University of Kentucky and Fayette County Schools have created for STEM Education activities, including the See Blue Mathematics Clinic, Family Math Nights, and See Blue STEM Camp. This session will report on the creation of these engagement opportunities and their impact on student achievement and interest in STEM areas as well as give teachers some hands-on instructional strategies and activities they could use with their students.	Margaret Mohr-Schroeder, Christa Jackson, David Little, Craig Schroeder	Salon C



Conference Session Details
Session 7A
Tuesday 1:30pm-2:20pm
50 Minute Sessions

Session #7			
50 Minutes (Session #7A) 1:30pm-2:20pm			
Grade Level	Session Topic	Presenter(s)	Location
13-16	Reasoning and Readiness: A Two-way Connection Between High School and College Mathematics - College mathematics. High school mathematics. Middle school mathematics. We often use phrases like these to refer to different sets of topics or different ways of reasoning in mathematics or statistics. As teachers, we can think about our students being ready for college mathematics and think about how secondary school mathematics underpins experiences at the college level. We can also think about how we can use college mathematics to underpin secondary school mathematics. This session is about helping both our students and us to reason our way across any secondary school-college mathematics divide. We will delve into secondary school classroom situations in which we can apply our college and secondary school mathematics to look at what is happening and to help our mathematics students to develop better understandings of their secondary school mathematics. Examples come from a National Science Foundation-funded project.	Mary Rose Zbiek 	Magnolia (1st Floor)
P-5	Take This Job and Love It!: How to Reduce Classroom Behavior Problems and Increase Time for Instruction - Are you spending countless hours on warnings, confrontations, documentation, office referrals, write-ups, phone calls, meetings, and conferences, and the results are frequently "more of the same?" The most unchallenged assumption in American schools is that children are arriving to school ready and willing to behave. We assert that many students do not know how and are not ready to behave, which interferes with their learning. The good news is... behavior can be changed! We cannot alter the way children have been parented, but we can teach appropriate classroom and social behavior. This session will provide tried and proven, common-sense strategies to improve classroom behavior and increase teaching time. Learn how to teach your students the skills they need to be successful learners – before instruction begins. Learn how to turn a disruptive moment into a learning moment, and help students understand and implement self-correction. These proven strategies are effective for teachers AND employers...from kindergarten to the corporate level.	Joni Stephens	Salon B

 Featured Speaker



Conference Session Details
Session 7A Continued
Tuesday 1:30pm-2:20pm
50 Minute Sessions

Session #7			
50 Minutes (Session #7A) 1:30pm-2:20pm			
Grade Level	Session Topic	Presenter(s)	Location
P-5	Party in the PLC - Professional Learning Communities can provide powerful job-embedded learning opportunities for teachers. Designing these opportunities is not an easy task. This session will support participants in the journey of planning, organizing, and presenting PLC meetings. When math ideas are shared, we want teachers to get excited and be energized to apply the ideas in their own classrooms. To foster this eagerness, PLC leaders must make a conscious effort to make the most of the teachers' time spent in the meetings. It is, after all, much like organizing a social event. It will be quite fun making those parallels. Let's Party in the PLC!	Krista Althausen, Becky Reister	Salon D
P-2	Building the Foundation - In this presentation, participants will learn how to ensure students build strong mathematical foundations through the use of standards-based activities. We will explore the KNP intervention guide as well as other resources, questioning techniques, and progress monitoring tools.	Selisa Adams, Calvin Music	Bluegrass
P-5	Resources and Tools for Numeracy Development - Participants will have the opportunity to view and discuss a variety of resources that support the development of early numeracy understanding. A detailed resource packet that includes websites, iPad apps, and books will be provided.	Heather Benton, Linda Jewell	Crimson Clover
9-12	Problems From the History of Mathematics - The History of Mathematics provides a rich source of problems for use at many grade levels. Several examples will be studied, with the audience's help. All will be in English, but often retaining as much of the original notation and ideas as possible. They will come from ancient Egypt, India, and China, as well as from Europe. Further resources will be mentioned.	Daniel Curtin	Blackberry Lilly
9-12	Some Algebra on the Number Line - The number line is a great tool for building number sense. In this session we will investigate how to extend the use of the number line for gaining experience in simplifying algebraic expressions and solving equations. What if the coordinates along the number line are expressions involving an unknown. A simple example: four evenly spaced points on the number line are labeled A, B, C and D. The coordinate of A is $x - 1$. The coordinate of D is $x + 5$. What is the coordinate of point C? When finished, a value can be assigned to x and this will easily check all your work. Let's do more!	Jim Moore	Triple Crown



Conference Session Details
Session 7B
Tuesday 2:30pm-3:20pm
50 Minute Sessions

Session #7			
50 Minutes (Session #7B) 2:30pm-3:20pm			
Grade Level	Session Topic	Presenter(s)	Location
13-16	Using Online Technology to Teach Word Problems - For students, mathematics is not the most popular field. Within mathematics, solving word problems is one of the least favorite topics. So we developed a unit on the subject with the goal of helping students understand how to approach word problems in order to create linear equations that can be used to solve them. We made use of free web-based tools and will share our experience implementing the unit in a freshman intermediate algebra class.	Christopher Russey, Maranda Miller	Salon B
P-5	Vocabulary Meaning: An Important Piece to the Problem Solving Puzzle - Many elementary students encounter difficulties when asked to demonstrate mathematical comprehension and strategic understanding for problem solving. These difficulties are often due to the fact that many mathematical terms (vocabulary) have different meanings in everyday use. For example the word "odd" has one meaning in the English language and a different meaning in mathematics. Students need help using strategies for acquiring vocabulary and reading word problems for meaning. There are very little learning benefits if a student can only read or decode mathematical terms. They must understand what they mean to be able to apply them. Problem solving skills can be strengthened by incorporating graphic organizers with hands-on activities as a strategy for teaching mathematical terms (vocabulary).	Heather Taylor, Krista Althausen	Salon D
P-8	Promote Problem Solving and Reasoning with Powerful Prompts-From Parallel Tasks to Problems of the Month - Have a classroom with a wide range of learners? Learn strategies to engage all your students in critical thinking by focusing on the big ideas of mathematics & reasoning strategies. It's possible to differentiate within your classroom by the using leveled questions that meet student needs and provide common discussion across the classroom.	Debbie Waggoner, Charles Rutledge	Bluegrass
P-2	Snack Math for Primary Students - Bringing math to life is essential for early learners. Giving students time and hands-on materials to explore with, allows them to make stronger connections to the content being presented. Snack math is a great approach for both strategies. Using a variety of snacks we will present ways to introduce, reinforce and review early math concepts. Learn how to use inexpensive snacks as manipulatives to teach number sense, computation, geometry and data analysis. Learn how to use snack math as formative assessments for higher order tasks. Create math centers and activities to take home with you, with high level questions. All you will need are the snacks!	Lisa Price, Christie Turner	Crimson Clover



*Conference Session Details
Session 7B Continued
Tuesday 2:30pm-3:20pm
50 Minute Sessions*

Session #7			
50 Minutes (Session #7B) 2:30pm-3:20pm			
Grade Level	Session Topic	Presenter(s)	Location
9-12	Reasoning with Conic Sections - "Reason abstractly and quantitatively" is given as one of the Standards for Mathematical Practice in the Common Core State Standards for Mathematics. In order to engage in this mathematical practice, students should be able to decontextualize and contextualize in a particular mathematical situation. What does this mean? This session will illustrate how this standard for mathematical practice might play out as students learn about conic sections. In this session, we will explore how students can discover the definitions of a parabola, an ellipse and a hyperbola. We will also discuss the derivation of the formulas for conic sections as well as the effects of the parameters on the graphs of the conic sections. All of this will be enhanced by the use of the TI-Nspire calculator.	Bethany Noblitt, Ryan Lovelace	Blackberry Lilly
General	Blended Learning and CIITS - Interested in implementing a blended learning pilot at your school? Math is the place to start! Join us and learn how the Continuous Instructional Improvement Technology System (CIITS) is the foundation of any blended learning model in Kentucky. Participants will understand the elements of blended learning and the CIITS connections, access digital resources and content, and design a plan for implementing blended learning in a classroom or school.	Melissa Ferrell, Krista Hall	Triple Crown
P-5	Building Math Fluency with Legos - Are you eager to get your students excited about Math time? During this presentation, we will be exploring the world of Legos on a whole new level. Whether you are working on counting objects or multiplication and division, Legos are a great tool. We will look at ways to use them for addition, subtraction, graphing, sorting, area, perimeter, and many more. Come join us as we "build" a Math foundation using Legos!	Toni Newton, Selisa Adams	Magnolia (1st Floor)



Conference Surveys

One of the most important parts of our annual conference each year is receiving the incredibly valuable feedback of the attendees. It is because of your comments and evaluations that we are able to continue to improve how we serve you each and every year.

This year, the KCM is proud to be going paperless with our conference survey process. Each conference attendee will receive a survey link via email upon the conference's end.

Thank you in advance for your participation in the conference evaluation process.
We look forward to receiving your feedback.

Group Photos & Portraits



What better KCM conference momento to share with your colleagues, school districts, principals, administrators, and students than a professional photo?

Be sure to visit our "portrait area," located conveniently in the conference lounge (the "Lilly of the Valley" room) on the 2nd floor of The Hilton. Our professional photographer is thrilled to take both group and individual photos, which can be viewed electronically following the conference's end.

Once posted, photos can be saved to a computer, flash drive or mobile device to provide a great memory for years to come!

Group photos and portrait opportunities will be available at the following times:

Monday (2/25)

7:30am-8:20am (During Registration)

1:20pm-1:50pm (During Lunch)

3:50pm-4:15pm

Tuesday (2/26)

8:00am-8:30am

1:00pm-1:20pm (During Lunch)



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As a courtesy, the Kentucky Center for Mathematics would like to alert all conference attendees, presentation speakers, presentation co-speakers, exhibitors, and special guests that the 2013 KCM Conference titled, "Reasoning for Readiness" will be both videotaped and photographed by a third party. Because of this fact, it is possible that you may be included in these photos or videos as an inevitable part of being present at this conference.

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Thank you!
-The KCM Staff

