



TODOS 2014

Beyond Awareness ~

Equity, Access, and Achievement for ALL

Sheraton Wild Horse Pass Resort and Spa

June 26 - 28th, 2014

Chandler, Arizona

June 26, 2014



Dear TODOS Conference Participants:

On behalf of TODOS: Mathematics for ALL it is my honor and privilege to welcome you to the TODOS 2014 Conference: Beyond Awareness ~ Equity, Access, and Achievement for ALL. This effort brings together researchers, mathematicians, mathematics educators, and K-12 educators and classroom teachers, all committed to excellence and equity, to share their knowledge and expertise about working with ALL students, particularly Latina/o students. Expertise and knowledge will also be drawn from you, the participants. In the next few days, you will have the opportunity to hear two keynote addresses and attend many sessions in a variety of presentation formats.

Every session in this conference supports at least one of the TODOS Goals through the strands of Common Core, Leadership, and/or Technology. We hope you will explore new ideas to provide equitable support to ALL students to learn high cognitively demanding mathematics. In the long run, increased support will lead to increased student proficiency in mathematics.

Inspire! Be inspired! Challenge! Be challenged! This time together will inspire, challenge, and build understanding of the issues that face all students. This time will also increase your network of colleagues as you continue to create ways to support teachers and students towards attaining the TODOS Mission and Goals.

Have a productive three days!

Sincerely,

A handwritten signature in black ink that reads "Susie W. Håkansson". The signature is written in a cursive style.

Susie W. Håkansson, Ph.D.
President, TODOS: Mathematics for ALL

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Conference Information

Registration

Registration is required for participation in all conference activities. Full registration fee includes access to all workshops, general sessions, and meals. The badge issued at registration is your official TODOS 2014 identification and access pass to all activities. Registration fee includes a one-year membership to TODOS, if not previously a TODOS member. The registration also includes the following meals: Reception (Thursday), Breakfasts (Friday and Saturday), and Lunches (Friday and Saturday).

By registering for the TODOS 2014 Conference, participants grant TODOS the right to use, in promotional materials, their likenesses as recorded on, or transferred to, various media.

Presenters and Participants

Please check in at the Conference Welcome table near Komatke A.

First Aid

Emergency and first aid needs will be handled by the Gila River Police Department. Call 520-562-3361 for assistance or 911 for EMERGENCY.

Session Courtesy

All sessions will be located in the Komatke Ballroom and surrounding Komatke rooms.

As a courtesy to our presenters please turn off or silence all pagers, cell phones, PDA's or other devices that would disrupt presentations, unless otherwise noted by the presenter.

Taping, Recording, or Photographing Sessions

Participants need written permission to tape, record, or photograph sessions directly from the speaker(s) before the session begins. The request should include intended use as well as name and contact information of the requester. A copy of the request should be given to the speaker.

Program Changes

Changes to the TODOS 2014 program are inevitable and will be listed on program addendums provided at the Check-in area.

Beyond Awareness Component

Attendance of the TODOS 2014 Conference offers a unique opportunity for learning. In the spirit of going "beyond awareness" the sessions allow participants to follow a thread throughout the entire conference. Please see the Session Overview on page 7 for a detailed explanation of each type of session.

Professional Development

The Professional Development Form found at the back of the program can be used to document your participation in TODOS 2014 Beyond Awareness Conference for professional development credit. Print and sign your name at the bottom of the form in the spaces provided.

General Information

Ground Transportation

Super Shuttle from Phoenix Sky Harbor Airport is about \$22 one way. The hotel runs a shuttle to the Rawhide Steak House, the Wild Horse Pass Hotel and Casino, the Phoenix Premium Outlet Mall, the golf course, and other locations on the Reservation grounds. There is a Hertz Car Rental place in the hotel. Renting a car here will avoid pricey airport fees. Self-parking at the hotel is free. Valet parking is \$22. Sheraton Transportation Services Provider: Chris Groepler – General Manager, Transtyle Transportation: Chris@Transtyle.com, 1.800.410.5479.

Restaurants

The hotel has several restaurants: the 5-star Kai Restaurant, the Ko'sin, and a pool grill. There is also a small coffee bar.

Hotel

Maps



Map of the Sheraton

Map of the
Conference Area



Schedule Overview

Thursday, June 26	
4:30-5:00	Check In
5:00-6:15	Welcome, Elder Blessing, Keynote and Remarks
6:15-8:00	Opening Reception and Exhibits
7:15-9:00	Salsa Dancing
Friday, June 27	
7:00 - 7:45	Breakfast and Exhibits
8:00 - 8:30	Opening Session
8:45-11:45	Impact Sessions
11:45 - 12:45	Lunch and Ignite TODOS Presentations
1:00 - 2:30	Investigate Sessions
2:30 - 2:45	Break and Exhibits
2:45 - 4:15	Investigate Sessions
4:20 - 5:00	Impact Community Follow-up Discussions
5:00 - 6:00	TODOS Celebrating Students: Ballet Folklórico, and Student Awards
Saturday, June 28	
7:00 - 7:45	Breakfast and Exhibits
8:00 - 9:30	Investigate Sessions
9:30 - 9:45	Break and Exhibits
9:45 - 10:45	Investigate Sessions
10:45 - 11:00	Break and Exhibits
11:00 - 12:00	Investigate Sessions
12:00 - 1:00	Lunch and Keynote
1:15 - 2:15	Innovate and Investigate Sessions
2:15 - 2:30	Break and Exhibits
2:30 - 3:45	Kay Gilliland Equity Workshop Series
3:50 - 4:15	Closing Session

Please visit the exhibits of TODOS' supporters!

Exhibits will be open at the following times:

Thursday: 4:30-8:00 pm

Friday: 7:00 am-6:00 pm

Saturday: 7:00 am-2:45 pm

Sessions Overview

<p>Keynote Addresses (45-60 minutes)</p>	<p>Hear from leading scholars in mathematics and equity education providing important insights and ideas for all conference participants.</p>
<p>Impact (3 hours with 40 minute follow-up)</p>	<p>Build a foundation for your conference experience by examining the theme of <i>Going Beyond Awareness</i> with attendance at one of five Impact Sessions focusing on the key ideas of Leadership, Technology, and the Common Core. Each of these sessions is led by expert national speakers in the fields of mathematics and equity and will provide you with a framework for applying your focus for learning throughout the rest of the conference.</p>
<p>Investigate (60 or 90 minutes)</p>	<p>Deepen your understanding of the themes of Leadership, Technology, and Common Core by exploring pragmatic strategies that will impact your specific setting by engaging in one of over 34 different Investigate Sessions. These sessions will be highly participatory and you can expect many learning opportunities that explore implementation in many different contexts.</p>
<p>Innovate (15 minutes)</p>	<p>Extend your conference experience by attending several Innovate Sessions. These 15-minute round table presentations will provide effective ideas, strategies, or resources for PreK-12 classrooms, professional development settings, or teacher education programs. The presenter facilitates a 15-minute session at a round table, (Repeated two more times) simultaneous to other table sessions in the same room.</p>
<p>Ignite TODOS (5 minutes)</p>	<p>Be inspired and engaged by this series of short, powerful presentations. Each Ignite TODOS talk is exactly 20 slides presented in 15-second intervals, insights are shared that generate awareness, stimulate thought, and ignite action</p>
<p>Kay Gilliland Equity Workshop Series (75 minutes)</p>	<p>Reflect on your conference attendance and complete your learning experience by attending one of the Kay Gilliland Equity Workshop Series. Past and current presidents of TODOS as well as the current Past-President of NCTM will lead the workshops. The series will be presented in honor of beloved Kay Gilliland whose career focused on the equity principles at the core of TODOS.</p>

Thursday, June 26TH

4:30-5:00	Registration
5:00-6:15	Welcome and Elder Blessing Keynote: Rochelle Gutiérrez Teaching in an Era of the Common Core: Why All Mathematics Teachers Need Political Knowledge <i>Komatke D</i>
6:15-8:00	Reception & Exhibits
7:15-9:00	Salsa Dancing <i>Komatke A</i>

Friday, June 27th

7:00-7:45	Breakfast in Komatke D and Exhibits					
8:00-8:30	Opening Session: Enjoy stories and pictures from conference participants as we set get ready for two full days of learning, sharing, and networking. <i>Komatke D</i>					
IMPACT SESSIONS 8:45-11:45	Komatke A	Komatke B	Komatke C	Komatke E	Komatke F	
	The 4Cs of Mathematics Instruction: Collaborate, Create, Communicate, and Critique John Carter Gr. 6-12	Improving Mathematics Instruction for ELLs through (In)formative Assessment and Leadership Rick Kitchen and Barbara Trujillo Gr. 6-12	Practical Strategies for Building Language-rich Classrooms Steve Leinwand Gr. K-12	Promoting the Mathematical Success of Emergent Bilinguals Through Problem Solving Sylvia Celedón-Pattichis and Sandra I. Musanti Gr. K-5	Critical, Place-Based Approaches to Teaching & Learning Mathematics Laurie Rubel, Vivian Lim, Lauren Shookhoff, Phiola MacFarlane, Soledad Fernandez, and Alex Cristando Gr. 6-12	
LUNCH & IGNITE SESSION 11:45-12:45	Lunch & Ignite TODOS Steve Rasmussen (Facilitator), Gloria Brown Brooks, Kyndall Brown, and Harold Asturias <i>Komatke D</i>					
INVESTIGATE SESSIONS 1:00-2:30	Komatke A	Komatke B	Komatke C	Komatke E	Komatke F	Komatke G
	Strategies for Supporting English Learners in the Standards for Mathematical Practice CCSSM Johannah Nikula CCSSM K-8	Empowering Student Presentations Susan Norton-Scott CCSSM Gr. 6-8	Algebra Students Actively Model Linear Functions Michael Lutz CCSSM Gr. 6-12	Using Technology Enhances Accessibility for Struggling Students in Algebra I Judith Olson, Fay Zenigami, and Melfried Olson Technology Gr. 6-12	The What, Who, and How of Equity in Mathematics Teacher Education Mathew D. Felton Leadership Gr. K-8	Making Group Smartness a Goal and a Reality in your Mathematics Classroom Sandra Crespo and Marcy B. Wood CCSSM General Interest
2:30-2:45	Break and Exhibits					

Friday, June 27th Continued

	Komatke A	Komatke B	Komatke C	Komatke D	Komatke E	Komatke F	Komatke G
INVESTIGATE SESSIONS 2:45-4:15	Teaching Fraction Operations with Manipulatives: Strategies to Engage Every Learner Sara Delano Moore CCSSM Gr. K-5	“Scaling Up” Student Learning for English Language Learners Kathy Horak Smith, Ceclia Silva, Molly Weinburgh, and Natalie Smith CCSSM Gr. K-8	Implementing Mathematical Practices Strategies that Work for ELL and Struggling Students Janie Zimmer and Lynn Columba CCSSM Gr. K-12	Exploring Practices that Support the Common Core State Standards in Mathematics with English Language Learners Craig Willey, Marta Civil, Cynthia Anhalt, Kathryn Chval, Angela Thompson, and Carlos López Leiva CCSSM Gr. K-8	Using Geometry to Program the HTML5 Canvas James R Town and Elaine Blomeyer Technology Gr. 6-12	Video Investigations in Geometry Michael Serra Technology Gr. 9-12	Educators of Native American Students- Bridging the Gap Richard Sgarlotti and James Barta Leadership General Interest
4:20-5:00	Follow up Discussions with Impact Communities Komatke Rooms A, B, C, E, or F						
5:00-6:00	TODOS Celebrating Students: Ballet Folklórico, and Student Awards						

Saturday, June 28th

7:00-7:45	Breakfast in Komatke D and Exhibits						
	Komatke A	Komatke B	Komatke C	Komatke D	Komatke E	Komatke F	Komatke G
Investigate Sessions 8:00-9:30	Equity and Access in a 3rd grade Collective Inquiry of Fractions: Connecting Diversity with Academic Excellence Frank Heimerdinger and Swapna Mukhopadhyay CCSSM Gr. K-5	Collaborative Games as a Teaching Strategy for English Learners Greisy Winicki Landman CCSSM Gr. K-12	Reaching At Risk Students in Algebra 1 or Math 1 Lisa Miller CCSSM Gr. 9-12		Infusing Dynamic Software on a Rich Task: Enhancing ELLs Learning Opportunities M. Alejandra Sorto, Carlos A. Mejia Colindres, and Rachel Bower Technology Gr. 6-8	Triangulating Math Practices, Common Core Standards and Differentiation Erika J. De La Cueva and Jamie Acosta CCSSM K-8	Sí se puede: A Lesson Analysis Tool to Promote Culturally Responsive Mathematics Teaching Julia Aguirre and Mary Foote Leadership General Interest
9:30-9:45	Break and Exhibits						
Investigate Sessions 9:45-10:45	Mathematization, the CCSS-M, and Bilingual Students Carlos A. López Leiva CCSSM Gr. K-5	Enhancing Language Acquisition in Mathematics Lessons William A. Jasper CCSSM Gr. 6-12	Strategies for Helping Pre-Algebra Students Develop Symbol Sense in Grades 6-8 Ann Lawrence CCSSM Gr. 6-8	Successful ELL Activities and Strategies to Implement CCSSM Content and Practice Standards for Number Sense and Fractions: Grades 2-6 Caryl Pierson CCSSM Gr. K-8	A Time for Change: Equity Through the Use of Technology Nancy J. Sattler Technology General Interest	Cultural Dialogue in Mathematics: Creating New Perspectives Matthew N. Petersen and Swapna Mukhopadhyay Leadership General Interest	Monitoring ELLs Language Progress: A Writing Portfolio in Mathematics Classrooms Alma Cardenas-Rubio Leadership General Interest

Saturday, June 28th continued

10:45-11:00	Break and Exhibits					
Investigate Sessions 11:00-12:00	Komatke A	Komatke B	Komatke C	Komatke E	Komatke F	Komatke G
	Utilizing Complex Instruction to Engage Students in the CCSS Standards for Mathematical Practice Amy McDonald CCSSM Gr. K-5	Modifications to Make Challenging Mathematics Accessible Zandra de Araujo, Ji Yeong I CCSSM General Interest	What Does Equity Look Like for a Future Teacher? An Inside Look into the Noticing of an Elementary Preservice Teacher Anne Estapa Leadership Gr. K-5	Using a Tablet to Enhance Learning for ELLs and Struggling Students Angela Thompson Technology Gr. 9-12, College	Supporting Mathematical Meaning Making through Technology: Provoking Questions and Guiding Discourse with Urban Youth Andrew Gatza, Craig Willey Technology Gr. 6-8	Engaging with Indigenous Perspectives in Mathematics Teacher Development Florence Glanfield Leadership General Interest
12:00-1:00	Lunch & Keynote: Kathryn Chval Positioning Latino English Language Learners for Success: Lessons Learned from Inspirational Teachers <i>Komatke D</i>					
Innovate presenters facilitate a 15-minute session at a round table, simultaneous to other table sessions in the same room. Pick any 4 within the same room to attend.				Investigate Sessions		
Innovate & Investigate 1:15 - 2:15	Innovate K-8	Innovate Gr. 6-12	Innovate General Interest			
	Komatke A	Komatke B	Komatke C	Komatke E	Komatke F	Komatke G
	Exploring Mathematical Modeling Reflected in Elementary Mathematics Lesson Plans Lynette Guzman, Frances Harper, Julia Aguirre, and Mary Foote Grades K-5	Jumping Frogs Sylvia Olmos and Sherry Ayala Grades 6-8	Supporting Diverse Learners in Creating Viable Arguments Zandra de Araujo, Ji Yeong I General Interest	Making Motivating Students via Technology with Three Acts Eric Milou Technology Gr. 6-12	Developing Equity in the Mathematics Classroom: How Mathematics Teacher Educators Address Working with ELLs Linda Ann Arnold Leadership General Interest	Making Math Meaningful: Strategies for Developing Academic Vocabulary Kimberly Rimbey CCSSM Gr. K-5
	Complex Instruction with Equal Social Status in Small Group Work Deborah Parslow and Jennifer Hendrickson Grades K-5	A Framework for Connecting Natural Language and Symbol Sense in Mathematical Word Problems for English Language Learners Luciana de Oliveira Grades 6-12	Is the Brain a Sponge or a Colander: Connecting Brain Research and Rigor in the Common Core Melissa Hosten General Interest			

Saturday, June 28th continued

Innovate presenters facilitate a 15-minute session at a round table, simultaneous to other table sessions in the same room. Pick any 4 within the same room to attend.

Investigate Sessions

	Innovate K-8	Innovate Gr. 6-12	Innovate General Interest			
	Komatke A	Komatke B	Komatke C	Komatke E	Komatke F	Komatke G
Innovate & Investigate 1:15 - 2:15	Differentiation: Effective Strategies for Meeting The Expectations of CCSS and the Needs of ALL Stefanie D. Livers Grades K-8	A Model Saturday STEM Academy for Recruitment of Teachers and Retention of Students Viji K. Sundar Grades 6-12	Quantitative Literacy IS Social Justice Brian Beaudrie General Interest	Making Motivating Students via Technology with Three Acts Eric Milou Technology Gr. 6-12	Developing Equity in the Mathematics Classroom: How Mathematics Teacher Educators Address Working with ELLs Linda Ann Arnold Leadership General Interest	Making Math Meaningful: Strategies for Developing Academic Vocabulary Kimberly Rimbey CCSSM Gr. K-5
	Building Bridges through Creative Practice: Making the Transition to CCSSM Clare V. Bell Grades K-5	A Novel Approach for Developing the Common Core Practices Jennifer Kinser-Traut Grades 6-12	What was their Reasoning? Gorjana Popovic General Interest			
	It's Math - What's There to Talk About? Maggie Hackett Grades K-8	Numbers, Languages, and Standards, Oh MY! Rose Glasser Grades 3-8	Student TODOS Affiliate: Future Leaders in the Classroom Yolanda A. Parker General Interest			
	Using Word Problems to Develop ELLs' Essential Understandings and Fluency Socorro H. Tapetillo Grades PreK-2	Transitioning to a Common Core Classroom: Thoughts from the Trenches Toni Lwanga Grades 608	Mathematics Leadership in a Common Core World Suzanne Mitchell General Interest			
KAY GILLILAND Equity Series 2:30-3:45	Math with Equity for All Miriam Leiva Gr. K-12	Developing an Equity Leadership Lens Nora G. Ramirez Gr. K-8	Equity EQUALS Respect José Franco General	These are a Few of Kay's Favorite Tasks! Linda Gojak General	Equity in Mathematics Education Leader: The Kay Gilliland Model Susie Håkansson General	Teaching for Progress in Rigor Don S. Balka Gr. 3-8
3:50-4:15	Closing Session: Kathryn Chval and Rochelle Gutiérrez <i>Komatke D</i>					

Thursday, June 26, 2014

4:30-5:00 Registration

Komatke Ballroom Foyer

5:00-6:15 Welcome & Elder Blessing
Keynote: Dr. Rochelle Gutiérrez

Komatke D

“Teaching in an Era of the Common Core: Why All Mathematics Teachers Need Political Knowledge”

Over a period of 15 years, I researched effective, urban, high school mathematics departments that served black, Latin@ and low-income adolescents. These were schools where students took more mathematics than was required by their district; where English learners, recent immigrants, and students who juggled childcare took college preparatory mathematics courses; where marginalized students scored better than their peers on standardized tests of mathematical achievement; where a large percentage of seniors took calculus, and where high achieving students reflected the demographics of those who attended the school.



What I learned was that mathematics teachers across the nation are working hard to: develop deep and flexible knowledge of mathematics; incorporate a variety of pedagogical approaches that can engage a range of learners; develop meaningful relationships with their students; and draw upon students' linguistic and cultural knowledge as they develop and implement lessons. Yet, that may not be enough. In an era of high stakes testing, new teacher evaluations, Common Core State Standards, and changes in collective bargaining agreements, teachers are being stripped of their professional judgment. Those teachers who cannot skillfully negotiate the politics of language, racism, and testing cannot adequately support their students to learn. Nowhere is this truer than in the mathematics classroom, where teaching is always a political endeavor. In this session, I highlight some of the ways that both mathematics and mathematics teaching are political. Next, I argue that we must expand what we consider to be necessary knowledge for teaching. Finally, I share what I have learned from supporting mathematics teachers to develop political knowledge and advocate for marginalized youth.

6:15-8:00 Reception and Exhibits

Komatke D

7:15-9:00 Salsa Dancing

Komatke A

Friday, June 27, 2014

7:00-7:45 Breakfast and Exhibits

Komatke D


8:00-8:30 Opening Session


Komatke D


We are TODOS 2014 Opening Session	Program Committee	ALL	Komatke D
Many attendees of this first TODOS Conference contributed images and quotations that we share as part of this opening. Reflecting on what we see and what we hope to accomplish at the conference, discussion at tables will address what inspires us as teachers and educators.			


Friday, June 27, 2014

Impact Sessions 8:45-11:45


The 4Cs of Mathematics Instruction: Collaborate, Create, Communicate, and Critique	John Carter	Grades 6-12	Komatke A
<p>Teaching students the 21st century skills of collaboration, creativity, communication, and critical thinking, requires lesson design and instruction focused on these areas. In classrooms devoted to reasoning and sense making, students engage in tasks to develop these skills. This presentation focuses on the development and use of such tasks.</p>			

Improving Mathematics Instruction for ELLs through (In)formative Assessment and Leadership	Rick Kitchen and Barbara Trujillo	Grades 6-12	Komatke B
<p>In this session, we will focus on the potential of classroom formative assessment to inform and continuously improve mathematics instruction for English language learners (ELLs). We will begin by providing a brief historical and philosophical introduction to assessment in general. We proceed by focusing on the value of formative assessment as a powerful instructional tool that supports the development of ELL students' mathematical reasoning by building on their mathematical ideas and revealing their misconceptions. We will model ideas for implementing formative assessment in secondary mathematics classrooms as participants solve a mathematics task or two. Video clips of ELLs solving pertinent tasks will be viewed. Finally, we will address the role of leadership to support formative assessment practices as a means to develop ELL students' mathematical reasoning.</p>			

Practical Strategies for Building Language-rich Classrooms	Steve Leinwand	Grades K-12	Komatke C
<p>This fast-paced, example-laden session will explore a range of practical strategies for significantly elevating the quality and quantity of classroom discourse in support of consistently language-rich classrooms that maximize opportunity for all students to learn mathematics.</p>			

Promoting the Mathematical Success of Emergent Bilinguals Through Problem Solving	Sylvia Celedón-Pattichis and Sandra I. Musanti	Grades K-5	Komatke E
<p>The first part of this session will engage participants in Cognitively Guided Instruction, a framework for understanding children's mathematical thinking. The second part will turn to understanding a range of word problems that can be posed to students as young as kindergarten and how these problems connect to the Common Core State Standards. This work will be extended to include K-3 and will include lenses participants can use to reflect on their own teaching. The third part of the session will focus on teaching practices that support, clarify, and extend children's mathematical thinking. Video clips, samples of students' work, and activities will be used to illustrate promising practices to teach mathematics to all students, particularly Emergent Bilinguals.</p>			

Impact Sessions 8:45-11:45

Critical, Place-Based Approaches to Teaching & Learning Mathematics	Laurie Rubel, Vivian Lim, Lauren Shookhoff, Phiola MacFarlane, Soledad Fernandez, and Alex Cristando	Grades 6-12	Komatke F
<p>This session will focus on the intersection of place-based learning and culturally relevant teaching of mathematics. Teachers will showcase a curricular unit addressing the theme of mathematics of the state lottery. How does the lottery work? What is the probability of winning a lottery prize? Who plays the lottery, how often, and where? Is the lottery a regressive tax? Participants will model aspects of the combinatorics involved in analyzing lottery games with manipulatives and analyze interactive digital maps that relate to the lottery. Presenters will share products created by high school students and facilitate a discussion about how this type of curriculum presents opportunities for students to think critically with mathematics. Emerging curriculum and digital tools pertaining to a second curricular unit the mathematics of borrowing money and pawnshops will be shared.</p>			

11:45-12:45 Lunch & Ignite Sessions

Komatke D

Ignite TODOS

Ignite TODOS	Steve Rasmussen (Facilitator), Gloria Brown Brooks, Kyndall Brown, and Harold Asturias	General	Komatke D
<p>Ignite sessions will be revealed at the lunch. Our facilitator will introduce each of the three 5-minute, 20-slide presentations that we know will ignite and inspire all attending.</p>			

Investigate Sessions 1:00-2:30

Strategies for Supporting English Learners in the Standards for Mathematical Practice	Johannah Nikula	Grades K-8	CCSSM	Komatke A
<p>Learn how teachers in a professional development study have employed strategies that support middle-grade students who are English Learners and align with the Standards for Mathematical Practice. Participants will analyze mathematical diagrams and consider the mathematical thinking and languages involved and consider strategies that support students' language access and production.</p>				
Empowering Student Presentations	Susan Norton-Scott	Grades 6-8	CCSSM	Komatke B
<p>This hands-on, minds-on session is designed for teachers wanting creative tips that motivate students to find numerous ways to solve problems. Student-produced work is featured prominently. When implementing "Empowering Students" guidelines, all students are engaged in organic mathematical exploration and discourse covering virtually all common core domains.</p>				

Friday, June 27, 2014 *continued*

Investigate Sessions 1:00-2:30

Algebra Students Actively Model Linear Functions	Michael Lutz	Grades 6-12	CCSSM	Komatke C
Pre-algebra and algebra students from various backgrounds have quickly gained an understanding of slope, y-intercept, and increasing/decreasing graphs by being actively engaged in collecting data on walks using CBR2s and graphing calculators. We will model the activity, discuss questions to ask students and share experiences observed during classroom use.				
Using Technology Enhances Accessibility for Struggling Students in Algebra I	Judith Olson, Fay Zenigami, and Melfried Olson	Grades 6-12	Technology	Komatke E
Participants, by engaging in investigations from a new digital curriculum, will experience how technology is used to provide opportunities for students from diverse backgrounds to explore algebra. Together with problem solving, modeling, and student collaboration, the use of dynamic spreadsheets and graphs, and links to Internet sites makes concepts accessible.				
The What, Who, and How of Equity in Mathematics Teacher Education	Mathew D. Felton	Grades K-8	Leadership	Komatke F
Learn to integrate equity into professional learning opportunities for teachers. I will describe my teaching of mathematics courses for prospective teachers, engage you in a mathematics activity, and share a variety of resources. Then we will discuss adapting these ideas to other contexts, including their use with practicing teachers.				
Making Group Smartness a Goal and a Reality in your Mathematics Classroom	Sandra Crespo and Marcy B. Wood	General Interest	CCSSM	Komatke G
This session supports teachers in enacting the first Standard for Mathematical Practice, making sense of and persevering in problem solving. Using the work of Carol Dweck on growth mindset and Elizabeth's Cohen's approach to group work, we will provide participants with tools to create a rich and engaging mathematics environment.				

2:30-2:45 Break and Exhibits

Investigate Sessions 2:45-4:15

Teaching Fraction Operations with Manipulatives: Strategies to Engage Every Learner	Sara Delano Moore	Gr. K-5	CCSSM	Komatke A
An essential element of understanding fractions as numbers is seeing operations with fractions as another instance of operations already familiar with whole numbers. This hands-on session will engage participants in experiences and discussion that build confidence in understanding fraction operations and which translate directly to classroom instruction to benefit students.				

Investigate Sessions 2:45-4:15

“Scaling Up” Student Learning for English Language Learners	Kathy Horak Smith, Cecilia Silva, Molly Weinburgh, and Natalie Smith	Grades K-8	CCSSM	Komatke B
Participants will engage in hands-on activities to teach the concepts of ratio, proportions, and scale factor. These activities are language rich and cognitively demanding tasks. Reading strategies for selected children’s literature, student journal entries, activity lesson plans and pre- and post- test results will be shared.				
Implementing Mathematical Practices Strategies that Work for ELL and Struggling Students	Janie Zimmer and Lynn Columba	Grades K-12	CCSSM	Komatke C
Effective research-based strategies that connect to the CCSSM and have been shown to be effective for ELL and struggling students will be presented. Participants will be engaged in exploring and implementing these strategies, as well as learning the research background and seeing samples of student work.				
Exploring Practices that Support the Common Core State Standards in Mathematics with English Language Learners	Craig Willey, Marta Civil, Cynthia Anhalt, Kathryn Chval, Angela Thompson, and Carlos López Leiva	Grades K-8	CCSSM	Komatke D
This session explores specific pedagogical practices for teaching mathematics with ELLs that lend themselves to developing classrooms anchored in the Mathematical Practices of CCSSM. Participants will consider relationships between these practices and students’ mathematical language development, and work collaboratively to identify and develop ways to enhance their interactions with ELLs.				
Using Geometry to Program the HTML5 Canvas	James R Town and Elaine Blomeyer	Grades 6-12	Technology	Komatke E
Using the HTML5 canvas object, participants will learn how to use geometric shapes to program and animate objects in a web browser. Learn programming and math at the same time by utilizing a laptop or other device with a web browser and text editor. No previous programming experience is required.				
Video Investigations in Geometry	Michael Serra	Grades 9-12	Technology	Komatke F
In this session we will look at geometric investigations with traditional tools, including compass and straightedge, patty paper, and Sketchpad. We will discuss the use of flipping the classroom and using videos of geometric investigations in English and Spanish to aid classroom instruction.				
Educators of Native American Students-Bridging the Gap	Richard Sgarlotti and James Barta	General Interest	Leadership	Komatke G
Educators of Native American Students seek to become a Special Interest Group under TODOS. This session will address that goal, and also focus on strategies to advance educators’ knowledge that are effective in engaging Native students, families, and communities in learning about and engaging in mathematics.				

4:20-5:00

IMPACT Follow-Up Discussions	Impact Presenters	Return to your IMPACT session
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5:00-6:00

TODOS Celebrates Students: Ballet Folklórico, and Student Awards	Komatke D
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Saturday, June 28, 2014

7:00-7:45 Breakfast and Exhibits

Komatke D

Investigate Sessions 8:00-9:30

Equity and Access in a 3rd grade Collective Inquiry of Fractions: Connecting Diversity with Academic Excellence	Frank Heimerdinger and Swapna Mukhopadhyay	Grades K-5	CCSSM	Komatke A
Diverse students' funds of knowledge, language resources, and participation in mathematics discourse communities offer essential opportunities to study mathematics as outlined by CCSSM. This presentation will develop a research-based framework that integrates these three elements and then describes the experiences of a 3rd grade group of students learning fractions.				
Collaborative Games as a Teaching Strategy for English Learners	Greisy Winicki Landman	Grades K-12	CCSSM	Komatke B
Several teaching strategies aligned with the CCSSM and suitable for learning robust mathematics for all students will be discussed. Some of our developed collaborative games will be presented and analyzed.				
Reaching At Risk Students in Algebra 1 or Math 1	Lisa Miller	Grades 9-12	CCSSM	Komatke C
How can we help our most at risk students be successful in Algebra 1 or Math 1? Learn how a team of teachers who has had success with English language learners and special education students is transitioning to the Common Core and what systematic classroom strategies they are finding effective.				
Infusing Dynamic Software on a Rich Task: Enhancing ELLs Learning Opportunities	M. Alejandra Sorto, Carlos A. Mejia Colindres, and Rachel Bower	Gr. 6-8	Technology	Komatke E
A rich task that involves ideas from geometry to reason about distances will be enhanced with the use of dynamic software. Participants will discuss student work and the impact of the dynamic approach on ELLs mathematics learning.				
Triangulating Math Practices, Common Core Standards and Differentiation	Erika J. De La Cueva and Jaime Acosta	Grades K-8	CCSSM	Komatke F
This session will discuss the triangulating factors to promote and develop Inquiry-Based Learning; the Math Process Standards, Common Core Standards, and the needs of today's diverse learners. Teachers will receive strategies that support the major mathematical principles of "Equity", "Curriculum", "Teaching", "Learning" and "Reflective Assessment" to engage students through exploration and concept building.				
Sí se puede: A Lesson Analysis Tool to Promote Culturally Responsive Mathematics Teaching	Julia Aguirre and Mary Foote	General Interest	Leadership	Komatke G
Participants will be introduced to a lesson analysis tool designed to support teachers in developing culturally responsive mathematics instruction. This tool assists teachers to plan and implement lessons that focus on children's mathematical thinking, discourse, power and status in classroom interaction, language, and cultural funds of knowledge.				

9:30-9:45

Break and Exhibits

Saturday, June 28, 2014 *continued*

Investigate Sessions 9:45-10:45

Mathematization, the CCSS-M, and Bilingual Students	Carlos A. López Leiva	Grades K-5	CCSSM	Komatke A
Participants in this session will engage in a hands-on mathematization experience. Based on it, they will make connections to both the CCSS-M and a video story of a bilingual student who mathematized a similar situation.				
Enhancing Language Acquisition in Mathematics Lessons	William A. Jasper	Grades 6-12	CCSSM	Komatke B
This session will include practical ideas on how to incorporate language acquisition into lessons to enhance the learning of Common Core mathematics concepts. Through interactive group discussions, participants will analyze and develop language objectives that improve equity, access, and achievement for all students.				
Strategies for Helping Pre-Algebra Students Develop Symbol Sense in Grades 6-8	Ann Lawrence	Grades 6-8	CCSSM	Komatke C
As number sense is to success in arithmetic, so symbol sense is to success in algebra. We tend to be much more comfortable with the former. Learn specific ways to scaffold the development of symbol sense while you participate in classroom-proven activities that help all students accomplish this goal.				
Successful ELL Activities and Strategies to Implement CCSSM Content and Practice Standards for Number Sense and Fractions: Grades 2-6	Caryl Pierson	Grades K-8	CCSSM	Komatke D
Research-based strategies and activities for CCSSM Content and Practice Standards for Number Sense and Fractions [Grades 2-6] will be demonstrated. The Concrete-Representational-Abstract method, applying mathematical reasoning to real-world challenges, and vocabulary development essential for ELL success will be included. Participants will receive handouts of manipulative activities and games.				
A Time for Change: Equity Through the Use of Technology	Nancy J. Sattler,	General Interest	Technology	Komatke E
Technology has changed what can be done in the classroom. Teachers no longer need to rely on a graphing calculator and/or worksheets for students to visualize mathematics. This presentation will focus on using technology to differentiate instruction to reach the needs of all students. The history of the changes in technology along with various websites and programs will be shared to provide tools to use in your mathematics classroom.				
Cultural Dialogue in Mathematics: Creating New Perspectives	Matthew N. Petersen and Swapna Mukhopadhyay	General Interest	Leadership	Komatke F
An introduction to the use of mathematics as a tool for listening to diverse cultures—Native American, African, and Indian—and thus as a tool for peace; in contrast to how it is, and has, often been used as a tool of war.				
Monitoring ELLs Language Progress: A Writing Portfolio in Mathematics Classrooms	Alma Cardenas-Rubio	General Interest	Leadership	Komatke G
The Brownsville Independent School District (BISD) Bilingual Department has implemented a new strategy to improve writing performance scores for ELLs in mathematics classrooms across all grade levels. Teachers are provided with a formative assessment tool and a writing portfolio to monitor student progress. Participants will have the opportunity to examine and discuss sample portfolios.				

Saturday, June 28, 2014 *continued*

Investigate Sessions 11:00-12:00

Utilizing Complex Instruction to Engage Students in the CCSS Standards for Mathematical Practice	Amy McDonald	Grades K-5	CCSSM	Komatke A
In this session, I promote the use of Complex Instruction (Cohen and Lotan, 1996) in the K-12 classroom. I present research and personal experience to demonstrate its capacity to promote the Standards for Mathematical Practices. I engage teachers in mathematical tasks, provide resources for implementation, and show video of students in a Complex Instruction classroom.				
Modifications to Make Challenging Mathematics Accessible	Zandra de Araujo, Ji Yeong I	General Interest	CCSSM	Komatke B
Implementing high cognitive demand mathematics tasks may be difficult for teachers of ELLs because the language demands tend to be greater than that of low cognitive demand tasks. In this session, we examine a variety of tasks to develop ways of modifying tasks to accommodate ELLs while maintaining cognitive demand.				
What Does Equity Look Like for a Future Teacher? An Inside Look into the Noticing of an Elementary Preservice Teacher	Anne Estapa	Grades K-5	Leadership	Komatke C
How does a new teacher see equity in an elementary classroom? We will explore the journey of a teacher during her student teaching experience in an urban and a rural setting as we consider factors that influence equity while noticing and discussing needed supports to ensure equity awareness becomes equity into practice.				
Using a Tablet to Enhance Learning for ELLs and Struggling Students	Angela Thompson	Grades 9-12, College	Technology	Komatke E
Participants will learn the benefits of using a tablet PC as a lecture tool, and why it is critical for students who struggle for diverse reasons. All activities are grounded in pedagogical theory and data on students who repeated calculus. Benefits include simultaneous viewing of a graph with the mathematics, use of color, interacting face-to-face, and lecture notes in digital files. Explicit benefits to ELLs are discussed.				
Supporting Mathematical Meaning Making through Technology: Provoking Questions and Guiding Discourse with Urban Youth	Andrew Gatza, Craig Willey	Grades 6-8	Technology	Komatke F
This session will explore how technology, specifically video, can serve as the impetus for mathematical discourse and meaning making for students in middle grades mathematics. Current literature on successful pedagogical practices will be discussed in order to frame how to implement technology in a purposeful manner.				
Engaging with Indigenous Perspectives in Mathematics Teacher Development	Florence Glanfield	General Interest	Leadership	Komatke G
This session is based on work with Canadian Indigenous communities in mathematics education. From viewing video clips to engaging with Native American hand games, individuals in the session will be introduced to culturally relational practices (Glanfield, Sterenberg, & Donald, 2012), and what this means for mathematics teacher development.				

Saturday, June 28, 2014 *continued*

12:00-1:00 Learning Lunch

Komatke D

Keynote: Dr. Kathryn Chval

“Positioning Latino English Language Learners for Success: Lesson Learned from Inspirational Teachers.”

Kathryn B. Chval is the Associate Dean for Academic Affairs, Associate Professor of Mathematics Education and Co-Director of the Missouri Center for Mathematics and Science Teacher Education at the University of Missouri. Kathryn is also the Principal Investigator for the Facilitating Latinos’ Success in Mathematics Project and Co-Principal Investigator for the Center for the Study of Mathematics Curriculum and the Researching Science and Mathematics Teacher Learning in Alternative Certification Models Project, which are funded by the National Science Foundation. Kathryn’s research interests include (1) effective preparation models and support structures for teachers across the professional continuum, (2) effective elementary teaching of underserved populations, especially English language learners, and (3) curriculum standards and policies.



Too often Latinos are positioned as students with deficits, rather than students with resources who can be leaders in mathematics classrooms. Students learn to position their peers based on the practices of classroom teachers. Therefore, positioning is critical to the establishment of effective learning environments and the success of Latino English language learners in mathematics classrooms. During this session, Kathryn will share positioning strategies that she has learned from teachers who inspired her.

Investigate Sessions 1:15-2:15

Motivating Students via Technology with Three Acts	Eric Milou	Grades 6-12	Technology	Komatke E
This session will examine how to engage, motivate, and teach the iGeneration (the Internet Generation). Participants will be provided with videos (three act lessons), websites, and motivational strategies for students in grades 5-10 that can lead to building better understanding of mathematics.				
Developing Equity in the Mathematics Classroom: How Mathematics Teacher Educators Address Working with ELLs	Linda Ann Arnold	General Interest	Leadership	Komatke F
Findings from interviews with sixteen mathematics teacher educators will be presented, addressing the question: What are mathematics methods teachers currently doing to help teachers learn to work with ELLs in ways that promote equity, access and achievement? Opportunities to engage in complex and interactive mathematics tasks appropriate for ELLs will be provided.				
Making Math Meaningful: Strategies for Developing Academic Vocabulary	Kimberly Rimbey	Grades K-5	CCSSM	Komatke G
“Vocabulary development is critical for success in mathematics.” Most agree, but how do we teach math vocabulary effectively? This session focuses on specific strategies and activities for engaging students to interact with the language used in math. Grade-level vocabulary lists developed from the CCSSM will be shared.				

Saturday, June 28, 2014 *continued*

Innovate K-8 Sessions 1:15-2:15

Komatke A

(15 minutes)	The presenter facilitates a 15-minute session at a round table, (Repeated two more times) simultaneous to other table sessions in the same room.
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Exploring Mathematical Modeling Reflected in Elementary Mathematics Lesson Plans	Lynette Guzman, Frances Harper; Julia Aguirre, and Mary Foote	Grades K-5	Komatke A
In this session, we explore elementary mathematics lesson plans developed by prospective teachers. Using mathematical modeling, prospective teachers created lessons inspired by community mathematical practices to bridge students' community-based and school-based mathematical experiences. We will identify the essential features for this type of mathematical modeling by focusing on exemplary lessons.			
Complex Instruction with Equal Social Status in Small Group Work	Deborah Parslow and Jennifer Hendrickson	Grades K-5	Komatke A
Participants will actively engage in a group activity that is rigorous and holds all participants accountable to self and others by working through a complex math task.			
Differentiation: Effective Strategies for Meeting The Expectations of CCSS and the Needs of ALL	Stefanie D. Livers	Grades K-8	Komatke A
The Common Core Standards for Mathematics (CCSSM) provide teachers with the opportunity to dive deeper into the content and provide authentic experiences for all students. Differentiation is a must, but can be daunting. This session will provide the audience with opportunities to participate and experience differentiated instruction.			
Building Bridges through Creative Practice: Making the Transition to CCSSM	Clare V. Bell	Grades K-5	Komatke A
Session participants will be introduced to a 5th-grade quilt project that was designed to address transitioning to CCSSM while particularly meeting the needs of students who did not have "prerequisite" experience with fractions and measurement. Implications for other classrooms will be discussed.			
It's Math - What's There to Talk About?	Maggie Hackett	Grades K-8	Komatke A
Math is serving the conversation where demonstrating understanding involves much more than calculating a correct answer. Participants will be introduced to five, research-based; teacher "moves" to facilitate students' mathematical thinking and learning. Through brief definitions and applications, participants will walk away with some easy to implement discourse tools for the coming school year.			
Using Word Problems to Develop ELLs' Essential Understandings and Fluency	Socorro H. Tapetillo	Grades PreK-2	Komatke A
This session will focus on tools that the presenter uses to teach problem solving. A word problem helper for independent work, a graphic organizer for students to document their thinking, and a classroom anchor chart to enhance students' understanding of the relationship between addition and subtraction will be shared.			

Innovate Grades 6-12 Sessions 1:15-2:15

Komatke B

Jumping Frogs	Sylvia Olmos and Sherry Ayala	Grades 6-8	Komatke B
The premise of Jumping Frogs is to move each group of frogs from one side to the other in the least amount of moves by looking for patterns using either “slides or jumps.” Next, determine an algebraic equation to generalize jumps to the nth degree.			
A Framework for Connecting Natural Language and Symbol Sense in Mathematical Word Problems for English Language Learners	Luciana de Oliveira	Grades 6-12	Komatke B
The demands of the CCSSM require understanding multiple semiotic systems, developing strong symbol sense, and connecting symbols to academic language. This session will address a framework that connects mathematical word problem solving stages to multiple semiotic systems while providing elements of symbol sense that ELLs can develop to solve word problems.			
A Model Saturday STEM Academy for Recruitment of Teachers and Retention of Students	Viji K. Sundar	Grades 6-12	Komatke B
The High School Mathematics Access Program (HiMAP) at California State University Stanislaus is a Pre-Collegiate STEM program for students in grades 6-12. It was launched in 1995 as a Saturday Academy to retain secondary school students in STEM courses. The program won “Equity” award from AAUW and “Best Practice” from APQC.			
A Novel Approach for Developing the Common Core Practices	Jennifer Kinser-Traut	Grades 6-12	Komatke B
Incorporating reading into mathematics class engages and motivates students that are not often “into math,” helping all students see the beauty of math while also developing CCSS-M practices. In this session, we will discuss various strategies for reading in mathematics class, including reading a novel, <i>The Number Devil</i> .			
Numbers, Languages, and Standards, Oh MY!	Rose Glasser	Grades 3-8	Komatke B
In this Innovate session, I will share how to jumpstart algebraic thinking units using children books, while meeting the linguistic and content needs of students.			
Transitioning to a Common Core Classroom: Thoughts from the Trenches	Toni Lwanga	Grades 6-8	Komatke B
Do you feel passionate about the changes that are taking place in mathematics education with the onset of common core, but also overwhelmed about how to get started? I will share my questions, experiments, and how reflection has become an integral part of my teaching and learning.			

Innovate General Audience Sessions 1:15-2:15


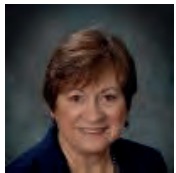


Komatke C

Supporting Diverse Learners in Creating Viable Arguments	Zandra de Araujo, Ji Yeong I	General Interest	Komatke C
In this session, we examine ways in which teachers might support ELLs in creating the types of viable mathematical arguments supported by the Common Core. We will highlight some of the challenges teachers might face when developing this mathematical practice and provide strategies for teachers to meet these challenges.			
Is the Brain a Sponge or a Colander: Connecting Brain Research and Rigor in the Common Core	Melissa Hosten	General Interest	Komatke C
During the session we will focus on connecting brain research and the ingredients of rigor in the CCSSM. We will explore the roles of each ingredient, and connect them to how the brain learns. We will discuss what this means for crafting meaningful relevant lessons, interventions, and units for our students as well as professional learning experiences for teachers.			
Quantitative Literacy IS Social Justice	Brian Beaudrie	General Interest	Komatke C
After introducing the topic and explaining why being quantitatively literate is important in today's world, participants will learn about and how to use examples and activities that demonstrate the idea of how developing quantitatively literate students addresses the issues of social justice.			
What was their Reasoning?	Gorjana Popovic	General Interest	Komatke C
In this session, the participants will engage in the activities of assessing students' work pertaining to the slope and congruence, and exploring possible explanations for those responses by reviewing how these concepts are taught outside USA.			
Student TODOS Affiliate: Future Leaders in the Classroom	Yolanda A. Parker	General Interest	Komatke C
Participants will learn about the development of the Tarrant County College (Fort Worth, TX) student TODOS group - from recruitment to implemented programs and activities. Ideas for future growth are welcome.			
Mathematics Leadership in a Common Core World	Suzanne Mitchell	General Interest	Komatke C
Mathematics leaders need tools to help transform teacher practice. I will share NCSM resources to support this work, including Great Tasks, Coaching Corner, Illustrating the Standards for Mathematical Practice, research-informed position papers, and the newest resource, It's Time: Themes and Imperatives for Mathematics Education- A Mathematics Leadership Framework.			



2:15 – 2:30

Break and Exhibits

Kay Gilliland Equity Series 2:30-3:45

Math with Equity for All	Miriam Leiva	Grades K-12	Komatke A
<p>Miriam, the first TODOS President, is an ELL who chose to study Math because it was a language she could understand. She has been a teacher at all levels, and is the B. Cone Distinguished Professor Emerita at the University of NC Charlotte. She is one of the authors of the new NCTM document: Principles to Action, and is the recipient of the NCTM 2014 Lifetime Achievement Award.</p> <p>This session is about equity in your own classroom and ideas to help you teach a group of students who have different backgrounds, knowledge and experience.</p>			
Developing an Equity Leadership Lens	Nora G. Ramirez	Grades K-8	Komatke B
<p>Nora Ramirez's professional work focuses on conceptual understanding and equity in mathematics education. She has taught middle, high school and university mathematics, and now works with K-12 teachers, coaches and administrators in rural, suburban and urban districts.</p> <p>Leaders with a lens on equity have had and can have significant influence on both professionals and students. How does one develop this lens in those who have not experienced inequities? What activities and resources can be used to help others become advocates for equity? How can an equity lens be developed in students? In this session, participants will engage in professional development activities focused on equity, discuss possible K-12 classroom level activities, and receive a list of resources that can be embedded in professional development. Participants may bring resources to share.</p>			
Equity EQUALS Respect	José Franco	General	Komatke C
<p>José Franco's work has focused on family involvement, equity, mathematics education, and second language acquisition. He has taught in elementary and middle schools, directed the EQUALS program, and is now Co-Director of Math Pathways & Pitfalls.</p> <p>As a classroom teacher and mathematics educator, Kay Gilliland championed the idea that all students deserved equitable access to a quality education. As a member of the EQUALS program housed at the University of California, Berkeley, Kay used the opportunity to work with educators throughout the country to make this dream come to fruition. She welcomed, supported, and respected all of her colleagues in an effort to reach all students, teachers, and teacher leaders. Join us as we revisit some of the approaches, ideas, and activities from the EQUALS program that were at the core of Kay's work for years to come.</p>			
These are a Few of Kay's Favorite Tasks!	Linda Gojak	General	Komatke E
<p>Linda is the Immediate Past President of NCTM (She served as NCTM President 2012-2014). She directs the Center for Mathematics and Science Education at John Carroll University in Cleveland, Ohio. Problem Solving is an ongoing focus of her teaching.</p> <p>Kay Gilliland was a leader in the focus on equity in mathematics education as early as the 1960's. Linda will share some of Kay's favorite, mathematically intriguing tasks for kids of all ages, genders, and ethnicity!</p>			

Kay Gilliland Equity Series 2:30-3:45

Equity in Mathematics Education Leader: The Kay Gilliland Model	Susie Håkansson	General	Komatke F
<p>Susie W. Håkansson has provided professional development to teachers in all grade levels and has taught high school mathematics to predominately Latina/Latino students. She is currently president of TODOS</p> <p>This session will highlight the characteristics of an equity-in-mathematics education leader, honoring Kay Gilliland who has been an exemplary role model in this area. Leaders and potential leaders will have the opportunity to reflect on their strengths and areas to strengthen and determine their personal vision and goal as a leader. Characteristics include the following: equity and quality, competence and confidence, compassion, empathy, commitment, perseverance, respect, and passion. Leaders must be committed to continuous growth and action in order to achieve the goal of equity in mathematics education.</p>			
Teaching for Progress in Rigor	Don S. Balka	Grades 3-8	Komatke G
<p>Don Balka is the Immediate Past President of TODOS. His numerous publications have focused on leadership, rigor, and a variety of manipulatives for the K-12 classrooms.</p> <p>Implementing the Common Core Practices for rigor is difficult. A transformation in how students learn mathematics is required. Experience activities and problems that promote rigor for all students.</p>			

Closing Session 3:50-4:15

Beyond Awareness Closing Session	Rochelle Gutiérrez and Kathryn Chval, Keynote Speakers	ALL	Komatke D
<p>Reflect on the overall conference and how we might move Beyond Awareness based on our conference experience.</p>			

TODOS 2014 Beyond Awareness Conference

TODOS: Mathematics for ALL (www.todos-math.org)

TODOS: Mathematics for ALL is a mathematics equity organization that was established in the years 2000 to 2003 through initial efforts from the Equity and Diversity Advisory Committee (EDAC) of the National Council of Teachers of Mathematics (NCTM). At NCTM's annual meetings, 2001 and 2002, there were EDAC-organized sessions on issues pertaining to teachers of Hispanic/Latino students. As a result of these sessions a group of very committed educators worked to hold a founding meeting in Tempe, AZ, in February 2003. This initial meeting led to the formation of TODOS: appointing officers, establishing the name, mission statement, and goals, as well as working on the TODOS Constitution and TODOS By-Laws. The current mission and goals are as follows:

The mission of TODOS: Mathematics for ALL is to advocate for equity and high quality mathematics education for all students— in particular, Latina/o students.

Five goals define the activities and products of TODOS: Mathematics for ALL:

1. To advance educators' knowledge and ability that lead to implementing an equitable, rigorous, and coherent mathematics program that incorporates the role language and culture play in teaching and learning mathematics.
2. To develop and support educational leaders who continue to carry out the mission of TODOS.
3. To generate and disseminate knowledge about equitable and high quality mathematics education.
4. To inform the public and influence educational policies in ways that enable students to become mathematically proficient in order to enhance college and career readiness.
5. To inform families about educational policies and learning strategies that will enable their children to become mathematically proficient.

In an effort to fulfill the mission and goals of TODOS: Mathematics for ALL, we are proud to host the conference, TODOS 2014 Beyond Awareness ~Equity, Access, and Achievement for ALL. The Conference is being held June 26 through June 28, 2014 at the Sheraton Wild Horse Pass Resort and Spa located on the Gila River Indian Community, Chandler, Arizona. The TODOS organization looks forward to continuing the education and professional development of educators who are committed to providing equitable, high quality mathematics for ALL.

TODOS Board Members

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Onsite Welcoming Committee: Darcy White, Carol A. Edwards

History of the Community

The Gila River Indian Community (GRIC) traces its roots to the HuHugam (Hohokam), prehistoric Indians who lived and farmed along the Gila River Basin from 300 B.C. to 1450 A.D. Composed of two members of tribes, the Pima and Maricopa, GRIC is located in south-central Arizona.

The HuHugam developed an extensive irrigation system of canals, still used today, which gave birth to farming in the desert. The Pima and Maricopa tribes were hospitable and friendly, welcoming settlers and transforming a hostile territory into a temporary sanctuary.

The 372,000-acre reservation, which lies south of Phoenix, Tempe and Chandler, was established by an act of Congress in 1859 and formally established by Constitution in 1939. Tribal administrative offices and departments are located in Sacaton.

The Gila River Indian Community is steadily increasing and diversifying its industrial, agricultural, retail and recreational economic base. The Community currently operates three industrial parks that are home to several local and national companies. One park, Lone Butte Industrial Park, is nationally acclaimed as one of the most successful Indian industrial parks in the U.S.

Gaming also continues to be a positive economic development activity for the Community. Wild Horse Pass and Vee Quiva are the two facilities that comprise the Gila River Casinos. Adding to the entertainment experience available to visitors, the community has developed a substantial golf and resort development project that will feature two world-class 18-hole golf courses and a 500-room hotel resort complex.

In addition to emphasizing industry, business and recreational opportunities, the Community continues to depend upon agriculture to grow its economy. 15,000 acres of Community farms on the GRIC support a variety of crops such as cotton, wheat, millet, alfalfa, barley, melons, pistachios, olives, citrus, and vegetables. Independent farming operations cultivate an additional 22,000 acres of similar crops, bringing the total agricultural product value to an excess of \$25 million.

The Gila River Reservation enjoys a relatively young population with a median age of 22.7 years. The Community is home to 14,000 people.

Designed to be an authentic representation of the Gila River Indian heritage and culture, the Sheraton Wild Horse Pass Resort and Spa will offer its guests a recreational, educational and inspirational experiences never before available in a resort setting.

The architecture, design art, and legends of the Akimel O'otham (Pima) and Pee Posh (Maricopa) tribes are celebrated in every detail imaginable, indoors and out. The resort is located in the high Sonoran Desert on an expanse of rugged Arizona landscape where the ancient vistas, mountains and roaming wild horses remain untouched. A unique blend of two cultures, the resort offers the quiet serenity created by the ancient sages and native tribes who found haven here along with the high-tech hotel expertise of the Sheraton Brand.

Highlights of the resort include:

Traditional native roundhouse (Olas’ki) design is represented in the domed lobbies of the main resort, the golf clubhouse and the spa. The native tribes lived in Olas’ki abodes in the Gila River Valley of what is now the greater Phoenix area.

Pima basket patterns especially that of the whirlwind, provide a multitude of design elements throughout. All entrances to the resort, spa, and golf club face east. This is the tradition of the Pima and Maricopa people. The ceiling dome that is the focal point of the main lobby is surrounded by a mural of ten panels, each showing a different aspect of the culture: creation, elders, youth, games, Pima singers, hunting, Maricopa singers, basket weaving, pottery making, and gathering.

Sources: Inter Tribal Council of Arizona, Inc. and the Sheraton Wild Horse Pass Resort & Spa

Local Highlights

The Gila River Indian Community owns the Wild Horse Pass Resort & Spa. It is the only Native American-owned luxury resort in Arizona and has a staff member who is designated the Cultural Concierge for the resort. From the guest rooms to the Aji Spa, from the restaurants to the lobby ceilings and floors, every aspect of the resort was carefully designed to reflect the heritage and spirit of the area's native people, the Pima and Maricopa tribes. Even the nearby Whirlwind Golf Course, also owned by the Gila River Indian Community, names each of its 18 holes after a significant landmark or legend of the local tribes, and reflects their heritage in the architecture, art and landscaping.

Here are some statewide attractions you’re sure to love during your stay in Arizona!

Local Attractions

- Casa Grande Ruins 64.3 km/40.0 miles
- Wrigley Mansion 29.0 km/18.0 miles
- Desert Botanical Gardens 17.7 km/11.0 miles
- Phoenix International Raceway 40.2 km/25.0 miles
- Rawhide Western Town at Wild Horse Pass 1.6 km/1.0 miles
- Wild Horse Pass Casino 7.7 km/4.8 miles

Nearby Destinations

- Old Town Scottsdale 32.2 km/20.0 miles
- Tucson 144.8 km/89.9 miles
- Sedona 217.1 km/134.9 miles

Recreation

- Chase Field (Home of the Arizona Diamondbacks) 24.1 km/15.0 miles
- University of Phoenix Stadium (Home of the Arizona Cardinals) 58.7 km/36.5 miles
- Phoenix Zoo 19.3 km/12.0 miles
- Koli Equestrian Center 0.0 km/0.0 miles
- US Airways Arena 30.4 km/18.9 miles

Arts & Culture

- Huhugam Heritage Center 1.6 km/1.0 miles
- Grand Canyon 402.1 km/249.8 miles
- Heard Museum 24.1 km/15.0 miles
- Arizona Science Center 30.6 km/19.0 miles

TODOS Mathematics for ALL presents:

TODOS 2014

Beyond Awareness ~ Equity, Access, and Achievement for ALL

Certificate for 20 hours of Professional Development

Is awarded to

June 26, 2014 – June 28, 2014



Susie H. Håkansson

Susie Håkansson, TODOS President

Exhibitors

Exhibits will be open at the following times:

Thursday: 4:30-8:00 pm

Friday: 7:00 am-6:00 pm

Saturday: 7:00 am-2:45 pm

Name	Contact
Arizona Association of Teachers of Mathematics	http://www.aatm.org/
California Mathematics Council (CMC)	http://cmc-math.org/
Center for Mathematics & Teaching	http://www.mathandteaching.org/
CPM Educational Program	http://www.cpm.org/
Creative Instruction LLC	http://www.creativeinstruction.net/
DreamBox Learning	http://www.dreambox.com/
ETA hand2mind	http://www.hand2mind.com/
Grand Canyon University	http://www.gcu.edu/
Houghton Mifflin Harcourt	http://www.hmhco.com/
KP Mathematics	http://www.kpmathematics.com/
Math Teacher's Press (Moving with Math)	http://www.movingwithmath.com/
McGraw-Hill Education	http://www.mheducation.com/
National Council of Supervisors of Mathematics (NCSM)	http://www.mathedleadership.org/
TODOS: Mathematics for ALL	http://www.todos-math.org

Acknowledgments

TODOS: Mathematics for ALL greatly appreciates the contributions of :

DIDAX

Ernest C. and Caryl K. Pierson Foundation

ETA hand2mind, Dr. Sara Delano Moore

Gila River Indian Community, <http://www.gilariver.org>

Math Teacher's Press

McGraw-Hill Education

Renaissance Learning

Sheraton Wild Horse Pass Resort and Spa

Si Se Puede Foundation of Chandler, Ballet Folklórico, Mr. Alberto Esparza

Texas Instruments

Cover

Young gifted artist, Anthony Alvarez, a 5th grade student in the Chandler Unified School District, illustrated the cover of our program. It is his depiction of how math and culture are represented and connected.

Elder Blessing

Why we have asked an Elder for a blessing?

We have invited an Elder from the Gila River Indian Community to give thanks to the Creator and to bless our conference. Native American Elders are often invited to offer an opening blessing when an event is being held on traditional lands. The blessings may ask the Creator to guide each of us to listen with ears and our hearts; to speak with our mouth and our hearts; and to remember that we are all related as we journey in our learning to make a difference in the lives of all children's mathematical learning.