California Mathematics Council-South

53rd Annual Mathematics Conference

ACCESS & ACHIEVEMENT

Through Students' Common Core Mathematical Practices

Palm Springs Convention Center

November 2 & 3, 2012

www.cmc-south.org

California Mathematics Council-South

Officers

Lisa Usher-Staats, President
Diana Ceja, President Elect
Bruce Grip, Vice President
Rosa Serratore, Secretary
Tina Shinsato, Treasurer
Diane Kinch, Past President

Message from the Conference Chair

This is an exciting time in mathematics education. With new Common Core State Standards for Mathematics in place and new state assessments around the corner we have incredible opportunities to prepare all students for success in college and careers. It is our hope and our expectation that your learning and networking these two days will enrich you personally and professionally as you seek to provide both access and achievement for all your students.

The all-volunteer CMC-South Conference Committee meets throughout the year to plan and run this amazing conference. Teachers, administrators, coaches, staff developers and retirees volunteer their time and skills in order to build "Access and Achievement Through Students' Common Core Mathematics Practices." Speakers spend hours of their time preparing sessions to meet your needs. Join me in thanking the speakers and the conference committee members for their willingness to prepare, share and serve.

On behalf of the students of California, thank you to all participants, speakers, committee members and exhibitors for your dedication to the community of mathematics educators.

Bruce Grip,
Conference Chair

CONFERENCE CHAIR
Bruce Grip

Committee Members

AFFILIATE SUPPORT
Diana Ceja
COLLEGE CREDIT
Judi Sydner-Gordon
COMMERCIAL EXHIBITS
Jeannie Toshima, Annette Kitagawa
COMPUTER LAB
Gregg Legutki, Gregory Miyata
CONFERENCE MATERIALS
Ed D'Souza
EQUIPMENT
Sean Monroe, Brian Hightower
EVALUATIONS
Allen Martin
MEAL FUNCTIONS
Ilene Foster
MEETING ROOMS
Joanne Wainscott, Connie Wadsley, Karen Grip, Judy Lloyd, Lois Boatman, Ed Bartel, Carolyn Bartel, Vicky Kukuruda, Gwen Hancock
NCTM MATERIALS
Terry Ceja, Philomena Williams
NEWCOMER'S SUPPORT
Diana Ceja, Lisa Usher-Staats
PRINTING
All Source/Scott Rundle
PROGRAM COMMITTEE
Carol Treglio, Brian Shay, Joy Oseguera, Barbara Post, Vicki Vierra, Dina Williams, Greg Miyata, Dave Still
PROGRAM MANUSCRIPT
Nitza Peraza
REGISTRATION
Emily Dixon, Judi Sydner-Gordon, Alan Amundsen, Joel Tepper
SIGNS
Dawn Esqueda
STUDENT HOSTS
Kyndall Brown, Ivan Cheng
TRANSPORTATION
Floyd Flack
VOLUNTEER COORDINATOR
Nita Walker

CMC-South 53rd Annual Fall Conference

ACCESS & ACHIEVEMENT

Through Students' Common Core Mathematical Practices

Welcome to the 53rd Annual California Mathematics Council-South Mathematics Conference! If you are reading this message, you are in a community with thousands of pre-K to 16 mathematics educators from across Southern California, joined together in a quest for professional growth to improve student learning.

This year's conference theme, "Access and Achievement Through Students' Common Core Mathematical Practices," is intended to not only connect educators with one another, but also connect several key aspects of mathematics education:

1. Access: to open doors to proficiency
   Achievement: to realize that proficiency for every student
2. Students: we serve students who not only begin the school year already believing "I can and I will" learn important and useful mathematics, but also students who, as a result of their prior experiences, question their own mathematical ability and/or the value of putting forth effort to learn. "Anything grounded in students is good," commented one of CMC-South's many volunteers who sacrifice countless hours to bring this conference to you. Please keep in mind as you attend conference sessions that the goal is for students to use these tools to learn empowering mathematics. Visualize specific students learning "why" and "how" the mathematics works, and picture units of instruction that start with a complex situation or phenomena that motivates the mathematical models and procedures students will learn.
3. Mathematical Practices: Common Core State Standards can and should be understood as offering tools for use today to ensure access and achievement for every student, regardless of how students identify their own efficacy and proficiency as mathematical learners.

The eight Standards for Mathematical Practice are ways of thinking like a mathematician and are tools for student sense-making of mathematics at any age, for each and every student. The program offers educators the latest information on Common Core-aligned curriculum, instruction, assessment, state policy and professional development models to share upon return to your school or institution. Look for practical starting places to implement these eight standards in both regular sessions and Featured sessions.

Many participants attend the conference as a team; others find a professional network of colleagues and CMC-South affiliates that sustain their growth well beyond the conference. Be sure to take time throughout the conference to reflect on "take aways and aha's" and commit to action steps back at school or work so that this learning truly benefits the learners.

Lastly, we have much to be thankful for. Math projects, county offices, consortiums of school districts, university partners and advocacy groups are pooling resources, adding to the growing bank of high quality, low-cost or free Common Core mathematics resources. This fall, Supplemental Instructional Materials are being reviewed by leaders from across the state to support the transition to Common Core. Recent legislation promises 21st century learning and STEM-readiness alongside college and career preparedness.

In mid-Spring 2013 a draft California mathematics Framework aligned to the Common Core will be released for the first round of public review. It is our duty to ensure that the tools for our professional growth, curriculum, instructional materials and assessments truly advance the goals of equity and excellence.

Lisa Usher-Staats
CMC-S President

Conference Information

LOCATION
All sessions will be held at the Palm Springs Convention Center, the Renaissance Palm Springs and the Palm Springs Hilton.

CONFERENCE HOURS
Friday	November 2	7:30 a.m. to 5:30 p.m.
Saturday	November 3	7:30 a.m. to 5:00 p.m.

REGISTRATION INFORMATION AND FEES
Registration can be done online or on-site at the Palm Springs Convention Center. Visit our website at www.cmc-south.org for specific directions and to view special rates for full-time students and for groups of five or more. Online Registration closes October 30, 2012. PURCHASE ORDERS, CHECKS AND CREDIT CARDS WILL BE ACCEPTED.

Online and On-Site

Regular Conference Registration Fees

Friday and Saturday	$175
Saturday-Only	$125

Full-Time Student Conference Registration Fees

Friday and Saturday	$85
Saturday-Only	$70

ON-SITE REGISTRATION HOURS
Friday	November 2	7:30 a.m. to 4:30 p.m.
Saturday	November 3	7:30 a.m. to 12:00 p.m.

CANCELLATION POLICY
There is a minimum cancellation fee of $70 for regular registrations, and $35 for students. Affiliate memberships cannot be refunded and luncheon tickets will not be refunded unless all luncheon tickets have been sold. Cancellations received after October 25, 2012 will not be eligible for refunds. Cancellation requests must also be made in writing and received by the deadline. For more information, visit our website: www.cmc-south.org

SESSIONS
All sessions are 90 minutes long. There are NO ticketed sessions this year.

SESSION STRANDS
Sessions are identified by the following strands:
- Advanced Placement Mathematics
- English Language Learners
- Equity
- Mathematics Teacher Educators
- Technology

A listing of Friday sessions by strand is found on pages 10 and 11. A listing of Saturday sessions by strand is found on page 33.

SESSION FOCUS
Sessions are also identified by areas of focus and by grade level. Codes are listed below.

Focus Area	Code
Differentiation/Universal Access	D/UA
Gifted and Advanced Learners	GA
Formative Assessment	FA
English Language Learners	ELL
Intervention/RTI^2	RTI2
Special Education	SpEd
Science, Technology, Engineering, Mathematics	STEM

Grade Level	Code
College Content	C
Adult Education	AE
Teacher Education	TE
Leadership	L

CCSS MATHEMATICAL PRACTICE (CCSS MP)
Speakers have identified which of the Eight Standards for Mathematical Practice are incorporated in their sessions. The standards for Mathematical Practice are from the 2010 California Common Core State Standards for Mathematics. Sessions are coded by their number.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

COMPUTER LAB
The Computer Lab is sponsored by CTAP Region 10. The CTAP lab will be open as a Cyber Cafe during lunch break in Mesquite A (Convention Center).

NEWCOMERS
Special session for first-time attendees that provides an opportunity to find out about the conference format and sessions. (See page 9 and 32)

CELL PHONES
Please be considerate of the speakers and those around you. Turn your cell phone OFF or place it on VIBRATE. If you must answer it, leave the room immediately. Thank you.

EXHIBIT HALL
See the most current mathematics education products, publications, software, and services in the Convention Center Exhibit Hall in Oasis I and II. CMC-South greatly appreciates the support and participation of these exhibitors in the conference. (See pages 56 and 57) Your registration badge is required for admission to the Exhibit Hall.
Exhibit hours are:

Friday	November 2	8:00 a.m. to 5:30 p.m.
Saturday	November 3	8:00 a.m. to 3:00 p.m.

NAME BADGE HOLDER
Pre-registered attendees can pick up their registration badge and badge holder at the Convention Center on Thursday evening, 4:30 to 6:30 p.m., and at the Express Table in the registration area at the Convention Center on Friday, 7:30 a.m. to 4:30 p.m.; Saturday 7:30 a.m. to 12 noon.

TRANSPORTATION
FREE Shuttle Bus Service is provided between the Hilton Hotel and the Palm Springs Convention Center on Friday only.

PARKING
$6.00/day fee for parking at the Convention Center, no in-and-out privileges. CMC-South suggests that you park at your hotel and take the shuttle bus or walk. Please do not park in privately owned vacant lots near the Convention Center.

HANDICAPPED ACCESS
Access for those with handicaps will be available between the Hilton, Renaissance and Convention Center on Friday only. All sessions on Saturday are at the Convention Center and Renaissance.

LEADERSHIP LUNCHEON
CMC-South is hosting a luncheon at the Renaissance Palm Springs Hotel on Friday, November 2 at 12:00 noon.
Cost: $30.00 (See page 22)

AFFILIATE LUNCHEON
CMC and its Affiliates are hosting a luncheon at the Renaissance Palm Springs Hotel, Saturday, November 3 at 12:00 noon.
Cost: $25.00 (See page 43)

SCHOLARSHIPS AND GRANTS
CMC-South awards scholarships and grants. For more information visit www.cmc-math.org. (See page 59)

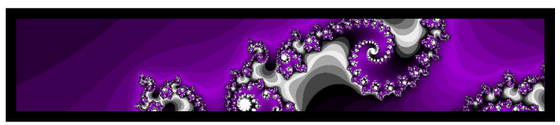
COLLEGE CREDIT
One (1) upper division quarter unit from University of California, Riverside may be earned by attending at least 10 hours of conference sessions and satisfactorily completing a written assignment including ideas for classroom application. Visit www.cmc-south.org. (See page 21)

VOLUNTEERS/STUDENT HOSTS NEEDED
Volunteers are needed for a smooth running conference. Educators, you can volunteer for an hour or two of your time by contacting the Volunteer Chair, Nita Walker, at the front desk in the Convention Center Lobby. Your help will be greatly appreciated. (See page 21)

PUBLICATIONS
The ***CMC ComMuniCator*** is the official quarterly journal of the California Mathematics Council. **The 2012–13 Special Edition: "STEM Activities Across the Grades, K–12"** will be on sale at the CMC ComMuniCator Booth in the Convention Center Exhibition Hall. Stop by to purchase this special edition containing 48 pages of activities and investigations for Grades K–12 for $5. Also available at the CMC Booth will be previous issues of the annual Special Activity Issues and back issues of the *ComMuniCator*.

National Council of Teachers of Mathematics Materials will be exhibited and sold in the Convention Center Exhibition Hall. Visit the NCTM Booth to review and purchase the latest materials from NCTM. Take advantage of the NCTM member discount by showing your membership card.

NCTM MEMBERSHIP
National Council of Teachers of Mathematics Membership
You can join or renew your National Council of Teachers of Mathematics (NCTM) membership online at the NCTM web site www.nctm.org. NCTM will provide CMC-South with a rebate for each individual who joins or renews membership online. As part of the membership process, you will be given the option to select an Affiliate to receive the rebate. Only one Affiliate may be selected. In order for CMC-South to receive the rebate, please select California Mathematics Council, Southern Section. **Visit the NCTM Booth in the Exhibit Hall for more information.**



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Conference Highlights

amazing speakers!

great sessions!

NEWCOMERS ORIENTATION

Convention Center (CC) Mesquite B
7:45 a.m. to 8:15 a.m.

LEADERSHIP LUNCHEON

Friday, November 2
Madera/Pasadena Rooms
Renaissance
Cost: $30.00
(See page 22)

AFFILIATE LUNCHEON

Saturday, November 3
Madera/Pasadena Rooms
Renaissance
Cost: $25.00
(See page 43)

Exhibit Hall

Friday: 8:00 a.m. to 5:30 p.m.
Saturday, 8:00 a.m. to 3:00 p.m.

The CYBER CAFE

Opened Friday and Saturday during lunch.
Computer Lab
Convention Center, Mesquite A

Meet and *Connect* with Featured Speakers

Gail Burrill,
burrill@msu.edu

Heather Dallas,
dallas@math.ucla.edu

Phil Daro

Tana Donaghy,
Donaghy_Tana@lacoe.edu

Cathy Fosnot,
ctfosnot@ccny.cuny.edu;
www.newperspectivesonlearning.com

David Foster,
dfoster@svmimac.org

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Conference Strands, Focus Areas, & CCSS MP

Strands

Sessions have been identified within the following strands*:

Advanced Placement Mathematics

English Language Learners

Equity

Mathematics Teacher Educators

Technology

*Friday's Equity, Teacher Educators, and Technology sessions are listed on page 10 and 11.
Saturday's Equity, Teacher Educators, and Technology sessions are listed on page 33.
English Language Learners are identified in the Focus Areas.
Advanced Placement Mathematics are identified in their titles.

Focus Areas

Speakers have selected Focus Areas for their presentations. This information is included with each session description. Use the following codes to identify sessions related to your area of interest:

Differentiation/Universal Access	(D/UA)
English Language Learners	(ELL)
Formative Assessment	(FA)
Gifted and Advanced Learners	(G&A)
Intervention/RTI^2	(RTI2)
Special Education	(SpEd)
Science, Technology, Engineering, & Mathematics	(STEM)

CCSS MP

The Common Core State Standards for Mathematical Practice (CCSS MP) is a major emphasis for this conference. The majority of sessions address information and strategies to support teachers, teacher leaders and administrators implementing the CCSS MP. In addition, speakers have identified which of the Eight Standards for Mathematical Practice are emphasized within the session; this information is included with the session description. Sessions are coded by their number.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Friday . . . at a Glance

NEWCOMERS orientation

A session to orient first-time attendees to the conference program and format.

Convention Center (CC) Mesquite B
7:45 a.m. to 8:15 a.m.

Lots of *great* sessions!

Leadership Luncheon

with **Tana Donaghy**

"Access To Information"
Is Not The Same As
"Access To Learning"

(See page 22)

Contributions from Math Solutions and Scholastic, Inc. to the Leadership Luncheon are truly appreciated. Their generous support of mathematics education as "Silver Sponsors" has allowed CMC South to offer meal tickets at prices well below cost.

Exhibit Hall

Friday: 8:00 a.m. to 5:30 p.m.

Saturday, 8:00 a.m. to 3:00 p.m.

The CYBER CAFE

Opened Friday and Saturday during lunch.
Computer Lab
Convention Center, Mesquite A

Friday Sessions by Strands

Equity Strand

Session #	Speaker	Grade Level	Session Title
120	Suzanne Alejandre	3–12	Unsilence Students' Voices
121	Linda Gojak	3–5	It Should All Make Sense!
128	Brad Fulton	4–9	Math Projects: The Emancipation of Intelligence
143	Jeanne Ramos	6–9	Building Students' Confidence as Persevering Problem Solvers
192	Nancy Terman		Will Implementing CCSS Result in More Equitable Classrooms?
202	David Foster	K–12	CCSSM and Performance Assessment
216	Karen Economopoulos	K–5	Enacting the Math Practices Through Questions and Discussion
220	Avery Pickford	4–12	The Invent Your Own Project: Student-Created Problems
241	Shelley Kriegler	7–9	Using Linear Functions to Model Math Ideas
305	Tana Donaghy	K–12	A Train Leaves the Station ... What Kind of Train Is It?
311	Ann Carlyle	Pre-K–K	Expanding Math Talk With Our Youngest Students (Pre-K–K)
331	Natalie Mejia	5–8	From "I Did It in My Head" to Constructing a Viable Argument
332	Thanh Luong	5–12	Student Engagement and Interaction through "Poll Everywhere"
341	Jason Slowbe	7–12	Make Lessons More Accessible Through Interactive Technology
390	Hope Bjerke		CCSS for Mathematical Practice with NCSM's PD Model
403	Diane Kinch	K–12	Common Core Circles
410	Virginia Nelson	Pre-K–5	Latino Parents' Access to the CCSS Mathematical Practices
440	Tere Hirsch	5–9	ELLs & the CCSS: Access and Achievement
455	David Pagni	7–12	The Role of Language in Implementing the Standards

Mathematics Teacher Educators Strand

Session #	Speaker(s) Name	Session Title
110	Zhonghe Wu, Shuhua An	"Open Class": Professional Development Model in China
190	Margaret Kidd	Discussion of the Mathematics Teacher Education Partnership's Redesign of Teacher Credential Programs
351	Babette M. Benken, Cara Richards-Tutor	Using Progress Monitoring to Impact Algebra Instruction
491	Joanne Rossi Becker	CAMTE Business and Information Meeting

English Language Learners Strand

The English Language Learner sessions are identified by the Focus Area Code of ELL in the session description.

Advanced Placement Strand

The Advanced Placement sessions are identified in the session Title.

Session # Location Grade Level

SESSION TITLE

Speaker(s)

Description

Focus Area Code CCSS #

Friday Exhibit Hall Hours: 8:00 a.m. to 5:30 p.m.

Remember to Visit the CMC ***ComMuniCator*** Booth in the Exhibit Hall!

Technology Strand

Session #	Speaker(s) Name	Session Title	Type*
127	Nicholas Restivo	"Get Over It!" You Can't Know All the Answers…Immediately	IW
170	Allan Bellman	Multiple Representations = Multiple Models and Approaches	GC
172	Betty Gasque	Fish Tales—Model with Mathematics and Interpret Functions	GC
263	Margaret Kidd	Discussion of MTEP's Redesign of Teacher Credential Programs	GC
231	Jennifer NorthMorris	Middle School Math: Turn It On!	GC, IW
238	Christopher Talone	My Khan Academy Multi-Grade Flipped Class Adventure	IW
260	Veronica Carlson	Get to the "Common" Core with TI-Nspire (Part 1)	GC
261	Armando Martinez-Cruz	Geometric Locus and GeoGebra	CS
290	Margaret Kidd	Mathematical Modeling—It's Not What You Think	GC
312	Doreen Ross	The Landscape of Learning: Number Sense—Addition/Subtraction	IW
332	Thanh Luong	Student Engagement and Interaction through "Poll Everywhere"	CS
343	Tom Reardon	Can't Afford Current Technology? 200 Color Activities FREE!	GC, IW
360	Kimberley Thomas	Get to the "Common" Core with TI-Nspire (Part 2)	GC
372	Landy Godbold	One More Look at Transformations—Helping Everyone Understand	GC
402	Tom Reardon	The Interactive Math Classroom: TI-Nspire, Smart, and iPads	GC, IW
431	Walter Lewis	Accessing Slope with GeoGebra	CS
460	Allan Bellman	The Many Faces of Differentiation in Algebra	GC
461	Naomi Fried-Kokason	Learn to Use the Cabri Jr App In the TI-84 to Teach Geometry	GC
465	Drew Ishii	Help Students' Visualization With Mac Grapher	CS
475	Armando Martinez-Cruz	Numerical Problems with Voyage	GC

*** IW - Interactive Whiteboards, GC - Graphing Calculator, CS - Computer Software**

Look for our
twitter Alerts!

"Like Us" on Facebook:
facebook.com/CAMathCouncil

CONFERENCE UPDATES:

Watch for changes and additions to the program, special announcements, updates and reminders.

800 BRAINS ARE BETTER THAN ONE.

Don't go it alone. With over 800 local math teachers collaborating and bringing new ideas to the table at our events and online, you have more brainpower and support than you ever imagined. LACTMA supports teachers' growth in all facets of mathematical education. It's just $15 to join (only $10 for RIF'd teachers, substitute teachers & student teachers or students). Stop by our booth and learn more about us. Or visit www.LACTMA-math.org

- CCSSM Mini-Conference #2 Dec. 8, 2012 - South Bay
- CCSSM Mini-Conference #3 February 9, 2013, at Pasadena CC
- CCSSM Mini-Conference #4 March 9, 2013 in Montebello USD
- An Evening with Margaret Dearmond on April 25, 2013
- NCSM Leadership Academy on July 23- 25, 2013 in Monrovia

LACTMA
Los Angeles City Teachers' Mathematics Association
www.LACTMA-math.org

Friday–Featured Speakers

8:30 a.m. to 10:00 a.m.

121 **Renaissance Ventura** **3–5**

IT SHOULD ALL MAKE SENSE!

Linda Gojak, NCTM

All students will be successful with the Common Core Standards if they learn mathematics through making sense. Experience tasks that focus on making sense and promote the Standards for Mathematical Practice.

D/UA, FA, RTI2 1, 2, 3

With every year's Annual Mathematics Conference, CMC South strives to bring improved services from our all-volunteer, non-profit organization to our members in the form of outstanding conference sessions and opportunities for professional networking and learning. We have been able to continue to do so in the face of a dire fiscal climate in large part due to sacrifices made by the many conference organizers, speakers, and the CMC-South Board. For the first time in recent history, CMC-South has invited vendor support of conference meal functions. Without such support, meal tickets pricing would have prohibited most conference attendees from participating. Please join us in a warm "Thank You" to meals function sponsors Pearson (Gold Level Sponsor), Math Solutions (Silver Level Sponsor), and Scholastic, Inc. (Silver Level Sponsor). Their support of our mathematics education community is most appreciated.

10:30 a.m. to 12:00 p.m.

202 **PSCC Primrose B** **K–12**

CCSSM AND PERFORMANCE ASSESSMENT

David Foster, Silicon Valley Math Initiative

Preparing students to meet the challenges of the Common Core State Standards includes the use of math performance assessments for both formative and summative purposes. This session will share examples of their use and how schools and math departments should collaborate to improve instruction.

FA 1, 2, 3

CONFERENCE EVALUATION

Help us continue to work toward excellence in our conference. Tell us what you think. Visit our website and complete the online conference evaluation form. ***You may be one of the two persons selected at random to receive complimentary registration for the 2013 CMC-South conference.***

FOCUS AREA CODES

Differentiation/Universal Access - D/UA
Gifted and Advanced Learners - G&A
Formative Assessment - FA
English Language Learners - ELL
Intervention/RTI^2 - RTI2
Special Education - SpEd
Science, Technology, Engineering, & Math - STEM

GRADE LEVEL CODES:

College Content - C
Adult Education - AE
Teacher Education - TE
Leadership - L

Friday–Featured Speakers

1:30 p.m. to 3:00 p.m.

302 **PSCC Primrose B** **K–12**

THE CHALLENGE OF IMPLEMENTING THE CCSSM

William Schmidt, Michigan State U

A survey of a representative sample of district curriculum directors and teachers in each CCSSM state indicates the challenge of its successful implementation as current practice differs considerably from that detailed in the CCSSM.

STEM 2, 4

305 **Renaissance Catalina** **K–12**

A TRAIN LEAVES THE STATION ... WHAT KIND OF TRAIN IS IT?

Tana Donaghy, Los Angeles COE

This workshop will delve more deeply into working with students with disabilities on the more moderate and severe end of the spectrum in relation to mathematics instruction. We will continue to build on collaborative relationships between general education and special education teachers. We'll discuss strategies for math instruction with this population.

SpEd, D/UA 1, 4, 7

Do you have an interest in supporting equity in the classroom or transitioning to the Common Core? Join one of the CMC-South committees and offer your voice. Visit the CMC-South website for more information.

www.cmc-south.org

Tweet conference resources you find valuable using #cmcmath

3:30 p.m. to 5:00 p.m.

401 **PSCC Primrose B** **6–12**

HIGHLY EFFECTIVE GRADING PRACTICES IN THE COMMON CORE ERA!

Timothy Kanold, Mathematics Consultant

Do your grading practices provide feedback that inspires sustained and improved student effort, performance, and achievement? Can you and your colleagues develop students' mathematical habits of mind in which every assessment tool is viewed as a formative learning moment? Come prepared for reflection and insight into an intense and thought provoking issue!

FA 3, 5, 6

402 **PSCC Primrose D** **8–12**

THE INTERACTIVE MATH CLASSROOM: TI-NSPIRE, SMART BOARDS, AND IPADS

Tom Reardon, Youngstown State U

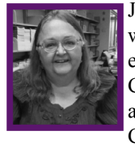
This session will focus on Smart Boards to create PDFs; videos of class to post online; TI-Nspire CS with color activities, algebra through calculus, over 1000 for free; the math student response system and TI-Navigator as instant ways to get formative assessment data; and cool iPad apps.

D/UA, STEM 1, 5

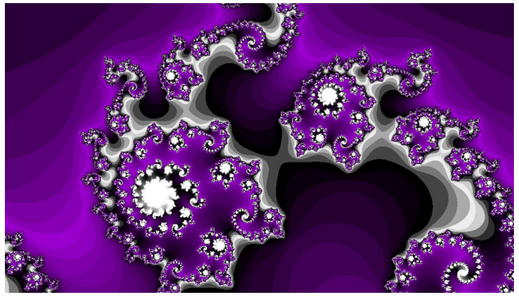
403 **Renaissance Catalina** **K–12**

COMMON CORE CIRCLES

Diane Kinch



Join us in a Common Core Circles session where we will together solve mathematics tasks and their extensions for various grade levels. Members of the CaCCSSM Committee for CMC-South will present and facilitate. Discussion will involve the Common Core standards, the Standards for Mathematical Practice and the Depth of Knowledge levels. Smarter Balanced claims and assessment targets will be addressed. Participants will (1) learn how to facilitate student thinking around common core mathematics standards, (2) discuss how to choose tasks (what does a good math task looks like?), and, (3) become more familiar with the Depth of Knowledge levels and use DOK as a lens for choosing good tasks.



Friday, 8:30 a.m. to 10:00 a.m.

Featured Speakers identified with their picture

101 **PSCC Primrose A** **K–2**
THINK AND TOUCH:
HANDS-ON ACTIVITIES FOR ALL
Marcy Cook, Independent
Create a live math classroom where young children are provoked to think and communicate their thinking with simple tools. Set high expectations for students to deal with strategy problem solving and reasoning at their appropriate level.
G&A, FA 1, 2, 5

110 **PSCC Mesquite F** **K–6; TE**
"OPEN CLASS":
PROFESSIONAL DEVELOPMENT MODEL IN CHINA
Zhonghe Wu, National University & Shuhua An, CSU Long Beach
This presentation demonstrates an effective model of professional development called "open class" from an international perspective. Two video sessions of "open class" will be screened to demonstrate "open class" model of professional development.
D/UA, G&A, FA 1, 4, 5

111 **PSCC Smoke Tree E** **1–3**
USING WORD PROBLEMS
TO GIVE STUDENTS ACCESS TO COMPUTATION
Susan Scharton, Education Studies
Participants will learn about maximizing student success with solving word problems and how to help students with understanding the problem and communicating strategies and representations. Student work will be used.
G&A, FA, ELL 1, 2, 4

112 **Renaissance Pueblo A** **1–9**
CONNECTING THE DOTS IN MATH
THROUGH CONTENT AND PRACTICES
Marilyn Trow, Scholastic
There is a core of critical information that is the foundation needed to succeed at higher levels. Learn how building a conceptual understanding of this core sets the trajectory to readiness for algebra and ultimately college and careers.
D/UA, RTI2 4, 7, 8

120 **Hilton Tapestry** **3–12**
UNSILENCE STUDENTS' VOICES
Suzanne Alejandre, The Math Forum @ Drexel & Marie Hogan, Traweek Middle School, West Covina USD
Every classroom has silenced voices. Why? We'll share activities to increase Math Practices 1 [make sense of problems and persevere] and 3 [construct arguments and critique] focused on students' accountable math talk. Handouts will be provided.
D/UA, STEM 1, 3

twitter Alert!

Follow CMC on Twitter:
@CAMathCouncil for resources, advocacy, and networking to realize equity in mathematics education.

121 **Renaissance Ventura** **3–5**
IT SHOULD ALL MAKE SENSE!
Linda Gojak, NCTM

All students will be successful with the Common Core Standards if they learn mathematics through making sense. Experience tasks that focus on making sense and promote the Standards for Mathematical Practice.
D/UA, FA, RTI2 1, 2, 3

123 **PSCC Mesquite D** **3–5**
MAKING SENSE OF FRACTIONS AND
OPERATIONS WITH FRACTIONS
Barbara Schallau, East Side UHSD
Activities will be based on three stages of learning: concrete, transitional, abstract. I will show how to use manipulatives to teach fraction, equivalent fractions, and fraction operations concepts for understanding as outlined in the CCSS.
D/UA 1, 2

124 **Renaissance Andreas** **3–8**
IF MULTIPLICATION IS NOT JUST REPEATED
ADDITION, WHAT IS IT?
Virginia Bastable, SummerMath for Teachers
In this interactive session, we will examine a print case of upper elementary students working on a word problem involving fractions to analyze the mathematics of multiplication and the teacher moves that support discussion and argumentation.
D/UA, STEM 1, 3, 8

127 **PSCC Smoke Tree C** **4–8**
"GET OVER IT!" YOU CAN'T KNOW ALL THE
ANSWERS…IMMEDIATELY
Nicholas Restivo, Mathematical Olympiads for Elementary & Middle Schools
Generate excitement for, and interest in, mathematical problem solving among your students. Teachers will reduce the need to "cram" for any states' assessments by utilizing the methods and the types of questions discussed.
D/UA, G&A 1, 7, 8

128 **PSCC Primrose B** **4–9**
MATH PROJECTS:
THE EMANCIPATION OF INTELLIGENCE
Brad Fulton, Enterprise ESD
Find out how much math your students have really learned through this novel teaching strategy. This truly authentic assessment will amaze you and engage your students. Have the best-looking classroom at Open House! Handout provided.
RTI2, FA, D/UA 4, 5, 6

130 **Hilton Plaza A** **6**
6TH GRADE EL STRATEGIES
AND CLASSROOM PRACTICES
Esmeralda Orozco, San Diego Math Project & Lorena Anaya, Los Angeles USD Local District 6
This workshop will be presented by LAUSD Local District 6 classroom and SDMP teacher leaders. Its primary focus will be on strategies and classroom practices to develop Common Core practices and increase EL achievement.
ELL 1

Friday, 8:30 a.m. to 10:00 a.m. (cont.)

131 **PSCC Primrose C** **5**
FIFTH GRADE CAMSP STRATEGIES
AND CLASSROOM PRACTICES FOR EL
Sandra Casares, San Diego Mathematics Project & Luz Zepeda, Los Angeles USD Local District 6
This workshop will be presented by LAUSD Local District 6 classroom and SDMP teacher leaders.Its primary focus will be on strategies and classroom practices to develop Common Core practices and increase EL achievement.
D/UA, ELL 1, 4, 5

132 **PSCC Mesquite C** **5–7**
STATISTICS COMES ALIVE!
INCREASE ACCESS AND ADDRESS CCSS
Chase Orton & Shelley Kriegler, Center for Math and Teaching
Come participate in a fun, engaging lesson designed for access and increased achievement for all learners. Be an active participant and leave with a lesson you can use. Activities are aligned to CCSS and the Standards for Mathematical Practice.
D/UA, STEM 3, 4, 7

141 **Renaissance Chino B** **6–8**
INSPIRING MATHEMATICS:
VI HART AND MARTIN GARDNER
Nancy Blachman, Math Delights
Vi Hart is banishing the notion that math is boring via her Internet videos, inspiring millions, including many girls. Martin Gardner is perhaps responsible for more people becoming mathematicians than anyone else.
D/UA, G&A, STEM 1, 2, 4

142 **Renaissance Santa Rosa** **6–8**
MOTIVATING THE UNMOTIVATED
THROUGH THE COMMON CORE
Caroline Kwak Lau & Thomas Lau, Baldwin Park USD
Want to catch the attention of the unmotivated students? Come and learn how to take that boring worksheet and liven it up for the unmotivated students by turning it into a game or an activity.
D/UA, ELL, SpEd 1, 4, 5

143 **PSCC Mesquite G** **6–9**
BUILDING STUDENTS' CONFIDENCE AS
PERSEVERING PROBLEM SOLVERS
Jeanne Ramos, Los Angeles USD
Participants will engage in activities that will build students' access to and confidence in doing rigorous mathematics, in particular for English learners, through problem-solving tasks that develop algebraic thinking and academic language.
D/UA, ELL 1, 2, 3

144 **PSCC Smoke Tree B** **6–10**
SURFACE AREA OF CYLINDERS:
LESSON STUDY
Charlene Elliott & Lisa Caruso, Santa Maria-Bonita SD
The results of a junior high lesson study will be presented, focusing on the development of an exploratory lesson on the surface area of cylinders. Attendees will receive the lesson plan and appropriate support materials.
D/UA, ELL, STEM 1, 3, 4

Please silence your cell phones.

153 **Renaissance Sierra** **6–11**
ALGEBRA INTERVENTION & COMMON CORE—
WHAT'S THE INTERSECTION?
Mardi Gale, WestEd
Examine essential elements for conceptually-based algebraic intervention that support CCSS and embed the Math Practice Standards. Flexible implementation. Supports RTI & ELs. Engage in math; receive material that models the upcoming CCSS assessments
D/UA, RTI2, STEM 2, 3, 8

155 **Renaissance Pueblo B** **8–12**
THE MAGIC OF ALGEBRA
Cherlyn Converse, CSU Fullerton & Corissa Converse
Participants will have fun learning the algebra behind magic tricks. This session captures your attention, enhances algebraic thinking, and increases a desire for more algebra.
D/UA, G&A 1, 4, 5

156 **PSCC Smoke Tree A** **6–12**
USING MATHEMATICAL MODELS
WITH POLYNOMIALS
Brenda Romanek, California Preparatory Mathematics
This session will use algebra tiles and rectangles to provide visual and kinesthetic models for operations involving polynomial expressions including polynomial division and completing the square.
D/UA, G&A, SpEd 2, 4, 5

157 **Renaissance Catalina** **6–12**
ACCESS TO MATHEMATICS
THROUGH ACADEMIC LANGUAGE
Karen Kennedy & Angela Calvo, El Monte UHSD
Proficiency in English is the best predictor of academic success and academic language is an essential component. In this workshop, you will learn effective strategies that integrate academic language into your mathematics classroom.
D/UA 1, 2, 8

158 **Renaissance Chino A** **6–12**
CAHSEE PREPARATORY DIAGNOSTIC TEST
AND WRITTEN RESPONSE ITEMS
Bruce Arnold, CSU/UC Math Diagnostic Testing Project
Participants investigate MDTP's newest test and written response materials to help teachers diagnose student errors and misconceptions to prepare students for the CAHSEE while implementing math practice standards.
FA 1, 2

160 **Hilton Plaza B** **8–12**
EMBEDDING THE MATHEMATICAL PRACTICES
Marla Mattenson & April Bain, Los Angeles USD/ Math for America, Los Angeles
Learn how innovative assessments, homework, student grading procedures, and other structures embed the eight Mathematical Practices from the Common Core into all your lessons.
D/UA, G&A, FA 1, 2, 3

CCSS MP 1
Make sense of problems and persevere in solving them.

170 **Hilton Palm Canyon** **8–12**
MULTIPLE REPRESENTATIONS = MULTIPLE MODELS AND APPROACHES
Allan Bellman, UC Davis
Use video, images, and data collection to set the context for 3 algebra problems. In groups, create models to solve the problems, each group using different tools, representations, and approaches. Add depth by playing "what-if" with problem specs.
STEM 1, 2, 3

171 **PSCC Mesquite B** **8–12**
TABLE TILING
Michelle Katz & Maureen Burkhart, Los Angeles USD
Experience the eight Standards for Mathematical Practice by engaging in a group-worthy MARS task that develops algebraic thinking and problem-solving skills. This is a hands-on workshop that can be used in many classes; Algebra 1/ 2 and Precalculus.
D/UA, G&A, STEM 1, 2, 4

172 **Renaissance San Jacinto** **9–12**
FISH TALES—MODEL WITH MATHEMATICS AND INTERPRET FUNCTIONS
Betty Gasque, Mathematics Consultant
Mathematical modeling provides opportunities for students to develop and interpret functions in real contexts. In this session, you will graph data, fit models, and explore various age, weight, and length relationships for several species of fish.
D/UA, G&A, STEM 1, 2, 4

173 **PSCC Smoke Tree D** **9–12**
RIGOROUS YET DOABLE— AN ALL-INCLUSIVE MATHEMATICS PROGRAM
Tom Seidenberg, Phillips Exeter Academy
At Exeter we have created a four-year math program based solely on problem solving. This session will give an overview of the entire program, which is available as a download. Students learn math by doing math!
D/UA, G&A 1, 2, 3

180 **Hilton Plaza D** **9–12**
USING MATHEMATICS TO ILLUMINATE STATISTICS AND PROBABILITY
Daren Starnes, The Lawrenceville School
Why divide by $n - 1$ when calculating standard deviation? How do we know that $-1 \le r \le 1$? Or that $r^2 = (r)^2$? Why do we need a 10% condition? What's the connection between z, t, and X^2? We'll use mathematics to get some answers.
G&A 3

181 **PSCC Smoke Tree F** **10–12**
IMPROVING CALCULUS UNDERSTANDING VIA INTERACTIVE ANIMATIONS
Audrey Weeks, Calculus In Motion
Discover how calculus ideas come alive through interactive animations (Sketchpad). Topics span an entire year of calculus including limits, derivatives, integrals, related rates, optimization, areas, volumes, slope fields, & more.
D/UA, G&A, STEM 1, 2, 4

WEAR YOUR NAME TAG
for admission to all sessions and the Exhibit Hall.

190 **PSCC Mesquite E** **TE**
DISCUSSION OF MTEP'S REDESIGN OF TEACHER CREDENTIAL PROGRAMS
Margaret Kidd, CSU Fullerton
A coordinated research and development effort to redesign mathematics teacher preparation programs that will produce teachers who can teach to the more rigorous standards of the CCSS is the goal of the Mathematics Teacher Education Partnership.
STEM 1

192 **Hilton Plaza C** **L**
WILL IMPLEMENTING CCSS RESULT IN MORE EQUITABLE CLASSROOMS?
Nancy Terman, NCTM & Natalie Mejia, Lucia Mar USD
What critical equity issues should we be thinking about as we implement the CCSS? Math leaders—in and out of the classroom—will have the opportunity to ''dig in" to this topic, share their perspectives, and listen to others' ideas and strategies.
D/UA 1

193 **PSCC Primrose D** **K–12**
21ST CENTURY LEARNING WITH CLRN RESOURCES
Kathi Felder & Tammy Airheart, Kings COE
Come see an interactive overview of the CLRN website and its resources that will engage students and make teaching fun. In addition to free resources, there will be an overview of what's new in online math courses for high school.
D/UA, RTI2, STEM 4, 5, 6

194 **Renaissance Mojave Learning Ctr** **K–12**
COMMON CORE STATE STANDARDS— WHO, WHAT, WHY AND HOW!
Cathie Dillender, Pearson
Participants will be provided a Mathematical Practices Tool Kit to enhance the implementation of the Mathematical Practices and Bar Diagram tools will be demonstrated to show how students can become successful problem solvers.
D/UA, FA, ELL 2, 3, 5

FOCUS AREA CODES

Differentiation/Universal Access - D/UA
Gifted and Advanced Learners - G&A
Formative Assessment - FA
English Language Learners - ELL
Intervention/RTI^2 - RTI2
Special Education - SpEd
Science, Technology, Engineering, & Math - STEM

GRADE LEVEL CODES:

College Content - C
Adult Education - AE
Teacher Education - TE
Leadership - L

Exhibitors' Showcase

Cactus Room, Renaissance Hotel

Come learn about the products being sold by our exhibitors/vendors at a special one-hour session in the Cactus Room. Presentations will provide in-depth information about their products or services. Open to all attendees.

Friday, November 2, 2012

8:45–9:45	Curriculum Associates	Transition to Common Core in Blended Learning Environments
10:45–11:45	Professional Tutors of America, Inc	Partnerships & Programs for Reduced Budgets
1:45–2:45	Tessellations	Using Art and Hands-on Approach to Enhance Mathematics Learning
3:45–4:45	ExploreLearning	Make Math-Fact Fluency a Reality In Your Classroom

Saturday, November 3, 2012

8:45–9:45	Think it by Hand	Keeping it Together: Connecting Arithmetic to Algebra
10:45–11:45	Western Governors University	Energize Your Classroom with AIMS Activities

CMC does not endorse or approve programs. This information is provided only for your perusal as you investigate services, products, issues and concerns you may have with regard to mathematics education.

Commercial Exhibitors and Exhibit Hall Floor Plan on pages 56 and 57.

Friday Exhibit Hall Hours
8:00 a.m. to 5:30 p.m.

CCSS MP CODES

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Friday, 10:30 a.m. to 12:00 p.m.

Featured Speakers identified with their picture

201 PSCC Primrose A 3–8
MATHEMATICAL PROBLEM SOLVING: THE THINKING SPORT

Marcy Cook, Independent

Create a live math classroom with daily challenges. Speak the language of mathematics to ensure a focus on communication and cooperation. Provoke thought and expect students to defend their thinking. Have "healthy frustrations" to keep minds in motion.

D/UA, G&A, FA 1, 2, 5

202 PSCC Primrose B K–12
CCSSM AND PERFORMANCE ASSESSMENT

David Foster, Silicon Valley Math Initiative

Preparing students to meet the challenges of the Common Core State Standards includes the use of math performance assessments for both formative and summative purposes. This session will share examples of their use and how schools and math departments should collaborate to improve instruction.

FA 1, 2, 3

211 PSCC Primrose D Pre-K–3
TEACHING PLACE VALUE UNDERSTANDING WITH MEANING

Kim Sutton, Creative Mathematics

Come and experience the power and motivation of Kim Sutton and her style of teaching place value. You will experience meaningful activities that are ready for your classroom through songs, dances, literature, and games.

D/UA 1, 2, 4

212 PSCC Smoke Tree E K–2
ROUTINES: MAKING SENSE OF NUMBERS

Tracey Dunn & Christine Roberts, Tulare COE

Explore routines to support your teaching of the Mathematical Practice and Content Standards for the CCSS. Build student ideas about numbers in a fun and engaging way. See student thinking in action through video clips and samples of student work.

D/UA, FA, ELL 1, 3, 5

213 Renaissance Pueblo B K–2
TEN FRAME STRATEGIES, NUMBER SENSE, AND COMMON CORE

Christine Losq

Learn how to use ten frame tiles and simple questioning strategies that help primary grade children develop number sense and mathematical practices. Activities are aligned to both the California Math Standards and the NEW Common Core California.

See the Calendar of Events on page 64 for upcoming conferences.

215 Renaissance Pueblo A K–5
MATHEMATICAL PRACTICES: A UNIFYING IDEA = THE EQUAL SIGN

Lisa Grant, Escondido UHSD & Lynne Haman, Poway USD

Open the door to future mathematical learning for ALL students by making a unifying idea of mathematics a focus in your classroom! This workshop will examine the learning progression of the core concept of equality and the meaning of the equal sign.

D/UA, ELL, G&A 1, 3, 7

216 Renaissance Ventura K–5
ENACTING THE MATH PRACTICES THROUGH QUESTIONS AND DISCUSSION

Karen Economopoulos, TERC

This session uses video clips of a classroom conversation to consider how questions can be used across elementary (K–5) classrooms to engage students in discussions that support the ideas presented in the CCSS Mathematical Practices.

D/UA, FA 2, 6, 7

217 PSCC Mesquite D K–6
PROGRESSION: NUMBER AND OPERATIONS—FRACTIONS

Relson Banas, Compton USD

This session will provide teachers the profound understanding on how Number and Operations—Fractions unfolds from one grade level to the other. Teachers will experience some classroom activities that can be used in the classroom.

D/UA, G&A 1, 2, 3

218 Renaissance Andreas 2–5
SUPPORT MATH REASONING BY LINKING ARITHMETIC AND ALGEBRA

Virginia Bastable, SummerMath for Teachers

Students' work on questions such as "Is this true: 19 + 6 = 20 + 5?" or "How do you know: 3 x 16 = 6 x 8?" offer opportunities for reasoning about arithmetic strategies using algebraic thinking. CCSS Math Practices 3, 4, 6, & 8 will be highlighted.

D/UA, STEM 3, 4, 8

219 PSCC Primrose C 2–5
MATH GAMES THAT DEAL WITH THE CORE—FOR GRADES 3–5

Jane Felling, Box Cars and One-Eyed Jacks

Come prepared to play card and dice games that help your students understand the basic operations. Great ideas for adapting games to meet a wide range of learners. Student samples, assessment ideas, and reproducible gameboards provided.

ELL, SpEd, RTI2 2

220 Hilton Plaza A 4–12
THE INVENT YOUR OWN PROJECT: STUDENT-CREATED PROBLEMS

Avery Pickford, Independent

Mathematicians create problems; this is typically not the case in the classroom. Discuss how to create a culture of problem creation through open-ended questions and to make space for students to create extensions, variations, and generalizations.

G&A, FA, STEM 1, 2, 3

Friday, 10:30 a.m. to 12:00 p.m. (cont.)

230 Hilton Tapestry 6–10
JUDO MATH: CHANGING MATH TEACHING AND CHANGING CULTURE

Dan Thoene, San Diego USD & James Holmes, High Tech Middle Chula Vista

Judo Math is a pacing system for learning math. It is one example of how teachers can build a positive math learning culture to account for the variety of learners in your classroom. Let's Kick Some Math!

D/UA, G&A 1, 2, 3

231 PSCC Mesquite G 6–8
MIDDLE SCHOOL MATH: TURN IT ON!

Jennifer NorthMorris, Hinsdale Township District 86 & Kathleen Strange, Consultant

Tackle the Common Core using classroom-tested, real-world lessons. Explore topics from fractions to rates of change and use scientific and graphing calculators to get your middle school students to take charge of their own learning.

D/UA, SpEd, STEM 1, 3, 4

232 Renaissance Santa Rosa 6–12
Repeats Session 731
SHIFT HAPPENS: SHOW ME THE REASONING!

Janet Bryson, LACTMA

CCSS with MPs are here! How do we shift focus from standard mastery to thinking like a mathematician? Come see & hear how we expanded our instruction to develop students' habits of mind & mathematical practices, from answers to communicating reason.

D/UA 1, 2, 3

233 PSCC Mesquite F 6–8
Repeats Session 833
ANIMATED ALGEBRA: ACTIVITIES, ANIMATION, AND APPS

Sheldon Erickson, Fresno USD

Explore a progression of hands-on activities, clarifying videos, and interactive apps that develop the deep understanding required by the common core standards and practices in the pre-algebra class. Receive materials, methods, and strategies.

D/UA, G&A 2, 3, 4

234 PSCC Mesquite B 6–10; TE
PIRATE GEOMETRY

Michael Serra, Kendall Hunt Publishing

Use your geometry skills to discover the location of buried pirate treasure.

G&A, FA 1, 4, 5

235 Renaissance Chino A 6–12
HOW DO MDTP TESTS RELATE TO THE COMMON CORE STATE STANDARDS?

John Sarli, CSU San Bernardino & John Wilkins, CSU Dominguez Hills

Participants will be led through a workshop to examine how the Algebra Readiness Test compares to the CaCCSSM. Participants will finish the session with an understanding of how the items on the test correlate to the CaCCSSM 8th grade algebra course.

FA, STEM 1, 2, 6

Scholarship and Grant Information See page 59.

236 Renaissance Chino B 6–12
LITERACY STRATEGIES IN MATH CLASSROOMS FOR AT-RISK STUDENTS

Roxanne Klarin, Los Angeles USD & Tere Hirsch, Los Angeles COE

The use of content literacy strategies in math class enables students to organize and consolidate their math thinking and use the language of mathematics to express their ideas precisely.

D/UA, ELL 1, 2

237 PSCC Smoke Tree B 6–12
TEACHING SLOPE CONCEPTUALLY FOR CST AND COMMON CORE SUCCESS

Robert Kaplinsky, Downey USD

Students must understand that slope is more than "rise over run" or $(y_2 - y_1)/(x_2 - x_1)$ to be successful with the Common Core Standards. We will compare the new and old standards and do an activity that will lead students to conceptual success with both.

D/UA, G&A, ELL 1, 3, 6

238 PSCC Smoke Tree C 6–12
Repeats Session 732
MY KHAN ACADEMY MULTI-GRADE FLIPPED CLASS ADVENTURE

Christopher Talone, Marlborough School

I am teaching a class with students from PreAlgebra through AP Calculus AB using Khan Academy. I will talk about this experience, the logistics to make it work, and how the role of teaching in this fashion changes student achievement levels.

D/UA, G&A, STEM 1, 5, 6

239 PSCC Smoke Tree D 6–12
INCREASING UNDERSTANDING THROUGH WRITING

Melinda Shacklett, San Diego COE

Writing activities and tasks that activate prior knowledge, facilitate thought, and deepen students' understanding will be presented. CCSS increase the cognitive demand of students and these strategies will help all students achieve to the best of their ability.

STEM 1, 3

240 Renaissance Sierra 6–8
SOLVING THE WHY: MAKING ALGEBRA ACCESSIBLE FOR ALL STUDENTS

LeVada Gray & Julie McNamara, Math Solutions

The Common Core State Standards focus on middle school students' ability to connect their prior learning to algebraic thinking and reasoning. We will explore instructional strategies and tasks that build students' understanding of algebra concepts.

D/UA, SpEd, RTI2 1, 2, 7

241 PSCC Mesquite C 7–9
USING LINEAR FUNCTIONS TO MODEL MATH IDEAS

Shelley Kriegler, Center for Mathematics and Teaching

We will experience three ready-to-use lessons that develop concepts of linear functions. We will examine how the lessons align to the Common Core Standards and the Standards for Mathematical Practice.

ELL, SpEd, RTI2 2, 4, 7

Friday, 10:30 a.m. to 12:00 p.m. (cont.)

242 **PSCC Smoke Tree A** **7–12**

USING MANIPULATIVES TO FOSTER DEEPER UNDERSTANDING

Michelle Romanek-Beyronneau, Palm Springs USD

Participants will work with algebra tiles to build understanding of core ideas in Algebra I. Focus will be on how ALL students can use tiles to build a deeper understanding of variables, expressions, and solving for *x*.

D/UA 2, 4, 8

243 **PSCC Smoke Tree F** **8–12**

IMPROVING ALGEBRA UNDERSTANDING VIA INTERACTIVE ANIMATION

Audrey Weeks, Calculus In Motion

Harness the aptitude of visual learners via interactive computer animations (Sketchpad) that remove the abstraction from algebra and give it meaning. Topics will be from algebra 1& 2, trigonometry, and pre-calculus.

D/UA, STEM 1, 2, 4

250 **Hilton Plaza B** **8–12**

MODELING WITH GEOMETRY AND THE 8 MATHEMATICAL PRACTICES

Marla Mattenson & Samantha Warrick, Los Angeles USD/ Math for America, Los Angeles

How will you integrate the 8 Mathematical Practices from the Common Core into your geometry teaching? This session will engage you in the process through creative lessons.

D/UA, G&A, ELL 1, 4, 6

251 **Renaissance Catalina** **8–12**

STANDARDS BASED GRADING TO EVALUATE MATHEMATICAL PRACTICES

Lisa Miller, Napa Valley USD

Learn how a team of Algebra teachers is using Standards-Based Grading to evaluate student progress on the Mathematical Practices of the CCSS. This also includes a systematic response to intervention to help all students be successful.

D/UA, FA, RTI2 1, 3, 4

260 **Hilton Palm Canyon** **9–12**

GET TO THE "COMMON" CORE WITH TI-NSPIRE (PART 1)

Veronica Carlson, Glendale UHSD & Kimberley Thomas, Moon Valley HS, Glendale UHSD

Participants will explore TI-Nspire applications to understand how technology deepens understanding of math concepts while discovering how all eight mathematical practices are naturally integrated into the classroom. Appropriate for beginners.

FA 3, 4, 5

261 **PSCC Mesquite A** **9–12; TE**

GEOMETRIC LOCUS AND GEOGEBRA

Armando Martinez-Cruz & Garrett Delk, CSU Fullerton

The locus is a set of points that satisfy certain geometric properties. In this session, we use GeoGebra to produce a parabola, trigonometric functions, and other shapes as a locus. No experience with the software is needed. CDs provided.

STEM 1, 4, 5

262 **Renaissance San Jacinto** **9–12**

THE ESSENTIAL QUESTION: A PROJECT-BASED APPROACH TO LEARNING

Mele Sato & Candice Director, High Tech High Media Arts

Participants will experience project design through developing essential questions and assessment tools. Participants will explore projects implemented in grades 9–12 and learn to use a tuning protocol to create, refine, and reflect on projects.

D/UA, STEM 2

263 **PSCC Mesquite E** **9–12; TE**

MATHEMATICAL MODELING— IT'S NOT WHAT YOU THINK

Margaret Kidd, CSU Fullerton

Experience Mathematical Modeling first hand! Understand what mathematical modeling really is, how to infuse it in your classes, and resources for immediate use—100+ projects, ways to assess, and sites to find out more about this new CCSS strand.

D/UA, G&A 1, 2, 3

280 **Hilton Plaza D** **9–12**

MAKING SENSE OF STATISTICS FOR COMMON CORE: A 4-STEP PROCESS

Daren Starnes, The Lawrenceville School

Participants will engage in classroom-tested activities that highlight inferential thinking based on surveys and experiments. We'll use simulations to model random sampling and random assignment, and a 4-step process to solve inference problems.

G&A 4, 5

291 **Renaissance Mojave Learning Ctr** **K–12**

MAKING THE COMMON STANDARDS ACCESSIBLE TO ENGLISH LEARNERS

Elmano Costa, CSU Stanislaus

English learners can meet the Common Core Standards when they receive specially designed instruction. The highlight of this session is a lesson taught in Portugese that models how to make content comprehensible for English learners.

D/UA, ELL 2, 7

Look for our

twitter Alerts!

Tell us what you think. Visit our website and complete the online conference evaluation form. You may be one of the two persons selected at random to receive complimentary registration for the 2013 CMC-South conference.

CCSS MP 2

Reason abstractly and quantitatively.

2013 Student Host Information

The Fall Conference is organized and run by teacher volunteers from throughout California. Become part of the volunteer team that offers mathematics educators this premier conference. You are invited to serve as a volunteer Student Host for one 4-hour shift and have your registration and membership fees waived (a savings of $140).

This offer is only available to full-time college students who are not already credentialed teachers.

To become a Student Host ***next year***, please complete the form at the following website by October 2, 2013: http://faculty.fullerton.edu/mellis/CMCStudentHost.htm

Do not fill out any other registration form. You will be notified by mid-October 2013 of your volunteer assignment.

Those serving a 4-hour shift as a Student Host at the conference will receive:

- FREE registration for the entire two-day conference and
- a one-year membership in CMC

Volunteers

If you are not a college student but wish to volunteer, please come to the registration desk to see how you can help. You must still register for the conference. Only Student Hosts have their fees waived. For more information see Nita Walker at the registration desk in Oasis I and II. Your help will be greatly appreciated.

Session Information

There are no ticketed sessions this year.

Sessions start on time.

Space is limited so please arrive on time!

Fire Marshall Code is strictly enforced.

See page 42.

College Credit Option

1. Pick up registration packet from the College Credit booth. Complete the registration form.
2. Submit the registration form, with payment, to the College Credit booth by 5:00 p.m. on Friday, November 2, 2012, or submit by 4:30 p.m. on Saturday, November 3, 2012.
   Payment options:
   - check: Payable to Regents U.C. for $75.
   - credit card: MasterCard or VISA
   If you have questions, or need further information, go to the College Credit booth.
3. Attend at least 10 hours of conference sessions/activities. Each session, as well as the exhibit hall and/or luncheon experiences, must be included in the written assignment.
4. Comply with the written assignment requirements:
   - ½ page typewritten reflective summary for each session/activity attended
   - include ideas for applying information in your classroom or current position
5. Submit the completed written assignment via email or US Mail by Friday, November 30, 2012.
6. Request transcripts via the UC Riverside Extension website. http://www.extension.ucr.edu/admin/student/transcripts.html

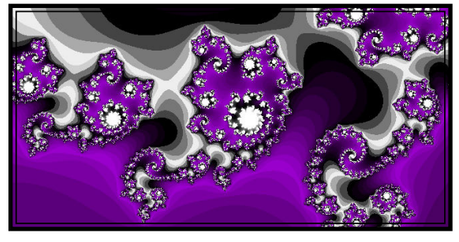
Raffle Drawing in Exhibit Hall

Drop-off your raffle ticket at the CMC booth (#539). Drawings will be held during the day.

Prizes must be picked up in person from the CMC booth by 5:20 p.m. on Friday and 2:50 p.m. on Saturday.

FREE SHUTTLE BUSES

Between the Hilton Hotel and the Palm Springs Convention Center on Friday only.



Leadership Luncheon

"Access To Information"
Is Not The Same As
"Access To Learning"

with **TANA DONAGHY**

This discussion will focus on acquainting participants with the math instruction needs of students across the continuum of severity of disabilities who receive special education services.

TANA DONAGHY is a Senior Program Specialist with Los Angeles County Office of Education Division of Special Education. For more than a decade, she has worked with students, teachers, administrators and parents on providing quality content instruction for students with moderate to severe disabilities. She has begun to work with school districts on building collaborative models of service delivery between special education and general education teachers/programs. She serves as the chair of special projects on the Special Education Administrators of County Offices (SEACO) board. She has also trained teachers and staff across the state of California and presents at conferences across the nation.

Friday, November 2
12:00 p.m. to 1:15 p.m.
Cost: $30.00

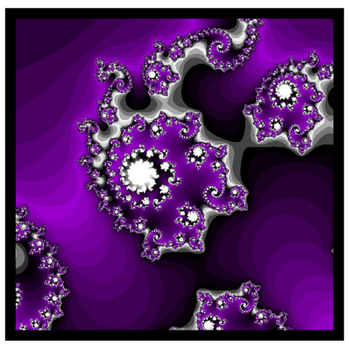
Tickets may still be available at the Convention Center Lobby.

Madera/Pasadena
Renaissance Palm Springs Hotel
12:00 noon

Contributions from **Math Solutions** and **Scholastic, Inc.** to the Leadership Luncheon are truly appreciated. Their generous support of mathematics education as ***"Silver Sponsors"*** has allowed CMC South to offer meal tickets at prices well below cost.

twitter Alert!

Follow CMC on Twitter: @CAMathCouncil for raffle information in the Exhibit Hall.



Visit the CMC
ComMuniCator
Booth in the Exhibit Hall!

CONFERENCE ATTENDEES:

If your students are actively engaged in making sense of powerful mathematics…if you are a member of a team that is closing opportunity gaps for our most underserved students…if your students leave your classroom feeling capable of tackling a good mathematical challenge, individually or in teams….Share ideas that make this great teaching and learning possible!

Submit a proposal for the CMC-South Conference 2013

Applications for sessions aligned to the 2013 equity-driven CMC -South Palm Springs conference theme will be accepted beginning early Spring 2013. Beginning in early March 2013 be sure to check our website cmc-math.org for a call for proposals. Look for additional equity and Common Core resources that help potential speakers understand how sessions will be expected to address the new theme for 2013.

REMINDER:
Friday Exhibit Hall Hours
8:00 a.m. to 5:30 p.m.

Friday, 1:30 p.m. to 3:00 p.m.

Featured Speakers identified with their picture

302 PSCC Primrose B K–12

THE CHALLENGE OF IMPLEMENTING THE CCSSM

William Schmidt, Michigan State U

A survey of a representative sample of district curriculum directors and teachers in each CCSSM state indicates the challenge of its successful implementation as current practice differs considerably from that detailed in the CCSSM.

STEM 2, 4

305 Renaissance Catalina K–12

A TRAIN LEAVES THE STATION ... WHAT KIND OF TRAIN IS IT?

Tana Donaghy, Los Angeles COE

This workshop will delve more deeply into working with students with disabilities on the more moderate and severe end of the spectrum in relation to mathematics instruction. We will continue to build on collaborative relationships between general education and special education teachers. We'll discuss strategies for math instruction with this population.

SpEd, D/UA 1, 4, 7

310 Hilton Plaza C 2–6

FRACTIONS WITH GEOBOARDS, TANGRAMS, AND VERSA—WHAT?

Judy Williams, Azusa Pacific U, ETA/Hand2Mind

This session will show how to engage students in learning fraction concepts. Student achievement will be addressed while demonstrations and activities will be explored and explained with focus on the Common Core Mathematics Standards.

D/UA, ELL, SpEd 1, 4, 5

311 Renaissance Pueblo A Pre-K–K

EXPANDING MATH TALK WITH OUR YOUNGEST STUDENTS (PRE-K–K)

Ann Carlyle, UC Santa Barbara

Much more mathematical thinking can take place in Pre-K classrooms. We will present engaging activities and problems, encouraging children's conversations, and using playful materials that draw them into mathematical discourse.

FA, ELL 4, 5, 7

312 PSCC Smoke Tree C Pre-K–3

THE LANDSCAPE OF LEARNING: NUMBER SENSE—ADDITION/SUBTRACTION

Doreen Ross & Cynthia Rodgers, Newport-Mesa USD

Every wonder why math facts are so difficult for children to grasp? Explore the complexity of learning addition/subtraction and understand how students hit different milestones at different times, and what that means to you as a teacher.

D/UA, FA, ELL 2, 4, 5

WEAR YOUR NAME TAG for admission to all sessions and the Exhibit Hall.

313 PSCC Smoke Tree E K–2

MATH PRACTICES WITH NUMBER LINES AND HUNDREDS CHARTS

Jeffrey Linder & Abbey Shaw Linder, Rio SD

Look for and make use of structure with life-size hundred charts and number lines. See how primary students develop a strong sense of Number and Operations in Base Ten as they create a class hundred chart and number line using base ten blocks.

D/UA, FA, ELL 1, 3, 5

314 PSCC Smoke Tree A K–7

PEELED, POLISHED AND CORED!

Sherry Lawson & Carol Treglio, San Diego USD

Elementary Teachers will engage in an Interactive Learning Approach that helps students build the "Habits of Mind" that surround and support the CORE.

D/UA, FA, ELL 1, 2, 8

316 PSCC Mesquite D 1–6

PATTERNS & PROBLEM-SOLVING STRATEGIES TO IMPROVE ACHIEVEMENT

Michael Hazelton, U of Southern California

Teachers will learn new teaching strategies through the "Eyes of a Mathematician" using patterns and problem-solving thinking skills and techniques. These new approaches are focused for students' future success in high school mathematics.

D/UA, G&A 1, 2, 4

320 Hilton Tapestry 4–6

MY FAVORITE 20 MATH OLYMPIAD PROBLEMS AND 50 MORE!

Dennis Mulhearn, Math Olympiads

Challenge young minds with these rich classic problems. Deepen and strengthen their understanding of math while exciting their imagination and empowering them through discovery and collaboration.

D/UA, G&A 1, 2, 4

321 PSCC Mesquite G 3–5

WHAT TEXTBOOKS DON'T TELL YOU ABOUT MULTIPLICATION

Kathleen Strange, Consultant & Jennifer NorthMorris, Hinsdale Township District 86

When students learn multiplication facts, one size does NOT fit all! Explore number sense in multiplication not found in most textbooks. Activities use number sense with arrays and skip counting so students never "forget" a multiplication fact again.

D/UA, SpEd, RTI2 2, 5, 8

322 Renaissance Pueblo B 3–5

KEY PROBLEMS TO ASSURE STUDENT MASTERY OF FRACTIONS

Richard Rasiej, Los Angeles USD

Under the new Common Core State Standards, fractions will be studied in progressively greater complexity from Grade 3 through Grade 5. This session will provide a set of problems that can be used for both instruction and assessment.

D/UA, FA 1, 4, 6

Please silence your cell phones.

323 Renaissance Sierra 3–8

FRACTIONS ON A NUMBER LINE: A COMMON CORE APPROACH

Cynthia Raff & Theresa Lee, Center for Mathematics and Teaching

Explore the use of number lines to support conceptual understanding of fractions. Develop understanding of fraction concepts and operations, making connections to algebraic principles.

D/UA, SpEd 1, 4, 5

324 Renaissance Chino B 3–9

MY STUDENTS CAN NOTICE/WONDER, NOW WHAT?

Marie Hogan, The Math Forum & Suzanne Alejandre, The Math Forum @ Drexel

What problem-solving strategies do students already have? How can they develop their mathematical practices? How do they get better at specific strategies? How do they get better at choosing strategies? We'll share ideas and handouts for you to try!

D/UA, FA, STEM 1, 3

325 Renaissance Mojave Learning Ctr 3–9

MAKING SENSE OF FRACTIONS AND OPERATIONS WITH FRACTIONS

Barbara Schallau, East Side UHSD

I will show how to teach equivalent fractions and fraction operations for understanding—especially division! Classroom activities are based on three stages of learning: concrete, transitional, abstract.

1, 2

327 Renaissance Santa Rosa 4–8

IMPROVING MATHEMATICS PROBLEM SOLVING IN GRADES 4 THROUGH 8

Philip Ogbuehi & Lisa Usher-Staats, Los Angeles USD

Improving Mathematical Problem Solving in Grades 4–8, a new WWC practice guide, provides five recommendations that teachers, math coaches, and administrators can use to improve students' mathematical problem solving and make connection to the CCSS.

D/UA, ELL, RTI2 1, 3, 4

330 Hilton Plaza B 5–9

VISUALIZING AND MENTALLY CALCULATING PERCENTS

Sandy Hindy, Oak Park USD

All students need to feel the POWER of conceptually understanding and calculating percents. For easy ACCESS and ACHIEVEMENT, attendees will create visual models of percents and compute percents mentally. Includes a comprehensive packet of materials.

D/UA 1, 2

331 PSCC Smoke Tree B 5–8

FROM "I DID IT IN MY HEAD" TO CONSTRUCTING A VIABLE ARGUMENT

Natalie Mejia, Lucia Mar USD & Nancy Terman, NCTM Western Region 2 Affiliate Services Committee

Students must learn to construct viable arguments and critique others' reasoning. What does this look like in the classroom and how does it promote access and achievement? Engage in math problems, view student work, and discuss implications for teachers.

D/UA 3

332 PSCC Mesquite A 5–12

STUDENT ENGAGEMENT AND INTERACTION THROUGH "POLL EVERYWHERE"

Thanh Luong & Rebekah Moule, CSU Long Beach

Learn to integrate Poll Everywhere into your lessons to increase student engagement and interaction via text and web, encouraging appropriate use of technology such as cell phones, touch tablets, and computers.

D/UA, G&A 1, 3, 5

341 PSCC Smoke Tree D 7–12

MAKE LESSONS MORE ACCESSIBLE THROUGH INTERACTIVE TECHNOLOGY

Jason Slowbe, San Marcos USD

Join us as we explore strategies for using dynamic interactive applets to help all students access meaningful math problems, monitor their progress, and reflect on the reasonableness of solutions. All resources are free and ready to use in your class.

D/UA, ELL 1, 4, 5

342 Renaissance Ventura 8–10

FUNCTIONS, FOOD AND FUN TIMES

Renee Kollar-Bachman & Tina Shinsato, Vista USD

Use Google, YouTube & an Algebra 1 book to create opportunities for student-generated questions. Allow students to notice & wonder, then guide them toward the math. Facilitate classroom conversation that builds the math status of underserved students.

D/UA, G&A, ELL 1, 4

343 PSCC Primrose D 8–12

CAN'T AFFORD CURRENT TECHNOLOGY? 200 COLOR ACTIVITIES FREE!

Tom Reardon, Youngstown State U

Obtain more than 200 activities for Middle, Algebra 1 & 2, Geometry, Trig, Precalculus, and Calculus. Student gifts and teacher notes in PDF are included. All can be "played" on the free TI-Nspire Document Player. Interact with them on any computer.

D/UA, STEM 1, 2

351 PSCC Mesquite F TE

USING PROGRESS MONITORING TO IMPACT ALGEBRA INSTRUCTION

Babette Benken & Cara Richards-Tutor, CSU Long Beach

We provide an overview of our 4-year PD project, share algebra measures that teachers are using to monitor and support students' learning, and highlight specific strategies/formats that they are finding useful and will lower achievement gaps.

D/UA, ELL, STEM 1, 2, 3

360 Hilton Palm Canyon 9–12

GET TO THE "COMMON" CORE WITH TI-NSPIRE (PART 2)

Kimberley Thomas, Moon Valley HS, Glendale UHSD & Veronica Carlson, Glendale UHSD

Participants continue to explore TI-Nspire applications to understand how technology deepens understanding of math concepts while discovering how all eight Mathematical Practices are naturally integrated into the classroom. Appropriate for beginners.

FA 3, 4, 5

361 **PSCC Smoke Tree F** **9–12**

PREPARING STUDENTS FOR THE HIGH SCHOOL EXIT EXAM IN MATH

Lisa Miller, Napa Valley USD

Learn how a math team prepares students for the Exit Exam while incorporating the mathematical practices from the CCSS. Their system has resulted in gains in their pass rate with significant growth among EL and economically disadvantaged students.

D/UA, FA, SpEd 3, 4, 5

362 **Renaissance Andreas** **9–12**

REVIEWING FOR TESTS (A GAME SHOW FORMAT)

Randall Hoffman, Saddleback Valley USD

This style of review promotes reviewing recently learned material, engaging participation, and fun that the kids will be looking forward to at the end of each chapter. Join me for a simulation of what I've been doing for years in my classes.

FA

363 **Renaissance Chino A** **9–12**

"LOG" IN TO THE COMMON CORE

Andrea Van Dunk, Math for America & Judy Suyoung Song, Math for America, Los Angeles

Experience the Mathematical Practices of the Common Core in a unit on logarithms. Explore engaging strategies for teaching logs that include discovering logarithmic properties, an earthquake project, and formative assessment ideas.

D/UA, FA 3, 6, 8

367 **PSCC Primrose C** **9–12**

FROM HERE TO CALCULUS: ACCESS FOR ALL

Bob Colera, Azusa USD & Nitza Peraza, Bassett USD

Help students realize they are capable of understanding Calculus. Engage them in high levels of learning. Challenge their knowledge and skills. Participants will explore problems from Algebra to Precalculus

1, 3, 4

370 **Hilton Plaza A** **9–12**

THE INTERACTIONS THAT OCCUR WHEN LEARNING MATHEMATICS ONLINE

Cherie Ichinose, CSU Fullerton

In 2009, it was estimated that 1.5 million K–12 students were educated online. This presentation will explore findings surrounding a sample of high school students' interactions and engagement while learning mathematics online.

RTI2, STEM 4, 5, 6

CCSS MP 3

Construct viable arguments and critique the reasoning of others.

372 **PSCC Mesquite E** **10–12**

ONE MORE LOOK AT TRANSFORMATIONS— HELPING EVERYONE UNDERSTAND

Landy Godbold, The Westminster Schools

Algebra students "know" transformations but many still say, "I see what it's doing, but why does it work like THAT?" Use your feet (!), spreadsheets, and dynamic mapping diagrams to answer that question for ANY number of transformations of ANY kind!

D/UA 2, 5, 7

373 **PSCC Mesquite B** **11–12**

REAL MATH, REAL LIFE: A COURSE FOR HIGH SCHOOL STUDENTS

Ron Larson, Penn State U

This talk describes a new high school course. It covers business and consumer topics, taxation, probability, statistics, sports and fitness, and patterns in nature. Several examples will be given. All of the material is available free on the Web.

D/UA 4

380 **Hilton Plaza D** **10–12**

AP STATISTICS FOR NEWBIES WITH COMMON CORE PRACTICES

Marlys Brimmer, Kern HSD

Activities, resources, mnemonics, lessons, and technology in AP Statistics are integrated with Common Core Mathematical Practices to assist new teachers of the course in maximizing student achievement. Bring your graphing calculator.

G&A 1, 3, 5

390 **PSCC Mesquite C** **L**

CCSS FOR MATHEMATICAL PRACTICE WITH NCSM'S PD MODEL

Hope Bjerke, NCSM

This workshop will use student work to stimulate teacher conversation that is focused on mathematical structure. Teachers will learn to analyze student work and recognize mathematical structures being used by students. PowerPoint for PD provided.

D/UA, FA 7, 8

391 **PSCC Primrose A** **L**

DEFINING ACHIEVEMENT: RETHINKING TEACHER/STUDENT EVALUATIONS

Patrick Callahan, California Mathematics Project

Good teachers increase student achievement. But how do we define achievement? Is it good to post value-added scores of teachers publicly? Are SAT scores valid? How are the new CCSS assessments different? How do we fight The Man? Come find out.

D/UA, FA, RTI2 1, 3, 6

392 **Renaissance San Jacinto** **9–12; TE**

STUDENTS PRESENT CREATIVE AND RIGOROUS PROJECTS—BEST OF SHOW

Andrew McGregor & Katie Kondo, Wiseburn SD

How do you build a project that promotes creativity, is interdisciplinary, rigorous, and provides access and achievement for all? Students will present projects from Geometry through Calculus. Student forms, rubrics, and planning templates included.

D/UA, G&A, STEM 1, 4, 5

Tweet conference resources you find valuable using #cmcmath

Conference Notes

CONFERENCE UPDATES:

Watch for changes and additions to the program, special announcements, updates and reminders.

CALIFORNIA LEARNING RESOURCE NETWORK (CLRN)

www.clrn.org

Your source for standards-aligned electronic learning resource reviews.

Common Core-aligned

- Online courses
- Apps, open source software & web 2.0 tools
- FREE web resources
- Supplementary electronic learning resources

CLRN CALIFORNIA LEARNING RESOURCE NETWORK CLRN.ORG

CLRN CERTIFIED

CMC does not endorse or approve programs. This information is provided only for your perusal as you investigate services, products, issues and concerns you may have with regard to mathematics education.

Room capacity enforced by Fire Marshall! (page 42)

twitter **Alert!**

Follow CMC on Twitter: @CAMathCouncil for resources, advocacy, and networking to learn more about Common Core practices.

Friday, 3:30 p.m. to 5:00 p.m.

Featured Speakers identified with their picture

401 PSCC Primrose B 6–12
HIGHLY EFFECTIVE GRADING PRACTICES IN THE COMMON CORE ERA!
Timothy Kanold, Mathematics Consultant

Do your grading practices provide feedback that inspires sustained and improved student effort, performance, and achievement? Can you and your colleagues develop students' mathematical habits of mind in which every assessment tool is viewed as a formative learning moment? Come prepared for reflection and insight into an intense and thought-provoking issue!
FA 3, 5, 6

402 PSCC Primrose D 8–12
THE INTERACTIVE MATH CLASSROOM: TI-NSPIRE, SMART BOARDS, AND IPADS
Tom Reardon, Youngstown State U

This session will focus on Smart Boards to create PDFs; videos of class to post online; TI-Nspire CS with color activities, algebra through calculus, over 1000 for free; the math student response system and TI-Navigator as instant ways to get formative assessment data; and cool iPad apps.
D/UA, STEM 1, 5

403 Renaissance Catalina K–12
COMMON CORE CIRCLES
Diane Kinch

Join us in a Common Core Circles session where we will together solve mathematics tasks and their extensions for various grade levels. Members of the CaCCSSM Committee for CMC-South will present and facilitate. Discussion will involve the Common Core standards, the Standards for Mathematical Practice and the Depth of Knowledge levels. Smarter Balanced claims and assessment targets will be addressed. Participants will (1) learn how to facilitate student thinking around common core mathematics standards, (2) discuss how to choose tasks (what does a good math task looks like?), and, (3) become more familiar with the Depth of Knowledge levels and use DOK as a lens for choosing good tasks.

404 PSCC Primrose A K–5
WALK THE NUMBER LINE FOR ALL STUDENTS
Kim Sutton, Creative Mathematics
This session will focus on the latest research about using a number line as a tool for every mathematical concept! You will love the songs, stories, literature connections, dances and ready-to-go activities that will motivate all students!
D/UA 2, 4, 5

410 Hilton Plaza C Pre-K–5
LATINO PARENTS' ACCESS TO THE CCSS MATHEMATICAL PRACTICES
Virginia Nelson, Tigard-Tualatin SD
We'll enumerate specific steps to take so that Spanish-speaking parents, especially those who had little opportunity to attend school, can participate in developing Mathematical Practices: sense-making and critiquing.
ELL, STEM 1, 3

411 Renaissance Ventura Pre-K–2
SHUFFLING INTO MATH— GAMES FOR CARDS, DOMINOES, AND DICE
Jane Felling, Box Cars and One-Eyed Jacks
Come prepared to play Box Cars newest games for teaching numeration, place value, and operation concepts. Games use cards, dice, and new DOMINO activities. Ideas for adapting games, reproducible game boards, and more will be provided.
ELL, SpEd, RTI2 1

412 PSCC Smoke Tree E Pre-K–3
ACCESS AND ACHIEVEMENT FOR ALL THROUGH GUIDED MATH LESSONS
Barbara Blanke, Cal Poly
Effective small group instruction engages ALL students in rich mathematical discourse while supporting student-centered learning. Receive small group lessons and math centers using visual models to encourage viable arguments and reasoning.
D/UA, FA, ELL 1, 3, 5

413 PSCC Smoke Tree B Pre-K–8
5 PRACTICES FOR ORCHESTRATING PRODUCTIVE MATH DISCUSSIONS
TJ Jemison, Self employed
Implementing the CCSS means changing the way we think about HOW we teach math. Reading the "5 Practices " as a book study and participating in a lesson study of doing the 5 practices will change the way participants view the teaching of mathematics.
D/UA, FA, ELL 1, 3, 6

414 Renaissance Pueblo A K–3
MATH STORIES: SOLVING PROBLEMS IN GRADES K–3
Doreen Ross, Newport-Mesa USD & James Christman, Davis Magnet School, Newport-Mesa USD
Children learn with understanding by building connections between what they know and new concepts and skills. We'll discuss lesson design, math tasks, and classroom practices to support the development of students as problem solvers.
D/UA, G&A, FA 1, 3, 4

421 PSCC Primrose C 7–10
DESIGN CLASS ASSESSMENTS ALIGNED WITH COMMON CORE STANDARDS
Ivan Cheng, CSU Northridge & Jaspreet Sandha, Los Angeles USD
Are your students ready for the new CST in 2014? Learn how to design classroom activities that promote the Common Core Standards for Mathematical Practice. Take home sample activities and assessments that are ready to use on Monday.
FA, ELL, RTI2 1, 2, 3

Find your favorite speakers and their session numbers on pages 54 & 55.

423 PSCC Smoke Tree D 3–6
DEVELOPING PERSISTENCE AND MAKING SENSE USING TANGRAM BLOCKS
Marian Pasternack, CSU Northridge
Using Tangram Blocks we will identify and build prisms, find symmetry in designs, and solve problems involving shapes. Using a double set of three dimensional tangram pieces, we will solve puzzles and try to develop some of our own.
D/UA, ELL, RTI2 1, 3, 7

425 Renaissance Pueblo B 3–6
MATH WORKS: USING GAMES TO STIMULATE REASONING
John Hinton, Math Matters, Inc.
Turn your students on to mathematics. Games provide a context for developing problem solving, algebraic reasoning, and number sense. Teachers will work with interactive games they can use immediately in their classrooms.
D/UA, G&A 1, 2, 4

426 PSCC Mesquite G 3–7
70 WARM-UP ACTIVITIES THAT DEVELOP THE PRACTICE STANDARDS
Lynda Wormell, CSU Northridge
Get every student in your class motivated, thinking, and working right at the beginning of the class time with a variety of tasks that connect the Standards for Mathematical Practice with the Content Standards, and emphasize depth and creativity.
D/UA, G&A, ELL 1, 3, 8

430 Hilton Plaza A 5–8
HOW DOES VOCABULARY CONNECT WITH MATHEMATICAL UNDERSTANDING?
Ruth Chamberlin, Olympia SD
Struggling students often lack the requisite math vocabulary. The session focuses on key components of embedded vocabulary development and practical strategies to increase mathematical vocabulary. Many of these strategies can be easily implemented.
FA, ELL, RTI2 1, 3

431 PSCC Mesquite A 6–8
ACCESSING SLOPE WITH GEOGEBRA
Walter Lewis, Imperial COE
GeoGebra opens up a world of access and achievement for students to explore mathematics. The investigation presented allows students to discover patterns and come to consensus on characteristics of slope. Use online or download to a PC or Mac.
D/UA, ELL, SpEd 4, 6, 8

434 Renaissance Sierra 6–8
INTEGERS ON THE NUMBER LINE: A CCSS APPROACH
Mark Goldstein, Center for Mathematics and Teaching
Come explore adding and subtracting integers on the number line. Learn approaches that are tactile, visual, sense-making, and will help you move forward into a Common Core World. Activities are connected to CCSS and Mathematical Practice.
1

435 Renaissance Mojave Learning Ctr 6–8
USING THE MATHEMATICAL PRACTICES TO PROMOTE ACTIVE LEARNING
Denise McDowell, Big Ideas Learning
In this workshop, participants will look at the Mathematical Practices and put into place instructional strategies that promote active learning and higher-order thinking. The workshop will also address overcoming barriers to instructional change.
D/UA 1, 2, 3

436 Renaissance Santa Rosa 6–8
MIDDLE SCHOOL CACCSS CONTENT STANDARDS UNPACK AND REPACK
Derek Swem & Robert Gutierrez, Fontana USD
Unpack a cluster/standards for one domain across grade levels. As the cluster for the domain is unpacked, incorporate examples, diagrams, etc., and how to incorporate the Standards for Mathematical Practice into the cluster as we repack the domain.
D/UA, G&A, ELL 1, 3, 4

440 Hilton Tapestry 5–9
ELLS & THE CCSS: ACCESS AND ACHIEVEMENT
Tere Hirsch, Los Angeles COE
How do we adapt instructional strategies and provide access to math concepts? How do we help ELs express their learning in a meaningful manner, using the CCSS Mathematical Practices? Learn about adapting strategies for use in this new era. (samples)
D/UA, ELL, SpEd 1, 2, 3

450 Hilton Plaza B 6–8
CAPTIVATE ALL STUDENTS IN CLASSROOM DISCUSSIONS & ACTIVITIES
Jennifer Branch, Independent
Are you sick of hearing, "Why do we have to know this?" Then look no further because this session is for you. Get your students to appreciate math with engaging discussions and captivating activities that adhere to the CC standards and practices.
D/UA, G&A, ELL 1, 2, 3

451 PSCC Mesquite C 6–10
"A" IS FOR ALGEBRA! ACTIVITIES FOR STUDENT ACCESS TO CONTENT
Babette Benken, CSU Long Beach & Sean Monroe, Bellflower USD
We will share four, content-rich activities that support all SMPs and challenge students to reason, construct arguments, model real-life phenomena, and make connections among representations. Strategies to support English learners will be discussed.

455 Renaissance Chino A 7–12
THE ROLE OF LANGUAGE IN IMPLEMENTING THE STANDARDS
David Pagni & Cheryl Zimmerman, CSU Fullerton
A mathematics professor and a professor of modern languages and literature team up to discuss the use of academic language and its role in implementing the Standards for Mathematical Practice.
D/UA, ELL 2, 3, 6

REMINDER: *Friday Exhibit Hall Hours 8:00 a.m. to 5:30 p.m.*

460 **Hilton Palm Canyon** **8–12**
THE MANY FACES OF DIFFERENTIATION IN ALGEBRA
Allan Bellman, UC Davis
Discuss the use of various types of differentiated material. Working from scenarios, create differentiated materials such as tiered worksheets, graduated difficulty problem sets, differentiated questioning, and individualized contexts and more.
D/UA 1, 2, 3

461 **PSCC Mesquite E** **8–12**
LEARN TO USE THE CABRI JR APP IN THE TI-84 TO TEACH GEOMETRY
Naomi Fried-Kokason & Joshua McClellan, Los Angeles USD
Come learn how to use Cabri Jr. to help students gain a deeper understanding of triangle centers: circumcenter, incenter, orthocenter,centroid. Then learn how to use Cabri Jr. for simple constructions, followed by participant requests.
D/UA, G&A, FA 1, 2, 3

462 **PSCC Smoke Tree A** **8–12**
PEELED, POLISHED AND CORED!
Carol Treglio & Sherry Lawson, San Diego USD
Secondary Teachers will engage in an interactive learning approach that helps students build the "Habits of Mind" that surround and support the CORE
D/UA, FA, ELL 1, 2, 8

463 **PSCC Smoke Tree F** **8–12**
REACHING AT-RISK STUDENTS IN ALGEBRA 1 AND ALGEBRA 2
Lisa Miller, Napa Valley USD
Learn how a team of Algebra 1 teachers are using research-informed best practices to improve the pass rate of their Algebra 1 students and are transitioning their at-risk students to be successful in Algebra 2 with systematic support.
D/UA, FA, RTI2 1, 3, 4

464 **Renaissance Andreas** **8–12**
LOOKING FOR STRUCTURE AND REPEATED REASONING IN ALGEBRA
Joshua Chesler & Wolfgang Buettner, CSU Long Beach
Through problem-solving activities suitable for all algebra students, we will explore the meaning of some interesting CCSS algebra and function standards and make connections to Standards for Mathematical Practice.
D/UA 7, 8

465 **Renaissance Chino B** **8–12**
HELP STUDENTS' VISUALIZATION WITH MAC GRAPHER
Drew Ishii, Sage Hill School
This incredibly powerful program found on all Mac computers is a tool to help students with 2D and 3D graphs. Come learn how to integrate this into your lessons and activities. Bring your Mac laptops.
G&A 2, 5, 7

WEAR YOUR NAME TAG
for admission to all sessions and the Exhibit Hall.

471 **PSCC Smoke Tree C** **9–11**
A PARABOLA FOR EVERYONE
Susan Keeble, Phillips Exeter Academy
Exploration empowers students to take ownership of their learning. Technology makes topics, such as parabolas, interesting and accessible to students. Learn activities to help your students create equations describing the relationships observed.
D/UA, G&A, STEM 1, 2, 4

474 **PSCC Mesquite D** **9–12**
HIGHPAD: TRANSFORMING MATH WITH IPAD
Brittany Cuff & Cheryl Fiello, Claremont USD
Whether you are a math teacher with one iPad or a class set, come learn practical techniques for making high school mathematical concepts more engaging and accessible to students. Leave with a list of apps and lessons you can use on Monday.
D/UA, G&A, STEM 1, 4, 5

475 **Renaissance San Jacinto** **9–12 TE**
NUMERICAL PROBLEMS WITH VOYAGE
Armando Martinez-Cruz & Joe Torres, CSU Fullerton
Numerical problems contain interesting mathematical patterns. In this session, we use the Voyage calculator to investigate, solve, and generalize some problems. No experience with the calculator is needed. Handouts provided.
STEM 1, 2, 5

482 **PSCC Mesquite B** **12–12**
PREPARING SENIORS FOR COLLEGE ALGEBRA
Ron Larson, Penn State U
High school students often graduate unprepared to handle credit-bearing college math courses. As a result, students are forced to take remedial algebra. This talk will demonstrate a course designed to better prepare seniors for College Algebra.
D/UA 2

490 **Hilton Plaza D**
CST TO SBAC:
BUILDING CAPACITY AND LAYING FOUNDATION
Steven Dunlap & Anne Marie Montgomery, Riverside USD
How can we build capacity and lay groundwork for a radically different paradigm of assessing and learning? Presenters will discuss a pilot assessment project focusing on student math practices as described in SMPs. Replicable at site/district levels.

491 **PSCC Mesquite F** **Pre-K–12 TE**
CAMTE BUSINESS AND INFORMATION MEETING
Joanne Becker, San Jose State U
CAMTE works to serve professionals who educate K–12 math teachers. As such we stress the importance of access and achievement for all students. This session provides information about CAMTE. Join us for a business and information meeting.
STEM

CCSS MP 4
Model with mathematics.

Stay Connected *with* CMC-South

Through our WEBSITE
www.cmc-south.org

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Through our AFFILIATES
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LACTMA
OCMC
RSBCMTA
SGVMC
VCMC
See page 52 &53 for more details.

Our Mission

The California Mathematics Council (CMC) believes that all students have the capacity to become mathematically competent and confident when provided a rigorous and challenging mathematical program supported by high expectations.

The California Mathematics Council is committed to:

1. promoting professional activities that will ensure continual improvement towards excellence in the teaching of mathematics;
2. communicating with educators, parents, the public, and legislative bodies concerning issues related to teaching rigorous, challenging mathematics; and
3. increasing the diversity of the membership of the California Mathematics Council and the diversity of leadership in mathematics education at the local, state, and national levels.

Saturday . . . at a Glance

NEWCOMERS orientation

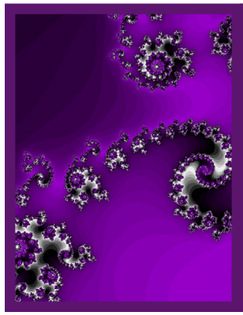
A session to orient first-time attendees to the conference program and format.

Convention Center (CC) Mesquite B
7:45 a.m. to 8:15 a.m.

The CYBER CAFE

Opened Friday and Saturday during lunch.
Computer Lab
Convention Center, Mesquite A

Lots of *great* sessions!



Afilliate Luncheon

Join us for lunch!

Everyone is Welcome!

For more details, see page 43.

CMC-South is pleased to accept significant contributions from Pearson to the Affiliate Luncheon, and honors their support by declaring Pearson a "Gold Sponsor" of the 2012 CMC-South Annual Mathematics Conference. Thanks to the active support of Pearson to our Southern California mathematics education community, CMC-South is able to offer meal tickets at prices well below cost.

Last Day to Shop!

Exhibit Hall

Friday: 8:00 a.m. to 5:30 p.m.

Saturday, 8:00 a.m. to 3:00 p.m.

English Language Learners Strand

The English Language Learner sessions are identified by the Focus Area Code of ELL in the session description.

Advanced Placement Strand

The Advanced Placement sessions are identified in the session Title.

Session # Location Grade Level

SESSION TITLE

Speaker(s)

Description

Focus Area Code CCSS #

Saturday Sessions by Strand

Equity Strand

Session #	Speaker	Grade Level	Session Title
528	Don Balka	5–9	Sequencing Instructional Change for ELL Students
536	Glenda Wilkins	6–12	Student-Centered Math Classrooms: Implementing the Practices
592	Robert Kaplinsky	K–12	Refining Questioning Skills to Assess Student Understanding
601	Cathy Fosnot	K–8	Models of Intervention: Reweaving the Tapestry
603	Phil Daro		Differentiating Instruction: All Students Meet the CCSSM
632	Eva Hernandez	6–8	Supports for Success in Grade 8 Algebra
633	Harold Asturias	6–8	Developing Mathematical Language Through the CCSSM Practices
693	Jennifer Hagman	K–12	Mathematical Modeling
702	Bill Jacob	K–12	The Role of Context and Models in Developing Math Practices
703	Dina Williams	2–6	Open Array and Ratio Table: Use Effective Tools Strategically
712	Jody Guarino	K–5	Learning in Practice from Practice
731	Janet Bryson	6–12	Shift Happens: Show Me the Reasoning!
738	Ivette Sanchez-Gutierrez	7–9	7th & Algebra CAMSP Strategies and Classroom Practices for EL
831	Belinda Thompson	5–8	Practice the Practices: Preparing to Model the Practices
832	Vicki Vierra	5–9	Inviting Participation for Access and Achievement
839	Gabrielle Ladner-Mejia	6–12	Student Motivation: I Want It!
893	Joanne Becker	K–9	Elementary Math Specialists to Ensure Access/Achievement

Mathematics Teacher Educators Strand

Session #	Speaker(s) Name	Session Title
523	Rich Lane	Technology Integration Into the 8 Mathematical Practices
691	Susan Addington	Measuring the World: A New Book for Pre-Service Elementary Teachers
790	Bob Stein	Opportunities and Challenges for Elementary Math Specialists
893	Joanne Rossi Becker, Susie Häkansson	Elementary Math Specialists to Ensure Access/Achievement

Technology Strand

Session #	Speaker(s) Name	Session Title	Type*
551	Shannon Hoos	Literacy: The Key to Access and Achievement in a CC classroom	CS
552	Nancy Wolf	Algebraic Mathematical Modeling through Myths and Fables	IW
553	Fred Decovsky	Common Core Based Investigations in Geometry	GC
573	Scott Washburn	Trigonometry Sinusoids Using the TI-NspireCX and Navigator	GC
623	Nicholas Restivo	Unpacking Geometry Problems from Boxes You Create	IW
631	Rebecca Green	NASA Smart Skies: Learn DRT Math Through Air Traffic Control	CS
641	Xuhui Li	Develop Structural Reasoning Skills Among Algebra Learners	CS
680	Landy Godbold	Visualizing Difficult Topics in Statistics	GC
770	Katie Allard-Martinez	Accessing Geometry Through Discovery Learning	GC
771	Jose Contreras	Investigating Mathematical Conjectures with GeoGebra	CS
830	Sean Monroe	Student Access to Standard Algorithms and Rules	IW
839	Gabrielle Ladner-Mejia	Student Motivation: I Want It!	IW
871	Jose Contreras	Investigating Mathematical Conjectures with GeoGebra	CS

*** IW - Interactive Whiteboards, GC - Graphing Calculator, CS - Computer Software**

Saturday—Featured Speakers

8:30 a.m. to 10:00 a.m.

501 **PSCC Primrose B** **K–12**

CONNECTING THE CONTENT AND PRACTICE STANDARDS

Heather Dallas, Curtis Center & Michelle Sidwell, UCLA Mathematics Department

In this talk, we provide a network of connections between the K–12 Common Core Content and Practice Standards. These connections will hopefully serve to better our understanding of the Mathematical Practices. Illustrative tasks will be included.

1, 2, 3

502 **PSCC Primrose A** **K–8**

THE STANDARDS OF PRACTICE FOR YOUNG MATHEMATICIANS

Cathy Fosnot, City College of New York

In the Standards for Mathematical Practice, communication, representation, and problem solving have been elevated from processes to outcomes. What do teachers need to know about these outcomes to facilitate development of them in the young mathematicians in their care? What reforms must be in place to prepare both children and teachers for successfully meeting outcomes? The focus of this talk will be on the stories of districts and schools who are successfully meeting this challenge.

1, 2, 3

Do you have an interest in supporting equity in the classroom or transitioning to the Common Core? Join one of the CMC-South committees and offer your voice. Visit the CMC-South website for more information.

www.cmc-south.org

10:30 a.m. to 12:00 p.m.

601 **PSCC Primrose A** **K–8**

MODELS OF INTERVENTION: REWEAVING THE TAPESTRY

Cathy Fosnot, City College of New York

This session will address the difference between dynamic and static assessment, conferring powerfully and differentiating in the moment, using guided group work for extra support, and employing adaptive technology such as DreamBox.

D/UA

603 **PSCC Primrose B** **K–12**

DIFFERENTIATING INSTRUCTION: ALL STUDENTS MEET THE CCSSM

Phil Daro, America's Choice

The shifts prompted by the CCSS require attention to where students are at the start of each lesson. We will focus on what we can do to teach from the variety of prior mathematics knowledge. As we design and implement mathematics lessons, variation in language proficiency takes on more urgency. Starting from the eight Standards for Mathematical Practice, the workshop will examine implications for ALL students and instructional strategies.

ELL, D/UA 1, 2, 3

655 **Renaissance Pueblo B** **3–12**

RETHINKING FRACTIONS: IMPLICATIONS FOR ALGEBRA

Gail Burrill, Michigan State U

The CCSS develops fractions based on a unit fraction related to a number line. What does this mean for how students should learn about fractions, and how do later grades build on this understanding? Supported by interactive technology, this approach holds promise for addressing many student misconceptions in learning algebra.

D/UA, G&A, ELL 2, 3, 5

CONFERENCE EVALUATION

Help us continue to work toward excellence in our conference. Tell us what you think. Visit our website and complete the online conference evaluation form. You may be one of the two persons selected at random to receive complimentary registration for the 2013 CMC-South conference.

Saturday—Featured Speakers

1:15p.m. to 2:45 p.m.

702 **PSCC Primrose A** **K–12**

THE ROLE OF CONTEXT AND MODELS IN DEVELOPING MATH PRACTICES

Bill Jacob, UC Office of the President

With the adoption of the CCSS, the University of California updated its area 'c' (mathematics) requirements to include the expectation that courses implement the Standards for Mathematical Practice. This talk will review the evolution of the role of context in mathematics education over the past few decades, discuss implications for the transitions before us, and discuss examples in early algebra and the role of context in the development of emergent models and strategies.

1, 2, 3

705 **Renaissance Catalina** **6–12**

CATCH 'EM BEFORE THEY HIT THE GROUND

Chris Shore, The Math Projects Journal

Nearly 100% pass rates are possible. Chris will show specific, practical, proven ways to enhance student learning and performance on any set of standards. Improve student achievement by getting Demanding, Focused, Determined, and Excited!

D/UA, FA, RTI2 1, 5, 6

FOCUS AREA CODES

Differentiation/Universal Access - D/UA
Gifted and Advanced Learners - G&A
Formative Assessment - FA
English Language Learners - ELL
Intervention/RTI^2 - RTI2
Special Education - SpEd
Science, Technology, Engineering, & Math - STEM

GRADE LEVEL CODES:

College Content - C
Adult Education - AE
Teacher Education - TE
Leadership - L

Tweet conference resources you find valuable using #cmcmath

3:15 p.m. to 4:45 p.m.

801 **PSCC Primrose B** **K–12**

TOOLS AND TECHNOLOGY FOR MODERN MATH TEACHING

Dan Meyer, Stanford U

We all struggle with the question, "Which tools and technology deserve our limited time and resources?" The presenter will offer a practical framework for guiding math teachers towards more modern math teaching.

STEM 4, 5

802 **PSCC Primrose A** **K–12**

PRACTICING THE STANDARDS FOR MATHEMATICAL PRACTICE (SMP)

Susie Hakansson

The California Mathematics Project will share an online course for teachers that support students becoming proficient in the SMP through engaging discussions, videos, and problems. Grade level specific examples will be provided.

1, 2, 3

855 **Renaissance Pueblo B** **6–12**

CHALLENGING TASKS & QUESTIONS THAT COUNT

Gail Burrill, Michigan State U

The CCSS call for some changes in what we do in our classrooms. Research suggests some practices can make a difference in what students learn. What are some strategies to make these happen in algebra and geometry classrooms, and what is the role of dynamic and interactive technology in supporting those practices?

STEM 1, 2, 3

CCSS MP CODES

1. **Make sense of problems and persevere in solving them.**
2. **Reason abstractly and quantitatively.**
3. **Construct viable arguments and critique the reasoning of others.**
4. **Model with mathematics.**
5. **Use appropriate tools strategically.**
6. **Attend to precision.**
7. **Look for and make use of structure.**
8. **Look for and express regularity in repeated reasoning.**

Featured Speakers identified with their picture

501 **PSCC Primrose B** **K–12**
CONNECTING THE CONTENT AND PRACTICE STANDARDS
Heather Dallas, Curtis Center & Michelle Sidwell, UCLA Mathematics Department

In this talk, we provide a network of connections between the K–12 Common Core Content and Practice Standards. These connections will hopefully serve to better our understanding of the Mathematical Practices. Illustrative tasks will be included.
1, 2, 3

502 **PSCC Primrose A** **K–8**
THE STANDARDS OF PRACTICE FOR YOUNG MATHEMATICIANS
Cathy Fosnot, City College of New York

In the Standards for Mathematical Practice, communication, representation, and problem solving have been elevated from processes to outcomes. What do teachers need to know about these outcomes to facilitate development of them in the young mathematicians in their care? What reforms must be in place to prepare both children and teachers for successfully meeting outcomes? The focus of this talk will be on the stories of districts and schools who are successfully meeting this challenge.
1, 2, 3

510 **Renaissance Ventura** **K–4**
Repeats Session 612, 711, 816
"LET'S GET PHYSICAL"— WITH MATH ON THE FLOOR!
Wendy Hill, Peel DSB
This session will show teachers many mathematical concepts that can be presented using a 100 square floor grid. They will see how children will discover, share, and describe strategies in all five strands of math. Come with a camera prepared to PLAY!
D/UA, SpEd, STEM 1, 4

511 **Renaissance Pueblo B** **K–4**
BUILD VISUAL SCHEMA TO SOLVE COMMON CORE PROBLEM SITUATIONS
Erich Zeller, MIND Research Institute
Learn how to use interactive-visual puzzles to give access for all students to the Common Core 'Situations' while promoting student problem solving and algebraic thinking. Receive software to use in class and connection strategies.
D/UA, ELL 1, 2, 3

CCSS MP 5
Use appropriate tools strategically.

512 **Renaissance Santa Rosa** **K–6**
COMMON CORE MATH PRACTICES— MATH GAMES—DO THEY GO TOGETHER?
Francis Ogata, Pearson Education
Been thinking about the CCSSs and how this affects your daily lesson? Are there other ways to ensure your students are given the opportunities to use the 8 Practices? Can we make it fun and enjoyable? Come play some math games and see!
D/UA, G&A, ELL 1, 2, 3

513 **PSCC Smoke Tree E** **2–6 TE**
CCSS MP 3—COMMUNICATE TO REASON, A REASON TO COMMUNICATE
Stephen Sher, Riverside USD
MP 3 states: Construct viable arguments and critique the reasoning of others. The goals and implementation of the Mathematical Practices in the elementary classroom, with a focus on reasoning, communication, and representation, are addressed.
D/UA, G&A, ELL 1, 2, 3

521 **PSCC Mesquite D** **3–5**
DEFINING QUADRILATERALS: WHAT IS A TRAPEZOID ANYWAY?
Barbara Post, CSU Fullerton & Nita Walker, Santa Ana USD
We will build common understandings of quadrilaterals based upon properties and formal definitions and develop a hierarchy connecting them through reasoning and proof to show how discourse can help all students convince others of their thinking.
D/UA, ELL 3, 6

522 **PSCC Mesquite E** **3–8**
TEACHING GEOMETRY AND MEASUREMENT TO ELL STUDENTS
William Bintz, Kent State U & Sara Moore, ETA/Cuisenaire
This session shares literature, strategies, and hands-on manipulatives to help teach geometry (3-D shapes) and measurement (area and perimeter) to English Language Learners (ELL).
D/UA, FA, ELL 1, 4, 5

523 **PSCC Mesquite F** **3–12**
TECHNOLOGY INTEGRATION INTO THE 8 MATHEMATICAL PRACTICES
Rich Lane, Kings COE/Corcoran USD
This session will introduce the technology integration and strategies Corcoran is implementing to bridge the gap from CST to CCSS instruction, including professional development, small and large scale tech implementation to change teacher practice.
D/UA, STEM 2, 3, 4

Session # Location Grade Level

SESSION TITLE

Speaker(s)

Description

Focus Area Code CCSS #

524 **PSCC Smoke Tree D** **4–7**
SINGIN' & SIGNIN' TEACHES FORMULAS THROUGH SONGS AND SIGNS
Siegrid Stillman & Steven Stillman, Fallbrook Union ESD
This fun, interactive session will show how to teach complex math formulas using songs & signs. Create your own Flip&Fold! Practice proven strategies that ensure 100% student engagement! This program won the Classroom of the Future Education Award!
D/UA, ELL, SpEd 1, 4, 5

525 **Renaissance Chino A** **4–12**
TECHNOLOGY ACTIVITIES FOR ALGEBRA TEACHERS
Jorge Garcia, CSU Channel Islands
Games and technology for easy access to algebraic practices. Teachers will play and learn how to use and/or design their own games to target main issues.
FA, RTI2, STEM 5, 6, 7

526 **Renaissance Chino B** **5–7**
REGULAR POLYGONS WITH A RULER AND FRACTION CIRCLES
Patrick Kimani & Armando Martinez-Cruz, CSU Fullerton
Participants will be engaged in using fraction circles to construct polygons, find the sum of interior angles of regular polygons, find the measure of each interior angle of a regular polygon, and identify/generalize patterns of these angle measures.
D/UA 4

527 **PSCC Smoke Tree B** **5–7**
MAKING SENSE OF SURFACE AREA AND VOLUME
Helen Chan, Da Vinci Innovation Academy & Rose Starke, Montebello USD
Use hands-on strategies and technology to teach surface area and volume of three-dimensional figures, from introduction to mastery, while infusing the Standards for Mathematical Practice.
D/UA, ELL 1, 2, 3

528 **PSCC Primrose D** **5–9**
SEQUENCING INSTRUCTIONAL CHANGE FOR ELL STUDENTS
Don Balka, TODOS
Teachers of ELL need to be well versed in a variety of instructional strategies that teach concepts and skills at appropriate grade levels and focus on the Standards for Mathematical Practice. Ideas, strategies, and activities will be shared.
ELL 1, 3, 4

532 **PSCC Mesquite C** **6–11**
PIRATE TREASURE WITH CRYPTOGRAPHY AND A BIT OF GEOMETRY
Michael Serra, Kendall Hunt Publishing
Come join us as we solve pirate ciphers that lead us to their buried treasure.
G&A, FA, STEM 1, 4, 5

Scholarship and Grant Information See page 59.

533 **PSCC Mesquite B** **6–12**
STIXTURE PROBLEMS
Chris Shore, The Math Projects Journal
Using Multi-Link Cubes, students can "see" the connection between Mixture Problems and their equations.
D/UA, ELL, STEM 1, 4, 7

536 **Renaissance Mojave Learning Ctr** **6–12**
STUDENT-CENTERED MATH CLASSROOMS: IMPLEMENTING THE PRACTICES
Glenda Wilkins, CPM Educational Program
What does a secondary student-centered math class really look like? How do you begin? What are the benefits and the pitfalls to avoid? How does this translate into implementing the CCSS Mathematical Practices? Come experience it for yourself!
1, 2, 3

551 **PSCC Mesquite A** **7–10**
LITERACY: THE KEY TO ACCESS AND ACHIEVEMENT IN A CC CLASSROOM
Shannon Hoos, Anaheim UHSD & Jenny Kim, Norwalk-La Mirada SD
Explore effective strategies (with emphasis on technology) that develop literacy in support of the Standards for Mathematical Practice. Develop reading, writing, and critical thinking skills used for conceptual understanding of mathematics.
D/UA, FA, ELL 1, 3, 6

552 **PSCC Smoke Tree C** **7–10**
ALGEBRAIC MATHEMATICAL MODELING THROUGH MYTHS AND FABLES
Nancy Wolf, Charter Oak USD & Lisa Maggiore, West Covina USD
Connection to myths and fables provides high-interest math activities that are accessible and exciting to all learners. Participants will discover lessons that model real-life scenarios and encourage algebraic thinking and problem solving.
D/UA, SpEd, STEM 1, 2, 4

553 **PSCC Smoke Tree F** **7–12**
COMMON CORE BASED INVESTIGATIONS IN GEOMETRY
Fred Decovsky, Central Michigan U
In this session we will explore several hands-on activities that allow us to investigate the CCSSM related to geometry. See how these explorations and the use of handheld technology make the Mathematical Practices come alive and engage students.
FA, STEM 1, 3, 4

554 **PSCC Smoke Tree A** **8–12**
STARS AND FIBONACCI PATTERNS
Scott Annin, CSU Fullerton & Jairo Aguayo, Anaheim UHSD
Mathematics is a study of patterns. We provide creative examples such as counting stars, Fibonacci relations, and others. These ideas lead to access and achievement, and we provide materials ready-made for your classroom.
D/UA, G&A 1, 5, 7

Please silence your cell phones.

561 **PSCC Primrose C** **9–12**
MAKING SENSE. . .
THE SUM AND DIFFERENCE OF TWO CUBES!
Relson Banas, Compton USD
How do we make the sum and difference of two cubes make sense with students? How do we teach this using visual models? Experience this hands-on session that will focus on building the conceptual understanding of the sum and difference of two cubes.
D/UA, G&A, ELL 3, 4, 5

571 **Renaissance Andreas** **10–12**
STEM CONTEXTS TO DEVELOP HS STUDENTS' MATHEMATICAL PRACTICES
David Pugalee, Center for STEM Ed.
Activities with STEM contexts that provide meaningful ways to engage students in exploring mathematics while developing mathematical practices will be presented with info on access to additional activities from an NSF project aligned to the CCSSM.
D/UA, FA, STEM 1, 2, 3

573 **Renaissance San Jacinto** **11–12**
TRIGONOMETRY SINUSOIDS USING THE TI-NSPIRECX AND NAVIGATOR
Scott Washburn, Texas Instruments
We will derive a sinusoidal equation from a word problem involving tides that can predict the depth of the water at anytime, as well as find the actual depth at specific times. We will be modeling this data on technology by Texas Instruments.
D/UA, G&A, STEM 1, 4, 5

581 **PSCC Mesquite G** **C**
HYPERBOLIC PARABOLOIDS: EXPLORING THE MYSTERY
Karen Vaughn, California State University
This talk will give educators ideas on how to orchestrate a little explored analytic geometry concept. It will motivate the audience to motivate their students with purposeful common core mathematics practices that appeal to all learning modes.
G&A 4, 5, 7

591 **Renaissance Catalina** **K–12**
WHAT ARE THE TECHNOLOGY IMPLICATIONS OF THE NEW STATE TEST?
Richard Capone, Let's Go Learn, Inc.
Demonstration of real-time adaptive assessments and the implications of this technology. Will examine examples of district-wide adaptive testing, logistics, and benefits of real-time reporting. Discussion on possible look of the SMARTER assessment.
D/UA, FA 6

592 **Renaissance Sierra** **K–12**
REFINING QUESTIONING SKILLS TO ASSESS STUDENT UNDERSTANDING
Robert Kaplinsky & Melissa Canham, Downey USD
Teacher questions can quickly assess student understanding and prepare them for success with the Standards for Mathematical Practice. Attendees will refine their questioning skills using an engaging activity that can be replicated with others.
D/UA, FA, ELL 1

Exhibitors' Showcase
Cactus Room, Renaissance Hotel

Come learn about the products being sold by our exhibitors/vendors at a special one-hour session in the Cactus Room. Presentations will provide in-depth information about their products or services. Open to all attendees.

Friday, November 2, 2012

8:45–9:45	Curriculum Associates	Transition to Common Core in Blended Learning Environments
10:45–11:45	Professional Tutors of America, Inc	Partnerships & Programs for Reduced Budgets
1:45–2:45	Tessellations	Using Art and Hands-on Approach to Enhance Mathematics Learning
3:45–4:45	ExploreLearning	Make Math-Fact Fluency a Reality In Your Classroom

Saturday, November 3, 2012

8:45–9:45	Think it by Hand	Keeping it Together: Connecting Arithmetic to Algebra
10:45–11:45	Western Governors University	Energize Your Classroom with AIMS Activities

Featured Speakers identified with their picture

601 **PSCC Primrose A** **K–8**
MODELS OF INTERVENTION: REWEAVING THE TAPESTRY
Cathy Fosnot, City College of New York

This session will address the difference between dynamic and static assessment, conferring powerfully and differentiating in the moment, using guided group work for extra support, and employing adaptive technology such as DreamBox.
D/UA

602 **PSCC Primrose C** **7–10**
CONSTRUCTING VIABLE GEOMETRIC ARGUMENTS
Michelle Sidwell & Heather Dallas, UCLA Curtis Center
We will present engaging, hands-on activities designed to help students understand and justify circle area and circumference formulas. Participants will learn what constitutes a "viable argument" at the middle and high school levels.
D/UA, G&A, ELL 3

603 **PSCC Primrose B** **K–12**
DIFFERENTIATING INSTRUCTION: ALL STUDENTS MEET THE CCSSM
Phil Daro, America's Choice

The shifts prompted by the CCSS require attention to where students are at the start of each lesson. We will focus on what we can do to teach from the variety of prior mathematics knowledge. As we design and implement mathematics lessons, variation in language proficiency takes on more urgency. Starting from the eight Standards for Mathematical Practice, the workshop will examine implications for ALL students and instructional strategies.
ELL, D/UA 1, 2, 3

610 **PSCC Mesquite E** **K–2**
WHAT DO THE MATH PRACTICES LOOK LIKE IN K–2 CLASSROOMS?
Megan Murray, TERC
What does it look like when K–2 students exhibit and use the Mathematical Practices? How can teachers encourage and enable students to do this? Extended video clips will be used as a way to discuss and begin to answer these questions.
D/UA, STEM 2

CCSS MP 6:
Attend to precision.

611 **Renaissance Pueblo A** **K–3**
MODELS MATTER
Christina Tondevold, Mathematically Minded, LLC
In this session participants will explore the strategies mentioned in Common Core for addition and subtraction and how the model that students use to notate their thinking can help, or even hinder, their understanding.
D/UA, SpEd 1, 3, 4

612 **Renaissance Ventura** **K–4**
Repeats Session 510, 711, 816
"LET'S GET PHYSICAL"— WITH MATH ON THE FLOOR!
Wendy Hill, Peel DSB
This session will show teachers many mathematical concepts that can be presented using a 100 square floor grid. They will see how children will discover, share, and describe strategies in all five strands of math. Come with a camera prepared to PLAY!
D/UA, SpEd, STEM 1, 4

613 **PSCC Smoke Tree E** **K–5**
BRIDGES TO THE COMMON CORE FOR ENGLISH LEARNERS
Virginia Nelson, Tigard-Tualatin SD
We will examine ways to increase opportunities for English learners to engage in the Mathematical Practices that the CCSS lists for all students. Focus will be on developing math vocabulary to make sense of problems and construct viable arguments.
ELL, STEM 1, 3

614 **PSCC Smoke Tree D** **K–5**
MAKE LESSONS MORE ACCESSIBLE THROUGH INTERACTIVE TECHNOLOGY
Jason Slowbe, San Marcos USD
Join us as we explore strategies for using dynamic interactive applets to help all students access meaningful math problems, monitor their progress, and reflect on the reasonableness of solutions. All resources are free and ready to use in your class.
D/UA, ELL 1, 4, 5

615 **PSCC Mesquite G** **2–12; TE**
DANCING WITH MATHEMATICS: EXPLORING THE SYMMETRY OF THE BODY
Karl Schaffer, De Anza College
Artists as well as scientists perceive and utilize symmetries in space and time. We will explore the mathematics of symmetry while using open-ended group activities to create a series of movements illuminating and distinguishing types of symmetries.
D/UA, FA 1

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Visit the CMC *ComMuniCator* Booth in the Exhibit Hall!

622 Renaissance Chino A 6–8
ALGEBRA TILES FOR FIRST TIME USERS
Marvin Soto, Norwalk-La Mirada USD & Gilbert Hernandez, CSU Fullerton Graduate Student
In this session participants will learn how to use Algebra Tiles with students in the upper elementary grades 6–8. Algebra Tiles can be used to model integers, the addition and subtraction of integers, and one-step equations.
D/UA, ELL, SpEd 4, 5

623 PSCC Mesquite B 4–8
UNPACKING GEOMETRY PROBLEMS FROM BOXES YOU CREATE
Nicholas Restivo, Mathematical Olympiads for Elementary & Middle Schools
Greeting cards get made into boxes. We will make predictions and conjectures, and uncover and clarify properties related to parallelograms, rectangles, squares, and other quadrilaterals. Ratio, proportion, area, and volume will also be visited.
D/UA, STEM 3, 4

624 PSCC Smoke Tree B 4–10
LOOK FOR AND MAKE USE OF STRUCTURE: WHAT DOES IT MEAN?
Greisy Winicki-Landman, Cal Poly Pomona
Teachers seek to develop students' expertise to look for structures and to make use of them when solving problems, constructing a justification, etc. In this session we will analyze snippets from school mathematics under these new structural glasses
D/UA, G&A, FA 7, 8

625 Renaissance Catalina 4–10
MULTIPLICATION TABLE: REMEDIATION AND HIGHER ORDER THINKING
Christopher Brown, Fresno USD & Luis Vazquez, Monrovia USD
Discover the hidden tools and relationships embedded in the common multiplication table. There are some great tools that you can teach students to help them access grade level Common Core standards as well as help them discover why those tools work!
D/UA, G&A, RTI2 2, 5, 7

631 PSCC Mesquite A 5–9
NASA SMART SKIES: LEARN DRT MATH THROUGH AIR TRAFFIC CONTROL
Rebecca Green & Gregory Condon, NASA
Free NASA distance-rate-time and proportional reasoning learning tools online and via a new mobile app. Learn to predict and resolve air traffic conflicts using a game-like simulator, graphing visualization tool, and PDF workbooks.
STEM 1, 4, 6

632 PSCC Primrose D 6–8
SUPPORTS FOR SUCCESS IN GRADE 8 ALGEBRA
Eva Hernandez & Lori Walton, Colton Joint USD
Learn about our Algebra program in a low performing, low SES district, and supports to increase success. Share discussions about placement, learning targets, assessment, and intervention. Implications for HS and excluded students will be included.
FA, RTI2 7, 8

633 PSCC Mesquite C 6–8
DEVELOPING MATHEMATICAL LANGUAGE THROUGH THE CCSSM PRACTICES
Harold Asturias, Lawrence Hall of Science
Teachers who understand the challenges of developing Mathematics Academic English help their English language learners communicate and think through language. This session will explore the interplay of language, culture, and Mathematical Practices.
ELL 1, 3, 6

634 PSCC Mesquite D 6–8
VISUAL REPRESENTATIONS: RATIOS & PROPORTIONAL RELATIONSHIPS
Julie Joseph & Christine Roberts, Tulare COE
Investigate teaching ratios and proportional relationships using tape diagrams, double number lines, equivalent ratio tables, and graphs as described in the CCSS standards. Gain experience using these visual representations to solve problems.
G&A, ELL, SpEd 1, 3, 5

641 PSCC Smoke Tree F 6–12
DEVELOP STRUCTURAL REASONING SKILLS AMONG ALGEBRA LEARNERS
Xuhui Li, CSU Long Beach
The speaker will discuss the major types of structure in school algebra, why structures are important yet often obstructive to student learning, and strategies for facilitating the growths of structural reasoning skills meaningfully and effectively.
D/UA, ELL, STEM 2, 3, 7

645 Renaissance Chino B 7–10
LINEAR MODELS AND QUADRATIC MODELS
Patrick Kimani, CSU Fullerton
In this session the participants will explore (a) the relationships among three foundational algebra concepts (lines, proportions, and arithmetic sequences), and (b) the link between these linear models and quadratic models.
D/UA 7

twitter Alert!

Follow CMC on Twitter: @CAMathCouncil for resources, advocacy, and networking to learn more about Common Core practices.

Please silence your cell phones.

651 PSCC Smoke Tree C 7–12
INTERACTIVE LEARNING USING TECHNOLOGY
Jennifer NorthMorris, Hinsdale Township District 86
Students learn math best when they discover it for themselves. Come see how to use technology to FLIP the classroom into one where the students do all the discovering. We will be exploring transformation of functions in a self-paced environment.
D/UA, ELL, RTI2 1, 4, 5

652 PSCC Smoke Tree A 8–12
MATH CLUBS AND COMPETITIONS FACILITATE ACCESS & ACHIEVEMENT
Scott Annin, CSU Fullerton & Steven Davis, CSU Los Angeles
Students in math clubs study problems from all types of competitions. Problems from American Math Competitions are accessible to all students and will improve students' achievement in math. We will present problems from this year's AMC and AIME.
D/UA, G&A, STEM 1, 2, 5

654 Renaissance Sierra 8–12
MAKING GEOMETRY UNDERSTANDABLE THROUGH COMMON CORE PRACTICES
Glenda Wilkins, San Bernardino City USD
Teachers will learn to help students reason abstractly and persevere in solving problems through the use of transformations to prove triangle congruence, and develop properties of polygons.
D/UA, G&A 1, 2, 3

655 Renaissance Pueblo B 3–12
RETHINKING FRACTIONS: IMPLICATIONS FOR ALGEBRA
Gail Burrill, Michigan State U

The CCSS develops fractions based on a unit fraction related to a number line. What does this mean for how students should learn about fractions, and how do later grades build on this understanding? Supported by interactive technology, this approach holds promise for addressing many student misconceptions in learning algebra.
D/UA, G&A, ELL 2, 3, 5

663 Renaissance Santa Rosa TE
PROJECT-BASED LEARNING BY A PRODUCT OF PBL
William Plaskett, High Tech High
As a graduate of a project-based learning, the speaker intends to illuminate the pros and cons of PBL while also providing suggestions for structures and protocols and, in addition, will share a collection of successful math-necessitated projects.
D/UA, FA, STEM 1, 4, 6

WEAR YOUR NAME TAG

for admission to all sessions and the Exhibit Hall.

671 Renaissance Andreas 10–12
EXPLORING POLAR CURVES WITH GEOGEBRA
Tuyetdong Phan-Yamada, Cypress College
Allow students to discover the many natural shapes represented by polar curves, to journey on a path of discovery where they learn to appreciate mathematics as an expression of beauty and self-discovery where they learn the beauty of mathematics.
G&A, ELL, STEM 4, 7, 8

680 Renaissance San Jacinto 11–12
VISUALIZING DIFFICULT TOPICS IN STATISTICS
Landy Godbold, The Westminster Schools
This session will use pre-made TI-Nspire documents, focusing on activities aimed at understanding what's behind the 10% rule for sample size, the interpretation of r^2, and such. These activities involve both visualization and (a few) calculations.
D/UA 2, 5, 7

691 PSCC Mesquite F
MEASURING THE WORLD: A NEW BOOK FOR PRE-SERVICE ELEMENTARY TEACHERS
Susan Addington, CSU San Bernardino
Measurement unifies many difficult-to-teach elementary topics. Hear about the big ideas behind this book. Do several key activities: fractions, angles, ratios. Practice Standards include: use tools, attend to precision, model with mathematics.

693 Renaissance Mojave Learning Ctr K–12
MATHEMATICAL MODELING
Jennifer Hagman, Inland Counties Mathematics Project (ICMP) & Bruce Grip, Valley View High School
Mathematical modeling is the way to develop and refine critical thinking skills while also deepening understanding of math concepts. We will explore what math modeling is, is not, and resources we have at our fingertips to help us as educators.
D/UA 1, 4, 5

Focus Area Codes

Differentiation/Universal Access - D/UA
Gifted and Advanced Learners - G&A
Formative Assessment - FA
English Language Learners - ELL
Intervention/RTI^2 - RTI2
Special Education - SpEd
Science, Technology, Engineering, & Math - STEM

Grade Level Codes:

College Content - C
Adult Education - AE
Teacher Education - TE
Leadership - L

CONFERENCE EVALUATION

Help us continue to work toward excellence in our conference. Tell us what you think. Visit our website and complete the online conference evaluation form. You may be one of the two persons selected at random to receive complimentary registration for the 2013 CMC-South conference.

FIRE CODE:

We have made every attempt to provide adequate seating for participants at the conference.

For your safety and because of fire regulations, only those with seats will be allowed to remain in meeting rooms.

No additional chairs may be added to the room. To conform to fire codes, it will be necessary to ask persons sitting on the floor or standing to leave the room.

Thanks for your cooperation.

CMC South is pleased to accept significant contributions from **Pearson** to the Affiliate Luncheon, and honors their support by declaring Pearson a "***Gold Sponsor***" of the 2012 CMC-South Annual Mathematics Conference. Thanks to the active support of **Pearson** to our Southern California mathematics education community, CMC-South is able to offer meal tickets at prices well below cost.

Scholarship and Grant Information
See page 59.

Saturday Exhibit Hall Hours:
8:00 a.m. to 3:00 p.m.

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Affiliate Luncheon

Sustain your professional growth *BEYOND* the CMC-South Annual Conference.

Find a LOCAL professional network of colleagues through the CMC-South Affiliates.

Saturday
12:00 noon

Renaissance Palm Springs Hotel

Madera/Pasadena Rooms

Your local affiliate is a vital link to colleagues in your area concerned with improving mathematics education.

Join us for lunch!

This is a great opportunity to get involved.

Everyone is Welcome!

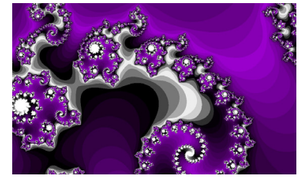
OUR AFFILIATES

Imperial County:	**ICMC**
Los Angeles County:	
Serving Antelope Valley:	**AVMC**
Serving Los Angeles area:	**LACTMA**
Serving San Gabriel Valley:	**SGVMC**
Orange County:	**OCMC**
Riverside & San Bernardino Counties:	**RSBCMTA**
San Diego County:	**GSDMC**
Ventura & Santa Barbara County:	**VCMC**

Learn more about your affiliates. See page 52 and 53.

Cost: $25.00

Tickets may still be available at the Oasis I and II.



Saturday, 1:15 p.m. to 2:45 p.m.

Featured Speakers identified with their picture

702 PSCC Primrose A K–12
THE ROLE OF CONTEXT AND MODELS IN DEVELOPING MATH PRACTICES
Bill Jacob, UC Office of the President

With the adoption of the CCSS, the University of California updated its area 'c' (mathematics) requirements to include the expectation that courses implement the Standards for Mathematical Practice. This talk will review the evolution of the role of context in mathematics education over the past few decades, discuss implications for the transitions before us, and discuss examples in early algebra and the role of context in the development of emergent models and strategies.

1, 2, 3

703 PSCC Primrose C 2–6
OPEN ARRAY AND RATIO TABLE: USE EFFECTIVE TOOLS STRATEGICALLY
Dina Williams & Rafael Quintanilla, Los Angeles USD
Engage in and examine math tools to teach strategies and solve problems with accuracy. The workshop focuses on the open array & ratio table. Give all learners access to conceptual understanding and achievement through CaCCSS content and practices.
ELL, D/UA, RTI2 1, 3, 5

705 Renaissance Catalina 6–12
CATCH 'EM BEFORE THEY HIT THE GROUND
Chris Shore, The Math Projects Journal

Nearly 100% pass rates are possible. Chris will show specific, practical, proven ways to enhance student learning and performance on any set of standards. Improve student achievement by getting Demanding, Focused, Determined, and Excited!
D/UA, FA, RTI2 1, 5, 6

710 Renaissance Pueblo A Pre-K–1
EMBRACING THE COMMON CORE STANDARDS IN KINDERGARTEN
Kim Kirley, Mill Valley SD
Come and explore hands-on and engaging lessons which meet the Kindergarten CCSS. I'll share ideas about how to adapt your current activities to meet the new standards. I'll show how we make and use a "math tool kit" for students to use in class.
D/UA 1, 4, 5

711 Renaissance Ventura K–4
Repeats Session 510, 612, 816
"LET'S GET PHYSICAL"— WITH MATH ON THE FLOOR!
Wendy Hill, Peel DSB
This session will show teachers many mathematical concepts that can be presented using a 100 square floor grid. They will see how children will discover, share, and describe strategies in all five strands of math. Come with a camera prepared to PLAY!
D/UA, SpEd, STEM 1, 4

Tweet conference resources you find valuable using #cmcmath

712 Renaissance Andreas K–5
LEARNING IN PRACTICE FROM PRACTICE
Jody Guarino, UC Irvine, Capistrano USD
Treating lessons as experiments, one can analyze instruction in productive ways. Learn strategies for planning, enacting, and reflecting on student learning and mathematics teaching in ways that generate knowledge for future improvement.
FA 1, 3, 6

713 PSCC Mesquite C K–7
DON'T WAIT FOR THE NEW STATE ASSESSMENT . . .TRANSITION NOW!
David Chamberlain, Capistrano USD
Learn the bold steps one large district has taken to improve math instructional practices by transitioning to the CA Common Core math CONTENT standards in Grades K–7. Discuss the risks/rewards of doing so under the current STAR testing system.
D/UA 1, 2, 5

719 PSCC Mesquite D 3–6
ENGINEERING WITH LEGOS
Aileen Rizo & Eric Crantz, Fresno COE
Explore engineering ideas through STEM lessons that engage students and infuse the Math Common Core standards. We plan to take teachers through an example lesson and share experiences from using these lessons in classrooms.
D/UA, ELL, STEM 4, 5

720 Renaissance Sierra 3–8
FRACTIONS: WHAT'S THERE TO TALK ABOUT?
Julie McNamara & Le'Vada Gray, Math Solutions
What does reasoning and discourse look like in the domain of Fractions? You will share your reasoning about fractions, learn strategies for encouraging students to do the same, and view video of student interviews and classroom discussions.
D/UA, FA, ELL 1, 3, 5

721 PSCC Smoke Tree E 4–5
MATH IS FUN! COMMON CORE ACTIVITIES FOR 4TH & 5TH GRADERS
Julie McGough, Azusa USD
Promote student achievement through engaging activities that provide all students with access to common core: math vocabulary, place value, decimals, factoring, equivalent fractions, and more! A CD of all activities will be provided at the end.

722 PSCC Mesquite G 4–6
ASSESSMENT TO DIFFERENTIATE INSTRUCTION, FRACTIONS/DECIMALS
Caryl Pierson, Math Teachers Press
Hands-on activities make connections between properties of fractions and decimals for grade levels 4–6 of the CCSS. Formative assessment strategies provide practical ideas for classroom organization. Games to reinforce learning to be included.
D/UA, FA, RTI2 4, 7, 8

CCSS MP 7

Look for and make use of structure.

Saturday, 1:15 p.m. to 2:45 p.m. (cont.)

723 PSCC Primrose B 4–8
TAKE YOUR PLACES
Brad Fulton, Enterprise ESD
Engage all students on a far-reaching journey beyond the scope of the grade-level standards. Number sense, mathematical reasoning, probability, and even algebra are interwoven in an easy-to-teach yet rigorous activity. Handout provided.
D/UA, G&A, RTI2 2, 3, 7

725 Renaissance Chino B 4–11
DANCING FRACTIONS, TOUCHING ALGEBRA— ACTIVITIES FOR ALL
Ivona Grzegorczyk, CSU Channel Islands
Kinesthetic activities teaching fractions and operations. Touch and play technology in pre- and algebra classrooms. Activities that increase participation increase understanding of the concepts and improve attitudes towards math across the board.
D/UA, RTI2, STEM 1, 4, 5

730 Renaissance Mojave Learning Ctr 6–8
DESIGN LESSONS AND ACTIVITIES THAT WILL MAKE STUDENTS LEARN!
Matthieu Hamo, Glendale USD & Jesus Uribe, Fullerton SD
Engage students' Common Core Mathematical Practices through problem-solving lessons and activities. Experience samples of classroom-tested, Common Core standards-based activities that can be adapted to meet the needs of any student in any classroom.
D/UA, G&A, FA 1, 2, 4

731 PSCC Smoke Tree B 6–12
Repeats Session 232
SHIFT HAPPENS: SHOW ME THE REASONING!
Janet Bryson, LACTMA
CCSS with MPs are here! How do we shift focus from standard mastery to thinking like a mathematician? Come see & hear how we expanded our instruction to develop students' habits of mind & mathematical practices, from answers to communicating reason.
D/UA 1, 2, 3

732 PSCC Smoke Tree C 6–12
Repeats Session 238
MY KHAN ACADEMY MULTI-GRADE FLIPPED CLASS ADVENTURE
Christopher Talone, Marlborough School
I am teaching a class with students from PreAlgebra through AP Calculus AB using Khan Academy. I will talk about this experience, the logistics to make it work, and how the role of teaching in this fashion changes student achievement levels.
D/UA, G&A, STEM 1, 5, 6

737 Renaissance Santa Rosa 6–12
SUPPORTING ALL STUDENTS IN YOUR CLASS
Diana Herrington, Clovis USD
With an iPad you can create a support system for all your students. This session will share self created iBooks and how they are used. You will come away with ideas to leave no child hiding in your classroom.
D/UA, RTI2, STEM 2, 4, 5

Find your favorite speakers and their session numbers on pages 54 & 55.

738 PSCC Primrose D 7–9
7TH AND ALGEBRA CAMSP STRATEGIES AND CLASSROOM PRACTICES FOR EL
Ivette Sanchez-Gutierrez, San Diego Mathematics Project & James Borden, Los Angeles USD Local District 6
This workshop will be presented by LAUSD Local District 6 classroom and SDMP teacher leaders. Research-based student strategies and classroom practices that foster student conceptual understanding and language development will be the primary focus.
ELL 1, 3, 4

739 Renaissance Pueblo B 6–12
TEACHING MENTAL TOUGHNESS THROUGH OPENING ACTIVITIES
William McCloud, PUC Schools
Come, learn, and do exciting warm-up activities that guarantee engagement and ensure increased student motivation in class. Warning! This session will push your brain to the limit, but you will leave stronger than you entered.
D/UA, RTI2 1, 7, 8

744 PSCC Mesquite E 7–12
PROJECT BASED LEARNING— MARRYING MATHEMATICS AND CTE
Maria Sanchez, Pomona USD & Victor Calagna, Pomona USD, Village Academy HS
Participants will learn about Project Based Learning (PBL) through the experiences of a high school math and Career Technical Education (CTE) teacher working with Common Core and CTE standards. There will be time for demonstrations and sharing ideas.
ELL, STEM 4, 5, 6

745 Renaissance San Jacinto K–8
THE EQUAL SIGN: THE FOUNDATION OF ALGEBRAIC REASONING
Wayne Snyder & Lorelei Coddington, Claremont Graduate U
The humble yet eloquent equal sign, foundation of algebraic reasoning, impacting success, yet misunderstood. Come review research, view video of elem. students' explanations, & join in activities that effectively access & address students' thinking.
D/UA, ELL, STEM 1, 2, 3

761 PSCC Mesquite B 8–12
TEACHING INEQUALITIES INVOLVING ABSOLUTE VALUES
Barbara Edwards, Math for America, San Diego & Tiana Tebelman, Vista USD/ Math for America, San Diego
Participants will be introduced to holistic problems that necessitate the use of absolute value and inequalities. These problems help teachers build connections between the Mathematical Practices and the content they teach in their algebra courses.
D/UA, ELL, SpEd 1, 2, 7

See the Calendar of Events on page 64 for upcoming conferences.

770 **PSCC Smoke Tree F** **9–12**

ACCESSING GEOMETRY THROUGH DISCOVERY LEARNING

Katie Allard-Martinez, San Dieguito UHSD

Students who discover Geometry theorems are able to connect concepts & provide thorough explanations. Experience this discovery process, interact with math, & engage in mathematical conversations while exploring concepts using TI-Nspire activities.

D/UA 3, 4, 5

771 **PSCC Mesquite A** **10–12**

Repeats Session 871

INVESTIGATING MATHEMATICAL CONJECTURES WITH GEOGEBRA

Jose Contreras, Ball State U & Joe Torres, CSU Fullerton

Participants will use GeoGebra to detect patterns and formulate conjectures about properties of special quadrilaterals. We will justify our conjectures using a variety of methods. We will also formulate and investigate converse problems.

STEM 3, 5, 7

790 **PSCC Mesquite F** **L**

OPPORTUNITIES AND CHALLENGES FOR ELEMENTARY MATH SPECIALISTS

Robert Stein, CSU San Bernardino

We explore the role of Elementary Math Specialist, using my own experiences. Issues to be considered: provide effective professional development, help with curricular and assessment needs; educate administrators and the public.

FA, STEM 1, 5

792 **PSCC Smoke Tree A** **K–12**

COMPETITIVE MATH PROBLEMS FOR GRADE SCHOOL PROMOTES ACCESS

Steven Davis, retired

Competitive math problems stimulate math curiosity for students in all grades. We will solve competitive math problems K–12 from Math Kangaroo. These problems help students achieve better math scores even if they don't participate in competitions.

D/UA, G&A 1, 2, 4

793 **PSCC Smoke Tree D** **Pre-K–10**

MATHEMATICS IN TV SHOWS

Brian Lim, CSU Sacramento

We will watch a collection of video clips of TV shows and movies in which mathematics appear. We will discuss how these clips can be used to teach different mathematical topics as well as to get students interested in mathematics.

D/UA 4

794 **Renaissance Chino A** **Pre-K–12**

AMERICA'S MATH STORY: WHERE WE'VE BEEN AND WHERE WE COULD BE

Martin Bonsangue, CSU Fullerton

This talk traces the history of mathematics teaching and learning in America from an interactive and, hopefully, informative viewpoint. The shared message is this: we no longer have the luxury of saying that we are "bad" at math.

STEM 1

Please silence your cell phones.

Submit a proposal to speak at our 2013 Conference. Visit the speaker page of our website in early March and complete the online proposal form.

Do you have an interest in supporting equity in the classroom or transitioning to the Common Core? Join one of the CMC-South committees and offer your voice. Visit the CMC-South website for more information.

Check your local CMC-South affiliate for conferences in your local area. See pages 52 & 53.

Saturday Exhibit Hall Hours: 8:00 a.m. to 3:00 p.m.

Remember to Visit the CMC ***ComMuniCator*** Booth in the Exhibit Hall!

Conference Notes

CONFERENCE UPDATES:

Watch for changes and additions to the program, special announcements, updates and reminders.

SAN GABRIEL VALLEY Mathematics Council

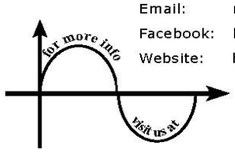
Interested in belonging to a professional organization dedicated to helping teachers and their students? We promote a professional and diverse learning mathematics community that believes every student in every mathematics classroom should have access to effective teachers, meaningful curricula, and equitable instruction.

Membership - $10.00

UPCOMING EVENTS

Transitioning to Common Core Math Standards (CCMS)
Presented in three (2 hour) sessions:

Part 1 - Engaging Students (January16, 2013)
Part 2 - Selecting Meaningful Problems (March, 2013)
Part 3 - Assessing Problems (May, 2013)



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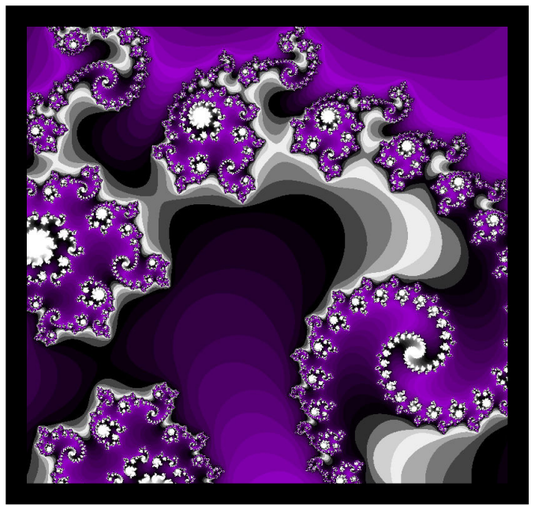


CCSS MP 8
Look for and express regularity in repeated reasoning.

Saturday, 3:15 p.m. to 4:45 p.m.

Featured Speakers identified with their picture

801 **PSCC Primrose B** **K–12**
TOOLS AND TECHNOLOGY FOR MODERN MATH TEACHING
Dan Meyer, Stanford U

We all struggle with the question, "Which tools and technology deserve our limited time and resources?" The presenter will offer a practical framework for guiding math teachers towards more modern math teaching.
STEM 4, 5

802 **PSCC Primrose A** **K–12**
PRACTICING THE STANDARDS FOR MATHEMATICAL PRACTICE (SMP)
Susie Hakansson

The California Mathematics Project will share an online course for teachers that support students becoming proficient in the SMP through engaging discussions, videos, and problems. Grade level specific examples will be provided.
1, 2, 3

815 **PSCC Mesquite D** **Pre-K–5**
FROM DOTS TO ALGEBRA: FOSTERING RELATIONAL THINKING
Nick Johnson, Orange County Department of Education
How might we build on children's natural problem-solving strategies to link arithmetic and algebra while encouraging complex, flexible thinking? We will explore dot patterns as a vehicle to support the development and notation of relational thinking.
D/UA, G&A, ELL 2, 4, 7

816 **Renaissance Ventura** **K–4**
Repeats Session 510, 612, 711
"LET'S GET PHYSICAL"— WITH MATH ON THE FLOOR!
Wendy Hill, Peel DSB
This session will show teachers many mathematical concepts that can be presented using a 100 square floor grid. They will see how children will discover, share, and describe strategies in all five strands of math. Come with a camera prepared to PLAY!
D/UA, SpEd, STEM 1, 4

817 **Renaissance Santa Rosa** **2–8**
ADAPTIVE TECHNOLOGY TARGETS MATH FACT FLUENCY
Janet Bales, Scholastic
Students' algebra-readiness is influenced early in their learning. Students must master the foundations of fluency to impact their potential for success. Learn how to effectively differentiate instruction using Scholastic's newest technologies.
D/UA 1, 6, 7

820 **Renaissance Chino A** **3–5**
MULTIPLICATION MAGIC!
Susie Whisnant, Math Teachers Press, Inc.
Multiplication worries will disappear! Hands-on ways to help students learn multiplication facts and become better problem solvers, while meeting the CCSS and Practice Standards. Includes games, manipulative activities, journals, and children's books.
D/UA, ELL, RTI2 1, 4, 7

821 **PSCC Primrose C** **3–5**
GAMES THAT DEVELOP PROPORTIONAL REASONING
Kim Sutton, Creative Mathematics
Developing proportional reasoning for students in grades 3–5 can be taxing! You will love the motivating games for fractions and decimals and how they align with the Common Core Standards.
D/UA, G&A, ELL 1, 2, 6

822 **PSCC Smoke Tree D** **3–6; TE**
ENHANCED LEARNING THROUGH ALTERNATIVE ALGORITHMS
Pat Ballew, Burbank USD
The CCSS requires depth in Base 10 usage for concept, mental math, and problem solving. Alternative algorithms are one way to provide depth, a better visual explanation of operations, to improve students' understanding of math operations.
D/UA, G&A, RTI2 2, 4, 7

824 **Renaissance Mojave Learning Ctr** **3–8**
TEACHING ALGEBRAIC THINKING TO EL STUDENTS
William Bintz, Kent State U & Sara Moore, ETA/Cuisenaire
This session shares lessons to help students understand the meaning of equal, equations as equivalent expressions, and knowledge of equations to solve word problems.
D/UA, FA, ELL 1, 4, 5

826 **PSCC Smoke Tree B** **4–10**
MOTIVATION THROUGH MINDSET: ACCESS AND ACHIEVEMENT FOR ALL
Susan Ford & Sarah Olson, Ceres USD
Discover the power of mindset and how it motivates us to maximize our achievement. Learn how to develop a growth mindset culture in your classroom, providing access to mathematics for all students. Based on Carol Dweck's best-selling book, *Mindset*.
D/UA, G&A, SpEd 1

830 **PSCC Mesquite F** **TE**
STUDENT ACCESS TO STANDARD ALGORITHMS AND RULES
Sean Monroe, Bellflower USD
Tired of saying: "That is just the way we do it!" or "That is how I learned it!" when introducing standard algorithms to students? Come and learn how to provide access to these algorithms through pattern-finding and logic.
D/UA, G&A, RTI2 3, 6, 7

Visit the *Cyber Cafe* at the Palm Springs Convention Center Mesquite A **during lunch.**

831 **PSCC Primrose D** **5–8**
PRACTICE THE PRACTICES: PREPARING TO MODEL THE PRACTICES
Belinda Thompson, UCLA
We all dream of a classroom of students successfully employing the Mathematical Practices suggested in the Common Core. This session will provide guidelines and an opportunity to practice the practices to ensure they are evident in our teaching.
D/UA, FA 3, 5, 6

832 **Renaissance Chino B** **5–9**
INVITING PARTICIPATION FOR ACCESS AND ACHIEVEMENT
Vicki Vierra, Ventura COE
Who's doing the thinking? Who gets to talk? Who's doing the work? Develop students' mathematical practices as they engage with, explore, explain, and make sense of rich problems.
D/UA, ELL 1, 3, 5

833 **PSCC Mesquite C** **6–8**
Repeats Session 233
ANIMATED ALGEBRA: ACTIVITIES, ANIMATION, AND APPS
Sheldon Erickson, Fresno USD
Explore a progression of hands-on activities, clarifying videos, and interactive apps that develop the deep understanding required by the common core standards and practices in the pre-algebra class. Receive materials, methods, and strategies.
D/UA, G&A 2, 3, 4

836 **PSCC Mesquite G** **6–8**
IT STARTS WITH A CUBE
Dennis Mulhearn, Math Olympiads
A cube is the starting point for many rich problems. Work through factors, combinatorics, volume, surface area, networks, and more by solving a dozen Math Olympiad problems. More than 50 additional problems will be distributed.
,G&A 1, 2, 4

837 **Renaissance Catalina** **6–12**
FLIP THE CLASSROOM: AN INNOVATIVE APPROACH TO TEACHING MATH
Gus Elmashni, Sacred Heart Schools
Would you like to help your students become independent learners? If you answered yes, then this session is for you. Learn how to implement the Flip Teaching Model by utilizing screencasting and other technology resources.
D/UA, G&A, FA 1, 2, 4

838 **Renaissance Pueblo A** **6–12**
FORMATION MEETS FUNCTIONS: ENGAGING STUDENTS FOR ACCESS
Brent Ferguson, The Lawrenceville School
Use Web 2.0 tools for formative assessment: students create an ongoing electronic log of work, incl. corrections, reflection, & eval. after each assessment; teacher adjudicates as mentor/advocate, not "judge". Improves student buy-in & achievement!
D/UA, FA 1, 3, 5

839 **PSCC Smoke Tree C** **6–12**
STUDENT MOTIVATION: I WANT IT!
Gabrielle Ladner-Mejia & Matt Vaudrey, Moreno Valley USD
Come be the student in a CCSS demo lesson! Come learn how to encourage student motivation through the sum of instructional techniques. Come learn how to foster a content-accessible classroom and watch your students persevere through problem-solving.
D/UA, G&A, FA 1, 2, 8

851 **PSCC Smoke Tree F** **7–12**
PROBLEMS THAT TURN ALGEBRA PROCEDURES INTO GOOD GROUP WORK
Judith Kysh, San Francisco State U
Tasks that generate good group discussion of algebraic procedures are hard to find. Sample problems will be discussed, and video clips will be used to show how students can be engaged in core practices while gaining procedural knowledge and fluency.
D/UA, ELL 2, 3, 4

855 **Renaissance Pueblo B** **6–12**
CHALLENGING TASKS AND QUESTIONS THAT COUNT
Gail Burrill, Michigan State U

The CCSS call for some changes in what we do in our classrooms. Research suggests some practices can make a difference in what students learn. What are some strategies to make these happen in algebra and geometry classrooms, and what is the role of dynamic and interactive technology in supporting those practices?
STEM 1, 2, 3

860 **PSCC Mesquite B** **9–11**
HOW WILL THE NEW STANDARDS CHANGE HOW WE TEACH GEOMETRY?
Osvaldo Soto, Math for America, San Diego & Jannelle Olivier, Sweetwater UHSD/ Math for America, San Diego
Moving from Euclidean to transformational geometry requires us to rethink basic assumptions we make. Explore these differences through problem-solving activities.
D/UA, ELL, SpEd 1, 2, 7

861 **Renaissance San Jacinto** **9–12**
FILLING CONCEPT AND SKILL GAPS IN HIGH SCHOOL GEOMETRY
Jeffrey Simpson, Mastery Learning Systems
Engaging multi-sensory guided discovery lessons that enable low-achievers to master concepts and skills for success in Geometry. Included: informal assessment and differentiation techniques for meeting individual needs in a whole class setting.
D/UA

Room capacity enforced by Fire Marshall! ***See page 42.***

Saturday, 3:15 p.m. to 4:45 p.m.

862 **Renaissance Andreas** **9–12**

USING INEQUALITIES TO PROBLEM SOLVE (AKA LINEAR PROGRAMMING)

Meta Davidson, Santa Paula UHSD

Engage your students in using graphing skills to problem solve. Many students do not see the use of learning to graph inequalities. But when it is called "linear programming" & they only need to bring graph paper and a pencil, students want to learn.

D/UA, G&A, STEM 1, 2, 4

871 **PSCC Mesquite A** **10–12**

Repeats Session 771

INVESTIGATING MATHEMATICAL CONJECTURES WITH GEOGEBRA

Jose Contreras, Ball State U & Joe Torres, CSU Fullerton

Participants will use GeoGebra to detect patterns and formulate conjectures about properties of special quadrilaterals. We will justify our conjectures using a variety of methods. We will also formulate and investigate converse problems.

STEM 3, 5, 7

872 **PSCC Smoke Tree A** **10–12**

K + 1 WAYS TO THINK ABOUT MATHEMATICAL INDUCTION

Todd CadwalladerOlsker, CSU Fullerton

Mathematical induction (MI) is an important method of proof appearing in Algebra 2. However, it can be treated algorithmically, without understanding, by students. We will highlight the role of recursion in MI to help increase student understanding.

3, 8

890 **Renaissance Sierra** **K–12; TE**

THE ORGANIZED BINDER: EQUITY, ACCESS, AND ACHIEVEMENT

Mitch Weathers, Sequoia UHSD

An organized classroom with clear expectations increases access, helping students succeed. Focusing alone on content to boost achievement is insufficient. The Organized Binder helps learners, including EL and special education students, achieve.

D/UA, FA, ELL 1, 2, 5

892 **PSCC Smoke Tree E** **K–12; TE**

A STARTER GUIDE TO USE AN IPAD OR TABLET PC IN THE CLASSROOM

Ashley Thune-Aguayo & Martin Bonsangue, CSU Fullerton

Integrating technology into teaching can be an important and useful tool. This session demonstrates the use of the iPad and Tablet PC for interactive, real-time classroom use. No experience is needed to attend. Complete handouts will be provided.

D/UA 5

893 **PSCC Mesquite E** **K–9; TE**

ELEMENTARY MATH SPECIALISTS TO ENSURE ACCESS/ACHIEVEMENT

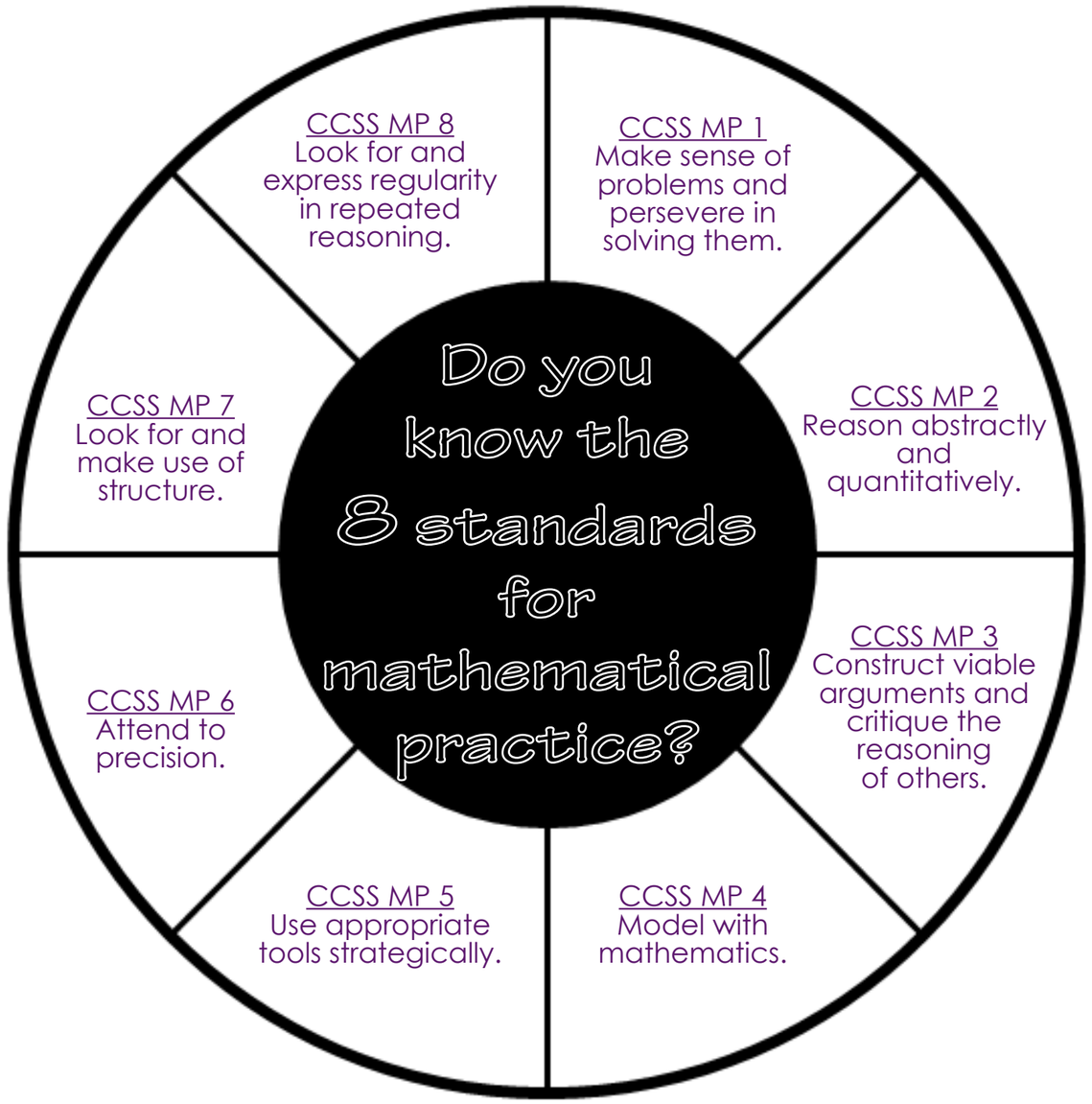
Joanne Becker, San Jose State U & Susie Hakansson, California Mathematics Project

A joint CAMTE/CA Math Project committee has developed a template that universities can use to help them apply for an MIAA (Mathematics Instructional Added Authorization) for elementary math specialists. Come share MIAA information.

D/UA, G&A, ELL

Conference Notes

Standards for Mathematical Practice



The CMC-South Affiliates

Contact your local affiliate to find out more about their organization. Become involved at a local level!

Antelope Valley Math Council
AVMC

Contact: Rebecca Cooksey; recooksey@sbcglobal.net or Matt Winheim; winheim.matthew@gmail.com

Email: avmathcouncil@gmail.com
Facebook: http://www.facebook.com/#!/pages/Antelope-Valley-Mathematics-Council/168634636493172?fref=ts

Membership dues $10/year

Upcoming Event:
Math Symposium April 27, 2013
Visit our website for more information.

Greater San Diego Math Council
GSDMC

Contact: Brian R. Lawler; president@gsdmc.org
Website: www.gsdmc.org

Membership Dues: $10.00/year

Upcoming Event:
GSDMC Annual Conference, Feb 1-2, 2013
Visit our website for more information.

join, participate, stay connected!

Imperial County Math Council
ICMC

Contact: Marco Arellano; marellano@ecesd.org

Contact us at: icmc_2011@hotmail.com
Website: www.imperialcmc.weebly.com/
Facebook: facebook.com/ic.mc.39

Membership Dues: $10.00/year
Membership application available on our website.

Upcoming Event:

Math Festival – Date: TBA
Visit our website for more information.

Los Angeles Citiy Teachers' Mathematics Association
LACTMA

Contact: Tere Hirsch; terehi@aol.com
Website: www.lactma-math.org
Facebook: facebook.com/LACTMA
Membership dues: $15.00/year
Membership application available on our website

Upcoming Events:
CCSSM Mini-Conference, Dec. 8, 2012 in Torrance or CSULB
CCSSM Mini-Conference, February 9, 2013 at Pasadena Community College
CCSSM Mini-Conference, March 9, 2013 in Montebello USD
An Evening with Margaret Dearmond, April 25, 2013
NCSM Leadership Academy, July 23- 25, 2013 in Monrovia
Visit our website for more information.

Meet your Affiliate colleagues at the Affiliate Luncheon
See page 43.

Orange County Math Council
OCMC

Contact: Amber Baur; president@ocmathcouncil.com

Contact us at: info@ocmathcouncil.com

Website: www.ocmathcouncil.com
Facebook: www.facebook.com/ocmathcouncil
Twitter: www.twitter.com/OCMathCouncil; @OCMathCouncil; #OCMC #MFD #ocmcsymposium #ocmcmeetngreet

Membership Dues: $10/year; Contact: membership@ocmathcouncil.com

Upcoming Events:
OCMC 3rd Annual Symposium - February 25, 2013 at National University
Math Field Day - May 2013
Board Meeting (all are welcome)- November 13, 2013 at OCDE
Visit our website for more information.

Riverside San Bernardino Counties Mathematics Teachers' Association
RSBCMTA

Contact: Sandy Patino; sjinx75@hotmail.com
Contact us at: rsbcmta@verizon.net
Website: http://cmc-math.org/organization/affiliates/RSBCMTA/default.html
Membership Dues: $10.00/year; $18.00 for two years; Membership application available on our website.
Upcoming Event:
RSBCMTA Dinner Meeting
Date: Tuesday, January 22, 2013
Location: San Bernardino County Superintendent of Schools Office
Address: 601 N East Street, San Bernardino
Time: 5:30–7:30pm (The Math Network meeting will be held from 4:00–5:30 pm)
Cost: $10 members; $15 non-members
Visit our website for more information.

San Gabriel Valley Math Council
SGVMC

Contact: Nitza Peraza; nperaza23@gmail.com

Contact us at: my.sgvmc@gmail.com

Website: http://mysgvmc.weebly.com

Facebook: facebook.com/SGVMC

Membership Dues: $10.00/year
Membership application available on our website.

Upcoming Event:
Math Symposium—Transition to the CCSS, January 16, 2013

Visit our website for more information.

Ventura County Math Council
VCMC

Contact: Vicki Vierra; vvierra@vcoe.org

Website:
http://venturacountymathcouncil.weebly.com

Membership Dues: $15/year

Upcoming Event:
Spring Mini-Conference March 21, 2013
"Bite Into the Common Core Math Standards – Part II"
Visit our website for more information.

Visit the CMC-South Connect and Network page at www.cmc-south.org

Speakers, Session Numbers, Email

Speaker	Session #	Email
Addington, Susan	691	
Aguayo, Jairo	554	
Airheart, Tammy	193	
Alejandre, Suzanne	120, 324	
Allard-Martinez, Katie	770	
An, Shuhua	110	
Anaya, Lorena	130	
Annin, Scott	554, 652	
Arnold, Bruce	158	
Asturias, Harold	633	
Bain, April	160	
Bales, Janet	817	
Balka, Don	528	donbalka@sprintmail.com
Ballew, Pat	822	
Banas, Relson	217, 561	
Bastable, Virginia	124, 218	
Becker, Joanne	491, 893	
Bellman, Allan	170, 460	
Benken, Babette	351, 451	babette.benken@csulb.edu
Bintz, William	522, 824	
Bjerke, Hope	390	
Blachman, Nancy	141	
Blanke, Barbara	412	
Bonsangue, Martin	794, 892	
Borden, James	738	
Branch, Jennifer	450	algebranch@yahoo.com
Brimmer, Marlys	380	
Brown, Christopher	625	
Bryson, Janet	232, 731	
Buettner, Wolfgang	464	
Burkhart, Maureen	171	
Burrill, Gail	655, 855	burrill@msu.edu
CadwalladerOlsker, Todd	872	
Calagna, Victor	744	
Callahan, Patrick	391	
Calvo, Angela	157	
Canham, Melissa	592	
Capone, Richard	591	
Carlson, Veronica	260, 360	
Carlyle, Ann	311	
Caruso, Lisa	144	
Casares, Sandra	131	
Chamberlain, David	713	djchamberlain@capousd.org
Chamberlin, Ruth	430	
Chan, Helen	527	
Cheng, Ivan	421	
Chesler, Joshua	464	
Christman, James	414	
Coddington, Lorelei	745	
Colera, Bob	367	
Condon, Gregory	631	
Contreras, Jose	771, 871	jncontrerasf@bsu.edu
Converse, Cherlyn	155	
Converse, Corissa	155	
Cook, Marcy	101, 201	
Costa, Elmano	291	
Crantz, Eric	719	
Cuff, Brittany	474	
Dallas, Heather	501, 602	dallas@math.ucla.edu
Daro, Phil	603	
Davidson, Meta	862	mdavidson@spuhsd.org
Davis, Steven	652, 792	
Decovsky, Fred	553	
Delk, Garrett	261	
Dillender, Cathie	194	
Director, Candice	262	
Donaghy, Tana	305	Donaghy_Tana@lacoe.edu
Dunlap, Steven	490	

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Dunn, Tracey	212	
Economopoulos, Karen	216	
Edwards, Barbara	761	
Elliott, Charlene	144	
Elmashni, Gus	837	
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Felder, Kathi	193	
Felling, Jane	219, 411	
Ferguson, Brent	838	bferguson@lawrenceville.org
Fiello, Cheryl	474	
Ford, Susan	826	
Fosnot, Cathy	502, 601	ctfosnot@ccny.cuny.edu
Foster, David	202	dfoster@svmimac.org
Fried-Kokason, Naomi	461	nfriedko@lausd.net
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Gale, Mardi	153	mgale13@gmail.com
Garcia, Jorge	525	
Gasque, Betty	172	
Godbold, Landy	372, 680	
Gojak, Linda	121	lgojak@sbcglobal.net
Goldstein, Mark	434	
Grant, Lisa	215	
Gray, LeVada	240, 720	
Green, Rebecca	631	smartskies@mail.nasa.gov
Grip, Bruce	693	brucegrip@verizon.net
Grzegorczyk, Ivona	725	
Guarino, Jody	712	
Gutierrez, Robert	436	
Hagman, Jennifer	693	
Hakansson, Susie	802, 893	
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Hazelton, Michael	316	
Hernandez, Eva	632	
Hernandez, Gilbert	622	
Herrington, Diana	737	dianaherrington@cusd.com
Hill, Wendy	510, 612, 711, 816	
Hindy, Sandy	330	
Hinton, John	425	
Hirsch, Tere	236, 440	terehi@aol.com
Hoffman, Randall	362	
Hogan, Marie	120, 324	marie.s.hogan@verizon.net
Holmes, James	230	
Hoos, Shannon	551	
Ichinose, Cherie	370	
Ishii, Drew	465	
Jacob, Bill	702	jacob@math.ucsb.edu
Jemison, TJ	413	
Johnson, Nick	815	
Joseph, Julie	634	
Kanold, Timothy	401	tkanold@d125.org
Kaplinsky, Robert	237, 592	
Katz, Michelle	171	
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Kennedy, Karen	157	
Kidd, Margaret	190, 263	mkidd@fullerton.edu
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Kriegler, Shelley	132, 241	kriegler@ucla.edu
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McDowell, Denise	435	
McGough, Julie	721	juliem@azusausd.k12.ca.us
McGregor, Andrew	392	
McNamara, Julie	240, 720	
Mejia, Natalie	192, 331	
Meyer, Dan	801	dan@mrmeyer.com
Miller, Lisa	251, 361, 463	
Monroe, Sean	451, 830	
Montgomery, Anne Marie	490	
Moore, Sara	522, 824	
Moule, Rebekah	332	
Mulhearn, Dennis	320, 836	
Murray, Megan	610	
Nelson, Virginia	410, 613	
NorthMorris, Jennifer	231, 321, 651	jnomo@me.com
Ogata, Francis	512	
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Olivier, Jannelle	860	
Olson, Sarah	826	
Orozco, Esmeralda	130	
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Pasternack, Marian	423	
Peraza, Nitza	367	nperaza@bassett.k12.ca.us
Phan-Yamada, Tuyetdong	671	
Pickford, Avery	220	
Pierson, Caryl	722	
Plaskett, William	663	
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Pugalee, David	571	
Quintanilla, Rafael	703	
Raff, Cynthia	323	cynthia@mathandteaching.org
Ramos, Jeanne	143	
Rasiej, Richard	322	
Reardon, Tom	343, 402	tom@tomreardon.com
Restivo, Nicholas	127, 623	nrestivo@moems.org
Richards-Tutor, Cara	351	
Rizo, Aileen	719	
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Schmidt, William	302	bschmidt@msu.edu
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Serra, Michael	234, 532	
Shacklett, Melinda	239	
Shaw Linder, Abbey	313	
Sher, Stephen	513	
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Shore, Chris	533, 705	shore@mathprojects.com
Sidwell, Michelle	501, 602	
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Soto, Marvin	622	marvin968@msn.com
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Warrick, Samantha	250	
Washburn, Scott	573	
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Wilkins, Glenda	536, 654	glendawilkins1@verizon.net
Wilkins, John	235	
Williams, Dina	703	
Williams, Judy	310	
Winicki-Landman, Greisy	624	greisyw@csupomona.edu
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Wormell, Lynda	426	
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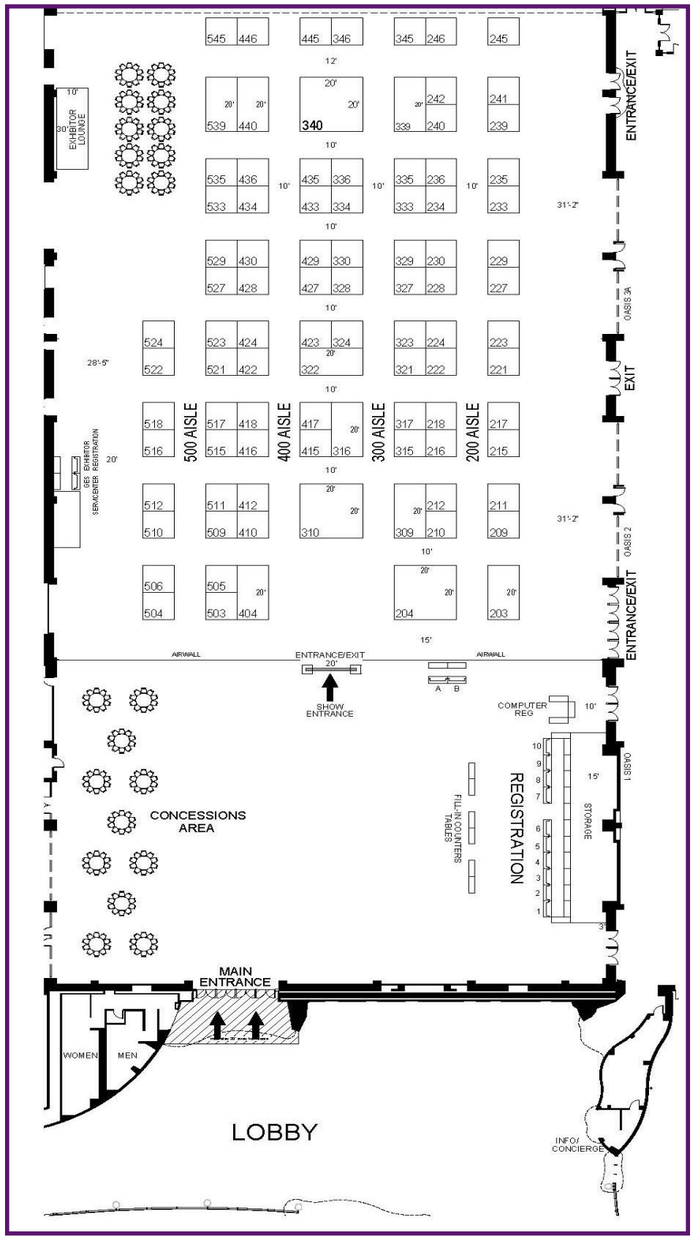
Acknowledgement

The 53rd Annual CMC-South Conference committee wishes to thank all of the speakers for helping to make a memorable and meaningful conference for mathematics educators.

Exhibit Hall

Floor Plan



Raffle Drawing in the Exhibit Hall

Drop-off your raffle ticket at the CMC booth (#539). Drawings will be held during the day. Prizes must be picked up in person from the CMC booth by 5:20 p.m. on Friday and 2:50 p.m. on Saturday.

Hours: **Friday 8:00 a.m. to 5:30 p.m.**
Saturday 8:00 a.m. to 3:00 p.m.

2012 Exhibitors

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AIMS Education Foundation	417
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The Bach Company	317
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Cengage Learning - Delmar, South-Western, CourseTechnology	436
Center for Mathematics and Teaching, Inc.	434
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CPM Educational Program	412
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Creative Instruction LLC	324
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Pearson	305, 303, 206, 204
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Think It By Hand	503
TODOS: Mathematics for All	227
TPS Publishing Inc with Illinois State University, Invicta and Action Based Curriculum	223
UCLA Curtis Center	229
Western Governors University	327
YMIR, Inc.	515

Affiliated Groups

	Contact
Affiliate Leadership	Diana Ceja
Antelope Valley	Matthew Winheim
Greater San Diego Math Council	Brian Lawler
Imperial County Math Council	Marco Arellano
Los Angeles City Teachers Math Association	Tere Hirsch
Orange County Math Council	Amber Baur
Riverside/San Bernardino Counties Math Teachers Association	Sandy Patino
San Gabriel Valley Math Council	Nitza Peraza
Ventura County Math Council	Vicki Vierra

Affiliate Membership

	Cost
Antelope Valley Math Council (AVMC)	$10
California Assoc. of Mathematics Teacher Educators (CAMTE)	$20
Greater San Diego Math Council (GSDMC)	$10
Imperial County Math Council (ICMC)	$10
Los Angeles City Teachers Mathematics Assoc. (LACTMA)	$15
Orange County Math Council (OCMC)	$10
Riverside/San Bernardino County Math Tchrs Assoc. (RSBMTA)	$10
San Gabriel Valley Mathematics Council (SGVMC)	$10
Ventura County Math Council (VCMC)	$15

CMC-South Information

CMC-SOUTH APPOINTMENTS

CMC *ComMuniCator*

Janet Trentacosta, Editor
Veronica Bielma
Christina Myren
Juanita Walker

NCTM

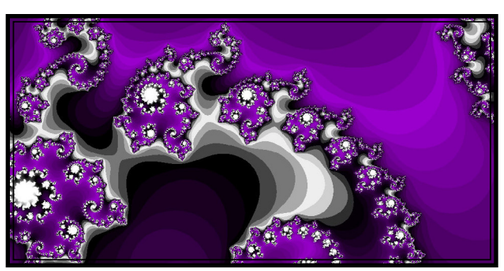
Carol Treglio

Scholarship

Greisy Winicki-Landman

CMC - SOUTH PAST PRESIDENTS

President	Year
Diane Kinch	2008–2011
Royce Page	2008
Cheryl Avalos	2006–07
Sheri Willebrand	2004–05
Joan Commons	2002–03
Marea Channel	2000–01
Ellen Lee	1997–99
Lurie Center	1996
Sara Munshin	1994–95
Les Leibovitch	1992–93
Judy Anderson	1990–91
Vance Mills	1988–89
Bob Hamada	1986–87
Les Winters	1984–85
Joan Akers	1982–83
Joan Gell	1980–81
Art Schweitzer	1978–79
Dwight Coblentz	1976–77
Sheila Berman	1974–75
Bob Hamada	1972–73
Clyde Corcoran	1970–71
Viggo Hansen	1968–69
Sidney Sharron	1966–67
Art Freier	1964–65
Harry Cousins	1962–63



37th Annual Scholarships, Awards and Grants from the California Mathematics Council-South

The California Mathematics Council-South is proud to announce its 37th Annual Program of Scholarships and Grants to promote interest in mathematics and excellence in the teaching of mathematics. Scholarships range in amounts from $200 to $2000 and are available to students enrolled in education credential programs and to teachers who are members of CMC-South. Go to http://www.cmc-south.org/cmc-s-awards-and-scholarships-recipients.html for more information.

Deadline: January 31, 2013

Other Awards and Scholarships

ELISABETH JAVOR K–8 MENTORING AWARD

CMC-STATE LURIE CENTER SCHOLARSHIP

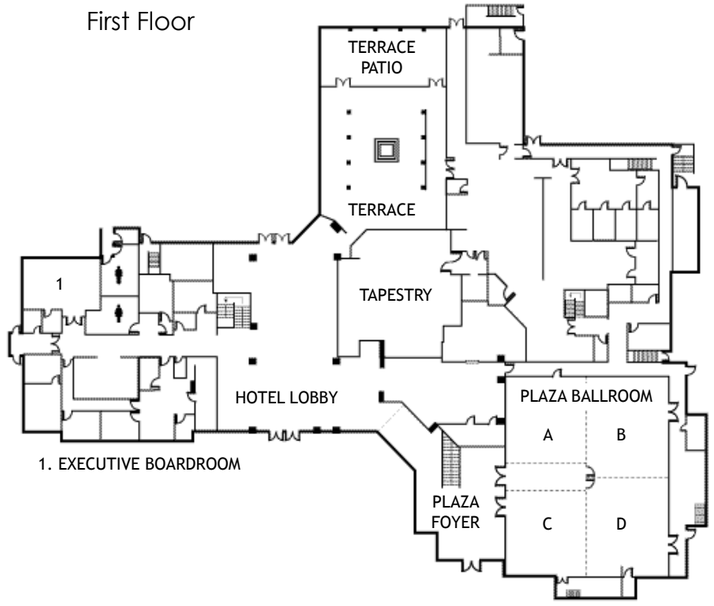
CMC-SOUTH LURIE CENTER SCHOLARSHIP

For information on these awards, go to:

www.cmc-south.org

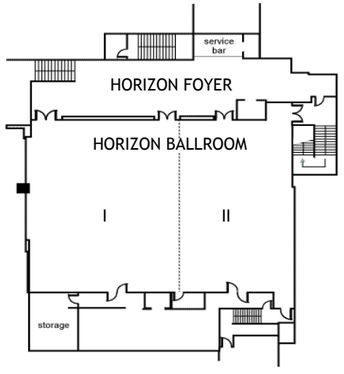
Hilton Hotel Floor Maps

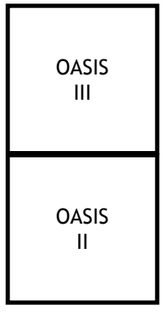
First Floor



1. EXECUTIVE BOARDROOM

Second Floor

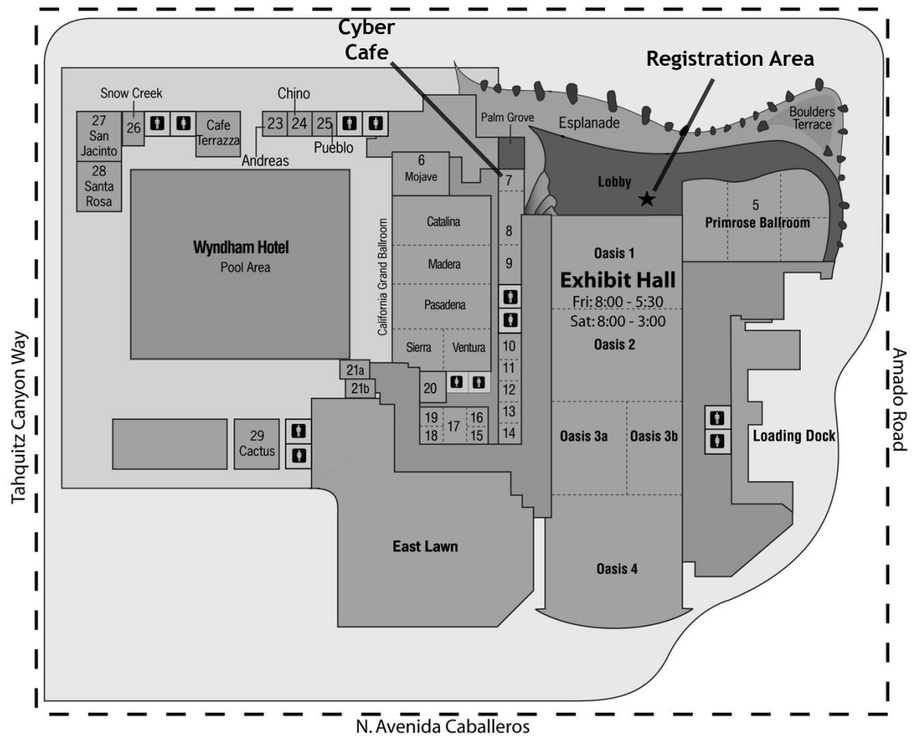




Third Floor

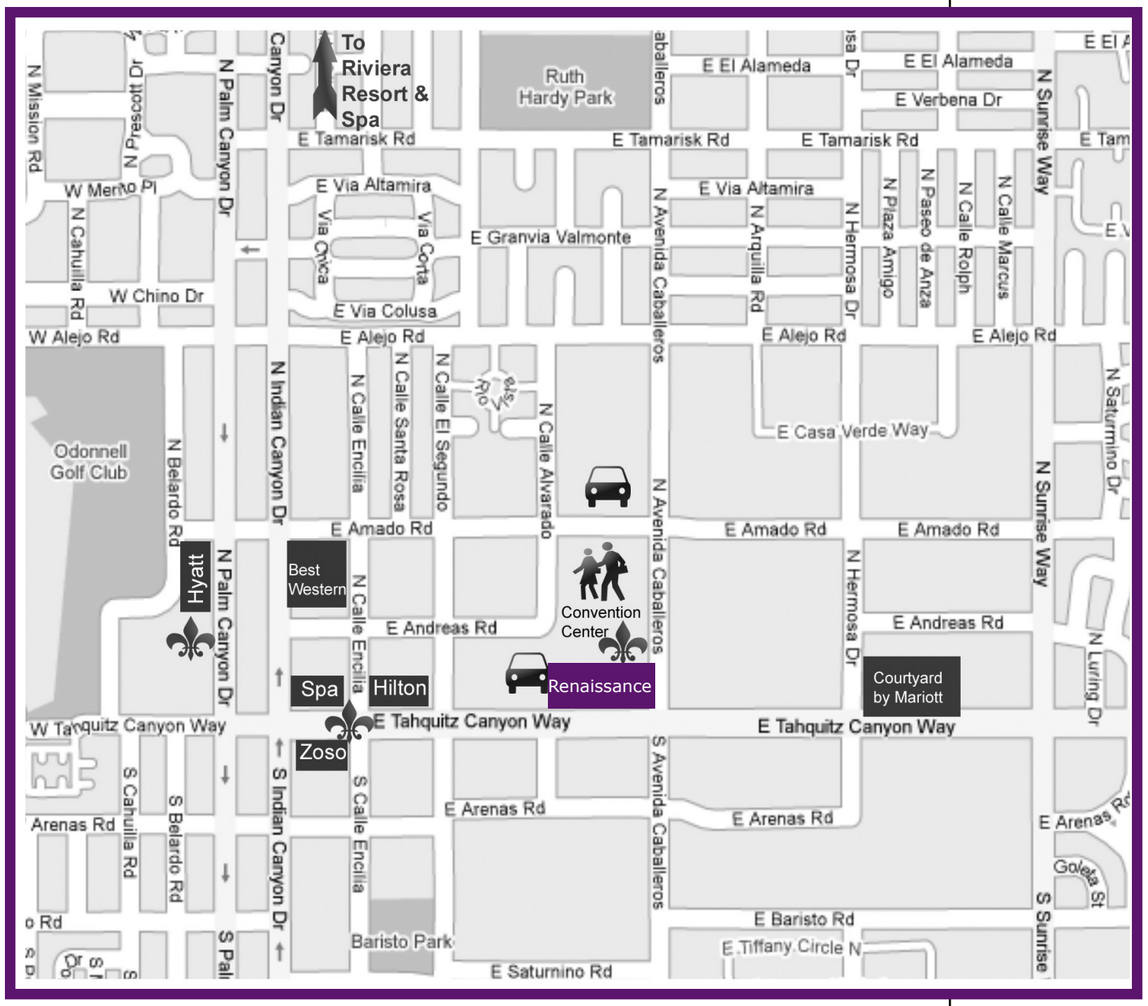
Second Floor

Convention Center and Renaissance Palm Springs Hotel Floor Map



1 ..... Oasis Hall 1
2 ..... Oasis Hall 2
3 ..... Oasis Hall 3A-B
4 ..... Oasis Hall 4
5 ..... Primrose A -- B
6 ..... Mojave Learning Center (*W)
7 ..... Mesquite A
8 ..... Mesquite B
9 ..... Mesquite C
10 ..... Mesquite D
11 ..... Mesquite E
12 ..... Mesquite F
13 ..... Mesquite G
14 ..... Mesquite H
15 ..... Smoketree A
16 ..... Smoketree B
17 ..... Smoketree C
18 ..... Smoketree D
19 ..... Smoketree E
20 ..... Smoketree F
21 a/b Board Room
23 ..... Andreas (*W)
24a ..... Chino A (*W)
24b..... Chino B (*W)
25a ..... Pueblo A (*W)
25b..... Pueblo B (*W)
26 ..... Snow Creek (*W)
27 ..... San Jacinto (*W)
28 ..... Santa Rosa (*W)
29 ..... Cactus (*W)
30 ..... California Grand Ballroom (*W)
Catalina
Madera
Pasadena
Sierra
Ventura

PALM SPRINGS *Area Map*



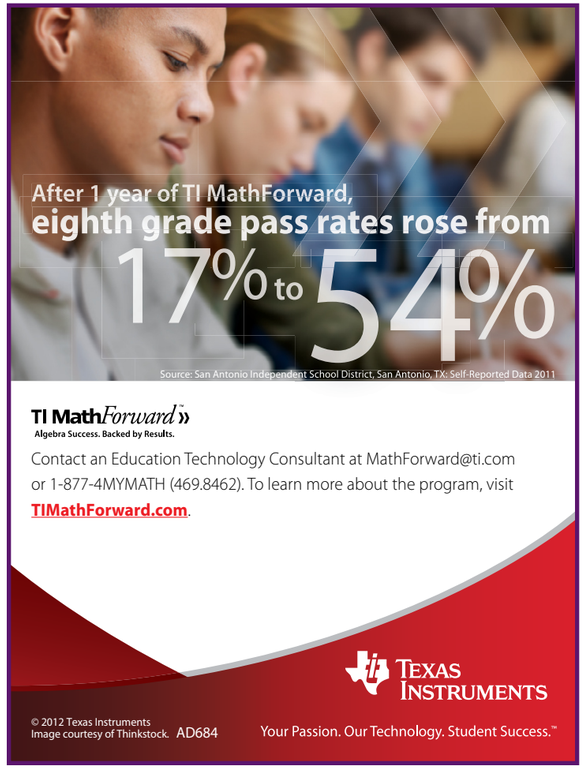
Enjoy your stay in Palm Springs!

Friday Planner

Time	First Choice	Alternates
8:30 to 10:00 a.m.	Session #: Room:	Session #: Room:
10:30 to 12:00 noon	Session #: Room:	Session #: Room:
1:30 to 3:00 p.m.	Session #: Room:	Session #: Room:
3:30 to 5:00 p.m.	Session #: Room:	Session #: Room:

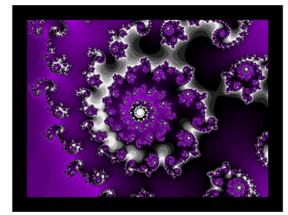
Saturday Planner

Time	First Choice	Alternates
8:30 to 10:00 a.m.	Session #: Room:	Session #: Room:
10:30 to 12:00 noon	Session #: Room:	Session #: Room:
1:15 to 2:45 p.m.	Session #: Room:	Session #: Room:
3:15 to 4:45 p.m.	Session #: Room:	Session #: Room:



CONFERENCE EVALUATION

Help us continue to work toward excellence in our conference. Tell us what you think. Visit our website and complete the online conference evaluation form. You may be one of the two persons selected at random to receive complimentary registration for the 2013 CMC-South conference. www.cmc-south.org



CMC does not endorse or approve programs. This information is provided only for your perusal as you investigate services, products, issues and concerns you may have with regard to mathematics education.

CMC-South would like to thank all the conference participants for their support of this conference. See you next year, November 1 and 2, 2013!

Calendar Of E ents 2012 – 2013

November 30 – December 2, 2012	March 14 – 16, 2013
CMC-North Conference Asilomar, CA www.cmc-math.org	CUE Annual Conference Palm Springs, CA www.cue.org
April 15 – 17, 2013	**April 17 – 20, 2013**
NCSM Annual Conference Denver, Colorado www.ncsmonline.org	NCTM Annual Conference Denver, Colorado www.nctm.org
November 1 – 2, 2013	**December 6 – 7, 2013**
CMC-South Annual Conference Palm Springs, CA www.cmc-south.org	CMC-North Conference Asilomar, CA www.cmc-math.org

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