

## **Description**

### **A Tale of Two Descriptions:**

**Examine description A and description B. Which is more closely aligned to the proposal submission guidelines and why?**

Use this link to share your response: <https://www.menti.com/a8s55x21f2>

### **Session A: Making Assistive Technology Heroes**

In this session, we will model ways to access the CCSSM through the use of low, mild, and high tech tools and resources.

### **Session B: Facilitating Productive Classroom Conversations Using Desmos Activity Builder**

Experience a Desmos activity through a student lens and learn how to use the teacher dashboard and classroom conversation toolkit to facilitate individual and collaborative student thinking. Participants will learn how the Desmos Activity Builder can help you implement dynamic lessons and use pre-built activities from Desmos itself and its user community. Bring a device to maximize your participation.

## Participant Learning

The information below is from a 30-minute research session. There's a hook in the beginning, the framework and examples in the middle, and initial findings and implications for further research at the end. This was also a session from the San Diego Annual Meeting by Marian Dingle.

### **Session Title: Does Social Justice Really Make a Difference in Student Learning?**

- **Learning Outcomes** (Results from Study):
  - Teaching with a social justice lens can positively affect student outcomes.
  - Teaching with social justice benefits all students, not only students of color.
- **Overview of Time**
  1. Hook: video of students engaging in content (5 min), illustrating learning possibilities among a class of diverse students.
  2. Description of social justice framework used (10 min). This includes assumptions, pedagogical strategies, description of students and educator, curriculum modifications, student performance history, interaction of educator and families, etc.
  3. Sharing of impactful vignettes, anecdotes and surprise findings. Strengths of the pedagogical model are also discussed - affirming student identity, collaboration, cultural representation in mathematics. (10 min)
  4. Interpretation of preliminary results and implications for further study (5 min)

## **Focus on Math**

### **Let's Try It Activity:**

**This is the title and description for an accepted workshop from a previous NCTM Regional conference.**

### **Understanding Place Value: When 97 is More Than $90 + 7$ - Pre-K - 2 Workshop**

What are the big ideas students need to understand to have a deep and flexible knowledge of place value? How can teachers assess and support the development of such understanding? What does it look and sound like? We will examine student thinking via work samples, dialogue, and activities that promote a deeper understanding of place value in K - 2.

**List four words you would use in the Focus on Math section for this workshop.**

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## **Interactive Workshop**

**Which statement provides an explicit account of what participants will do together at the tables?**

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### **Statement 1:**

In this workshop, participants will be actively engaged in hands-on activities. Round tables that facilitate collaboration and cooperative work are needed to address the presentation objectives. The measurement activities and games presented in this workshop are designed to offer students opportunities to not only work as individuals, but to also work collaboratively with peers using partner and group activities. Participants will be expected to actively engage in partner and group activities to encourage and facilitate engagement and to model the work that participants will do with their students. Participating in the activities will allow teachers to collaborate with others to differentiate activities based on their students' needs.

### **Statement 2:**

A variety of manipulatives will be used to model instructional strategies and developmentally appropriate practice, and facilitate student understanding as participants engage in a variety of standards-aligned mathematics activities. Activities include using measurement units to: describe measurable attributes of objects, compare & order objects based on an attribute, and measure & estimate the lengths of objects using various measurement units.

## Equity Statement

- The equity statement is based on the Access and Equity position statement from NCTM. In 50 characters you are to describe how your presentation aligns with how you create, support and maintain a culture of access and equity in the teaching and learning of mathematics.
- Specifically that will mean that you should be able to articulate exactly what is a culture of access and equity. What does that look like? How does it connect to your presentation?
- Also, what does it mean to be responsive to students' backgrounds, experiences, cultural perspectives, traditions and knowledge? Will your presentation explicitly describe cultural responsiveness?
- Does the proposal acknowledge that there are different outcomes for different students?
- In other words, it is crucial that you actually read the statement to make sure you fully understand it.