

# Thursday, October 23, 2014

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7:30 A.M. – 8:00 A.M.

1.  
**First Timers' Session**  
*An orientation for the program booklet and the conference.*  
**Neil D. Cooperman**  
Millburn High School, AMTNJ President

Conference I

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7:30 A.M. – 9:00 A.M.

- Thursday Breakfast Session**  
Sponsored by Triumph Learning

2.  
**The Journey Continues: The Path to Making Math Literate**  
General Interest  
*The Common Core Standards demand key shifts for the 21st Century Learner. A literate environment, communication of thought, collaborative instruction and critical thinking are essential in a successful classroom. Take the path to a literate interactive math environment where students learn how to think, not what to think!*  
*We understand the expectations of the CCSS. It is time to journey through the implementation of the CCSS!*

**Linda Furey**  
Triumph Learning  
**Cost per Ticket: \$10.00**

Regency C

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8:00 A.M - 9:00 A.M.

3.  
**Math 2.0: Using Web 2.0 in the Elementary Classroom**  
Grades K - 5  
*This workshop will provide mathematics educators with Web 2.0 tools to use in the classroom. They will explore how they can use free, Web 2.0 technologies to actively engage students, collaborate online, and drive higher-order thinking. Participants will leave this workshop with a list of new websites.*

**Nicole Luongo**  
Saint Peter's University  
**Michael Finetti**  
St. Peter's University

Salon AB

4.  
**Highlights of the First 99 Years from the AMTNJ Archives**  
General Interest  
*Effects of two world wars and intervening peacetimes on mathematical education followed by the revolutions of new mathematics and national program reforms. Highlights, sidelights and amusing stories to entertain everyone including segments of audience participation through a multimedia presentation.*

**J. Michael Nuspl**  
AMTNJ Past President  
**Deborah L. Ives**  
AMTNJ Past President, Montclair State University  
Conference B

5.  
**Using Algebra to Solve a Variety of Geometry Problems**  
Grades 6 - 12  
*Participants will explore a variety of geometric problems and activities applicable to the Common Core and the Mathematical Practices. Concepts will include area, perimeter, the Pythagorean Theorem, and coordinate geometry.*  
**David Glatzer**  
AMTNJ Past President, West Orange Schools (Retired)  
Conference C

6.  
**Connecting the Math Dots between Careers, College Debt, and Income**  
Grades 9 - 12  
*We will go through a useful high school exercise that estimates career earnings with the choice of college and how that eventually affects the ability to pay the potential resultant college debt. We will use Labor Department's job earning data for specific careers. Then we will review college costs and estimate specific college loan costs. Finally we will review how college debt works and how to estimate the viability of that debt to one's career potentiality.*

**Paul Westbrook**  
Rutgers University  
**Liz Marquez**  
Garden State A

# Thursday, October 23, 2014

## 7. **Preparing Teachers to Teach Mathematics Supporting the CCSSM and PARCC**

Grades K - 12

*What skills and knowledge do mathematics teachers need to teach the CCSSM content and practices, to adequately prepare their students for the PARCC assessments? Two NJAMTE presidents, (faculty in mathematics and education at Monmouth and TCNJ) will look at released sample items to see what they imply about mathematical knowledge needed for teaching and necessary revisions in teacher preparation at all levels.*

**Bonnie Gold**

Monmouth University

**Cathy Liebars**

The College of New Jersey

Brunswick A

## 8. **Understanding Ratio and Proportional Relationships in the Common Core**

Grades 6 - 8

*This session will focus on Ratio & Proportional Relationships in grades 6 & 7. Hands-on-activities will be shared along with resources that can be used immediately.*

**Sheila Allen**

NBCT

Salon CD

## 9. **Reinventing the Mathematics Curriculum in a Common Core World**

General Interest

*This session will examine the politics of the Common Core and the misleading rhetoric of its authors and supporters. We will investigate how we can use this opportunity to revisit, rethink, and reevaluate what (course sequence) and how (pedagogy and technology) we teach mathematics.*

**Eric Milou**

Rowan University, AMTNJ Past President

Regency D & E

## 10. **Using Three-Act Video Tasks and Using Them Well!**

Grades 6 - 12

*Participants will examine a new format for presenting rich open-ended tasks, the Three-Act Video. They will explore a number of these tasks and learn how to access them with lesson plans online for free. Participants will also consider the learning opportunities these tasks afford students and the challenges teachers face using them as part of a coherent curriculum. This session will highlight both practice/process standards as well as content standards with a particular focus on mathematical modeling and problem solving. The Three-Act Videos are a particularly useful format to help students learn to pose questions from real world situations. In particular, this format requires that students learn to identify the mathematics that can be brought to bear to solve the problem and then complete the problem solving cycle by checking solutions/exploring errors.*

**Valerie Mills**

President, National Council of Supervisors of Mathematics (NCSM)

Regency F

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8:00 A.M. – 9:30 A.M.

## 11. **Engage All Students: Effective Teaching Strategies and the CCSS**

Grades 6 - 8

*Participate in easy to use, highly effective teaching and learning activities. Differentiate instruction, keep ALL students engaged, problem-solving, understanding concepts and being successful. Practice activities during the workshop and leave with ideas and resources you can use tomorrow and all year.*

**Judith Brendel**

Pascack Valley Schools (Retired)

Brunswick B

## 12. **Opening Your Students' Eyes and Their Other Senses to a Mathematical World**

Grades 6 - 12 and administrators

*Have you ever thought about the mathematics involved in taking a shower, drinking a glass of your morning orange juice, or driving to work/school? Students need to experience mathematical concepts. This workshop will provide UBD format lesson plans that use daily life experiences to teach algebraic, geometric, and trigonometric concepts. Inspired by Dan Meyer's Math Class Needs a Makeover.*

**Dianna M. Sopala**

Northern Valley Regional High School - Demarest, AMTNJ Past President

Brunswick C

# Thursday, October 23, 2014

13.

## Mathematics with Creative Designs on a TI-Graphing Calculator

Grades 6 - 12 and administrators

*Deeper understanding of mathematical concepts is the focus of the CCSS. Students are amused while creating designs on a graphing calculator using Linear, Quadratic, Trigonometric functions and Conic relations. Students create a design by shading the area between the curves of which the equations were written by them.*

**Iftikhar Husain**

Newark Public Schools

Brunswick D

14.

## Hands-on Experience with Numerous Activities for the Elementary Math Curriculum

Grades 3 - 5

*Participants will work together to experience a wide variety of activities. A booklet of 45 activities and ideas for others will be provided.*

**Francis Hannick**

Minnesota State University, Mankato

Conference A

15.

## Reading, Counting, and Measuring, Oh My!

Grades K - 2

*Attendees will experience activities that integrate children's literature into counting and measurement using manipulatives. The handouts will provide all necessary resources and all activities will demonstrate connections to the CCSS mathematical practices and content.*

**Maria Diamantis**

Southern Connecticut State University

**Adam Goldberg**

Southern Connecticut University

Garden State B

16.

## High School Common Core in Statistics: Off and Running

Grades 9 - 12 and administrators

*The main goal of this presentation is to show participants how to use real life running data and the TI-84 calculator to help their students master most of the high school common core in statistics. The functionality of the TI-84 related to high school statistics standards will be explored.*

**Paul Laumakis**

Rowan University

**Marlena Herman**

Rowan University

Garden State C

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8:30 A.M. – 9:30 A.M

17.

## The Common Core Geometry Standards and Tangrams - Perfect Together!

Grades 3 - 8

*Participants will discover how to use tangrams to compose and decompose many types of polygons while providing students with concrete experiences to help them deepen and extend their understanding of the geometric properties of two-dimensional shapes. Participants will receive ready-to-use hand-outs.*

**Jane Hannon**

Elementary Math Specialist (Retired)

Conference I

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9:30 A.M – 10:30 A.M.

18.

## Closing the Achievement Gap with “Deep Practice”

Grades 3 - 5

*Across the board, schools need to discover a way to erase inequities in student learning. By getting to the root components of successful math education (like instant feedback and deep practice) schools, teachers and parents can empower their children to succeed at math and continually foster a supportive learning community.*

**Robert Sun**

Suntex International

Brunswick A

19.

## Get an Angle on Geometry!

Grades 6 - 8

*There's no getting around it--geometry is a major component of the Common Core Math Standards. This workshop, which focuses on angles, polygons, and transformations, will provide you with hands-on activities that you can use with your middle school students.*

**Judith Muschla**

Jossey-Bass

Conference C

# Thursday, October 23, 2014

20.

## **Tangible and Tactile Learning**

Grades K - 8

*Although origami was introduced in the 1800's to stimulate student learning of mathematics and creativity, how frequently does one see it in classrooms today? Session participants will explore how mathematics can be taught, learned, remembered and enjoyed with the aid of origami.*

**Patsy Wang-Iverson**

Gabriella and Paul Rosenbaum Foundation

**Marian Palumbo**

AMTNJ Past President, Bernards Township Schools (Retired)

Garden State A

21.

## **Good Questions Link Young Children, Number Sense, and Common Core**

Grades K - 2

*In this session we will explore how young children (K to Grade 2) can develop number sense, along with reasoning, problem solving, and communication skills as described in the Common Core when the context is children's literature and they are engaged in asking and answering good questions.*

**Rita Janes**

Educational Consultants

Salon AB

22.

## **Proportional Reasoning Through Time**

Grades 6 - 12

*After an overview of bringing the CCSS Math Practices to life, we use similar figures to determine real-life measurements, an astrolabe and new apps to measure angles of elevation and create scale models. We consider proportional reasoning through the lens of math history to conduct investigations. Reproducibles will be provided.*

**Erin Berry**

Monroe Township Middle School

**Maria Steffero**

Salon CD

23.

## **100 Years Later It's Time to Adjust our Mindsets**

General Interest

*This fast-paced, example-laden presentation will look at the implications of a set of mindsets that either hobble our effectiveness or provide opportunities to maximize motivation and learning. We look at just how thankfully far we've come in 100 years.*

**Steven Leinwand**

American Institutes for Research

Regency D & E

24.

## **Using the 4c's to Differentiate Instruction**

Grades K - 8

*Participants will learn strategies on how to incorporate the 21st century 4C's (Critical Thinking, Creativity, Communication and Collaboration) into differentiated instructional activities. This model can help all learners to succeed.*

**Julie Norflus-Good**

Ramapo College

Regency F

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9:30 A.M. – 11:00 A.M.

25.

## **Videos: Giving Students Another Look at the Lesson**

Grades 3 - 8

*Video can be an integral part to help students 'revisit' your lesson. This workshop will use fractions as a model topic and how to create simple videos to support retention. Bring your smartphone or tablet. Maybe you can leave with your own video!!!!*

**Frank Gardella**

Hunter College

**Robert Kaplan**

Conference B

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10:00 A.M. – 11:00 A.M.

26.

## **Charting a Successful Course: The Hundreds Chart and the CCSS**

Grades 3 - 8

*Activities utilizing the hundred chart as a tool in the teaching of key concepts in mathematics in the intermediate and middle grades. Activities will explore number sense, operations, fractions, decimals, percents, basic algebra and more.*

**Joyce Glatzer**

West New York Public Schools (Retired)

AMTNJ Past President

Brunswick B

# Thursday, October 23, 2014

27.

## **Modeling Three Everyday Situations with Vertex-Edge Graphs**

Grades 6 - 12

*Although CCSSM extols modeling, problem-solving, and reasoning, it falls short in incorporating these practices into classrooms; specifically, it omits all mention of vertex-edge graphs. In this session, we discuss three questions that are modeled using graphs: What is the shortest distance from A to B? The shortest route that visits a list of sites? The shortest way of connecting specified sites?*

**Joseph Rosenstein**

Rutgers University

Conference A

28.

## **Mathematical Language and the Common Core**

Grades 6 - 12 and administrators

*The Common Core Content Standards and Mathematical Practices require students to engage in discussion of understanding of concepts. This means the language used in the classroom by teachers and students must be changed appropriately. This session will discuss changes in mathematical language under the CCCS.*

**Daniel Ilaria**

West Chester University

Garden State B

30.

## **Advanced Algebra with Financial Applications: CCSS-Aligned Mathematics for All Students**

Grades 9 - 12 and administrators

*Advanced Algebra With Financial Applications (Algebra 1 prerequisite) offers students opportunities to learn and explore math within financial contexts. It is aligned with the Common Core State Standards and is rapidly becoming the latest addition to math course offerings throughout the country. It is a perfect 3rd/4th year elective.*

**Richard Sgroi**

Bedford Schools (Retired)

Brunswick D

31.

## **Teaching Math to Students with Significant Disabilities: Common Core State Standards**

General Interest

*The Common Core State Standards define learning expectations for all students, including those students with significant disabilities. Come and see how teachers can design math instruction using the CCSS for students with significant disabilities. This presentation will include connections to the Math Claims, Conceptual Areas and Essential Elements of DLM (Dynamic Learning Maps).*

**MaryAnn Joseph**

New Jersey Department of Education

Conference I

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10:00 A.M. – 11:30 A.M.

29.

## **Teaching with the Common Core State Standards in Mind!**

Grades K - 5 and administrators

*Participants will learn how to use center instruction as a pedagogical practice in the elementary math classroom as a way of not only reflecting on their instructional practice but also to assist in deepening students' mathematical understanding. Participants will utilize the CCSS to develop lessons, activities/classwork, and formative assessments for differentiated instruction.*

**Stephenie Tidwell**

Plainfield Board of Education

Brunswick C

32.

## **Why Does it Work? Operations with Fractions**

Grades 3 - 8

*In this session we will focus on the understanding of operations with fractions, including deep knowledge of why computation procedures work. We will use a variety of contexts and models, and will also analyze common misconceptions and inappropriate strategies students use to solve fractions problems.*

**Irina Lyublinskaya**

CUNY College of Staten Island

Garden State C

33.

## **CCSS-Using Appropriate Tools Strategically with TI Technology**

Grades 6 - 12 and administrators

*This hands-on session will provide participants with an opportunity to experience how TI-84 and TI-Nspire technology can be used to address Mathematical Practice #5 as part of the teaching/learning process. All participants will receive a complimentary TI gift at the conclusion of the session.*

**Jim Donatelli**

Texas Instruments

Regency C

# Thursday, October 23, 2014

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11:00 A.M – 12:00 P.M.

**34.**  
**Revisiting Speed-Bumps Encountered in Implementing the Common Core Math Standards**

Grades 3 - 8 and administrators

*Examining how some New Jersey school districts and also some other states have navigated the rough road toward implementing the Common Core Math Standards. Particular emphasis will be placed on how districts have avoided: “throwing out the baby with the bath water,” keeping in place good and proven instructional components.*

**Robert Riehs**

New Jersey Department of Education (Retired)

Brunswick A

**35.**  
**Ten Ideas for Building Understanding for Slope or Rate of Change**

Grades 9 - 12

*What do your students understand about slope? This session will share 10 ideas that will build better understanding for slope. Both non-graphing calculator and graphing calculator activities will be included.*

**James Rahn**

Southern Regional High School, Manahawkin (Retired),  
AMTNJ Past President

Conference C

**36.**  
**Moving Forward With Metric! Measurement within the Common Core**

Grades 3 - 8

*5K races, 2-liter soft drinks, Milligrams of medicine. Metric is here! Learn methods to teach and “see” the metric system. “Hands-on”. Meet Standards. Classroom activities aligned with the Common Core Standards. Have fun. Hand-outs & materials provided.*

**Donna Monck Wollman**

EAI Education

Garden State A

**37.**  
**Reasoning and Modeling, Two Pillars of the Mathematical Practices**

Grades K - 12

*Reasoning and Modeling are two focal points. Tasks to engage students in the mathematical thinking required will be presented.*

**Nicolae Borota**

New Jersey Department of Education

Salon AB

**38.**

**This Session is Designed to Make You “Flip”**

Grades 6 - 8

*Never have enough time during class? Come learn about the benefits of the flipped classroom. Discover how flipping your classroom can lead to differentiation of instruction and increased opportunities for problem based learning. Presenters will share the basics from creating videos to what to do during class with that extra time!*

**Dawn Boyer**

Byram Township School District

**John Fritzky**

Regency D

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11:00 A.M – 12:30 P.M.

**39.**

**Understanding the Common Core Math Shifts: What Every Teacher Needs to Know!**

Grades K - 12 and administrators

*How understanding the role of focus, coherence and rigor can guide you in all decision making for implementing the Common Core State Standards, including purchasing decisions, developing pacing guides, reflecting on instructional practices, and creating formative and summative assessments. Appropriate for all math educators and instructional leaders, we will engage in hands on activities and take a deep dive into achievethecore.org. You will leave with countless resources to bring back to your schools.*

**Diane Eisenhart**

Core Advocate for Student Achievement Partners

Regency E

**39-A.**

**Shifts in Practice: How Do Teachers Interpret and Implement the Common Core State Standards?**

Grades K - 12

*This presentation will provide opportunities to discuss data from a state-wide study of K-12 teachers’ perceptions of their own changes in practice related to the Common Core State Standards. We will share survey data from approximately 1000 teachers across the state of New Jersey and interview data from 61 New Jersey teachers. Participants will have the opportunity to discuss the findings, ask questions and use the results as a basis upon which to share thoughts, ideas, and strategies relating to their own shifts in practice and types of appropriate professional development needed to address the practices outlined in the Common Core State Standards.*

**Lisa Warner**

William Paterson University

**Roberta Schorr, Lina Sanchez-Leal**

Rutgers University

Salon CD

# Thursday, October 23, 2014

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11:30 A.M. – 12:30 P.M.

**40.**  
**If Practice Were Privileged over Content**

General Interest

*What sort of educational environment might be generated if Practice Standards were privileged over Content Standards? Starting from an assumption that Content Standards are seen as a context for engaging in the more significant Practice Standards, participants will collaborate to construct tasks whose design is informed by this assumption.*

**Steven Greenstein**

Montclair State University

Conference B

**41.**  
**Think a Tree**

Grades K - 5

*See how to incorporate an interesting topic in contemporary mathematics, fractals, into the curriculum. Learn how you can explore patterns and expand algebraic thinking through binary fractal trees. Have students develop the properties of self-similarity while making their own fractal images.*

**Hector Lopez**

Rutgers University

Garden State B

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11:30 A.M. – 1:00 P.M.

**42.**  
**App-solutely Must Have Math Apps**

Grades K - 5

*With over 500,000 native iPad apps in the App store, it takes time to sort through and find appropriate and worthwhile apps for use in the classroom. However, what if the work was already done for you? Learn about engaging and educational math apps that have been teacher-tested for quality and content.*

**Geoffrey Mihalenko**

Sayreville School System

Conference A

**Thursday Lunch**

Sponsored by Texas Instruments

**43.**

**Six Strategies for Making Questioning Central to Teaching: Enacting the Mathematical Practices**

Grades K - 12 and administrators

*Questions can make student thinking visible as a guide for instruction and can also push students to make connections and extend their learning. The emphases in PARCC on formative assessment and on “problems worth doing” provide opportunities to make this happen in our classrooms, and interactive dynamic technology can help.*

**Gail Burrill**

Michigan State University, Past President NCTM

**Cost per Ticket: \$15.00**

Regency F

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12:00 P.M. – 1:00 P.M.

**44.**

**Classic Problems - Use Them to Teach Reasoning, Problem-Solving and MATHEMATICS!**

Grades 6 - 12

*As the reasoning and problem solving mode of teaching continues growing, teachers are expected to teach reasoning, problem-solving skills and at the same time, the mathematics of the curriculum. This session provides a look at several classic problems that enable you to teach all three skills at the same time.*

**Stephen Krulik**

Temple University, Professor Emeritus,

AMTNJ Past President

Regency C

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12:00 P.M. – 1:30 P.M.

**45.**

**Ten Major Shifts in Practice and Beliefs 2003-2014**

Grades K - 12 and administrators

*Kim Marshall, who reads voraciously to write the weekly Marshall Memo, will describe ten areas in which previous beliefs have been changed by recent research, cutting-edge practice, and other forces in American schools.*

**Kim Marshall**

New Leaders

Brunswick B

46.

## **Create Engaging SMARTBoard Math Lessons**

Grades K - 12 and administrators

*Techniques for creating engaging lessons using SMART Notebook software will be presented. Hide and reveal using animation; editing Gallery interactive objects; downloading and editing lessons from the Smart Exchange.*

**Todd Federman**

Montclair State University

Brunswick C

47.

## **Problem Solving: Satisfying You, Your Students and the Common Core**

Grades 6 - 12

*Seeing my students' creativity and thought processes reminds me why I went into teaching. Your students will benefit from learning how to communicate effectively and how to work smart. I will provide you with several "problems of the month".*

**John Bookston**

ATMIM Board Member

Brunswick D

48.

## **Excite Your Students with Mathematical Activities that Demonstrate CCSSM Integration!**

Grades 3 - 5

*Participants will experience hands-on activities that will enlighten their mathematics instruction and integrate CCSSM. These activities will also demonstrate integration of mathematics to other disciplines, such as language arts, art, science, and social studies. Handouts with a bibliography will be provided.*

**Adam Goldberg**

Southern Connecticut State University

**Maria Diamantis**

Southern Connecticut State University

Conference I

49.

## **World of Transformations: Patterns, Structure, and Functions**

Grades 3 - 8

*World of Transformations: Geometry is Everywhere provides experiences in which students are able to discover the balance, order, and symmetry in our world. This will lead them to an awareness of geometry in art, architecture, and engineering. Skills can be developed in observation, creative interpretation, and mathematical reasoning. Materials will be provided.*

**Gloria Sanok**

Wayne Public Schools (Retired)

Garden State C

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12:30 P.M. – 1:30 P.M.

50.

## **Inquiry Based Learning: 100% Common Core!**

Grades 3 - 8

*In this session, participants will learn how to implement inquiry based learning as students select a problem to solve in their home, school, or community. This form of inquiry based learning integrates STEM as well as other disciplines based on the problems selected. The results can be amazing! Handouts will be provided.*

**Sue Vohrer**

Maryland Council of Teachers of Mathematics

Brunswick A

51.

## **Measuring the Height of Distant Objects by Using Trigonometric Formulas**

Grades 6 - 12

*Apply trigonometric formulas such as sine and cosine laws to real-life situations by allowing students to measure depth and determine height of various objects by using a new type instrument. Students will develop an understanding of scientific concepts using facts, theories, principles, and models. New mathematical concepts are proven to find the heights of objects that are hard to reach such as falls and mountain. Bring your graphing calculators!*

**Ahmed Salama**

PANTHER Academy

**Gregg Festa**

Paterson Public Schools

Garden State A

52.

## **Differentiating Instruction for Low-Level Math Learners Through Technology**

Grades 6 - 12

*This session will focus on teaching math to low-level students through calculator technology. Participants will experience the role of the student as well as the teacher in this hands-on session. Sample activities and lessons will be provided. Common Core Standards will be linked to each activity and demonstrated throughout the session.*

**Holly Terrill**

Texas Instruments T<sup>3</sup> Instructor

Salon CD

# Thursday, October 23, 2014

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12:30 P.M. – 2:00 P.M.

53.

## Essential Strategies to Get at the Core

Grades K - 5

*Become familiar with classroom-proven strategies that will help you and your students respond to the demands of the Common Core. These strategies have proven to increase student engagement and achievement and prepare students for college and career. These strategies may be used across various grade levels and math concepts.*

**Miguelina Ortiz**

Baldwin UFSD

Conference C

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1:00 P.M. – 2:30 P.M.

54.

## How Teachers Respond to Students' Mathematical Ideas in the Moment

Grades 6 - 8

*Included in the Common Core are the eight Standards for Mathematical Practice, which describe expertise that teachers at all levels should seek to develop in their students. This presentation will provide opportunities for participants to consider these practices with a main focus on how to understand, support and respond to students' mathematical ideas. We will share examples from 5 teachers' middle school math classrooms, in 3 urban districts in New Jersey and the ways in which they dealt with situations in which they did not understand the ideas that were being generated by their students as they solved a non-routine combinatorics problem. Participants will explore different strategies and solutions to the problem, try to understand samples of students' written work and discuss some of the different ways in which teachers can support and respond to specific student thinking.*

**Lisa Warner**

William Paterson University

**Roberta Schorr, Lina Sanchez-Leal**

Rutgers University

Conference B

56.

## Online Interactivities for Algebra 2 and Precalculus using Free Internet Tools

Grades 9 - 12

*We highlight the use of the free software programs, Geogebra and Wolfram Alpha, to use or create activities for Algebra 2 and Precalculus. Examples include absolute value equations and inequalities, functions, graphs and transformations, and trigonometric functions. Feel free to bring a tablet or laptop with Geogebra ([www.geogebra.org](http://www.geogebra.org)) installed.*

**Revathi Narasimhan**

Kean University

Garden State B

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1:30 P.M. – 2:30 P.M.

57.

## Raising Math Confident Kids

Grades 6 - 12

*This session will provoke participants to think deeply about self-improvement as a core belief to help build confidence as well as the necessity of challenge and mixed practice to ensure students are at CCSS/PARCC grade level. We will share strategies for metacognition, enjoyment of learning and classroom management.*

**Robin Schwartz**

College of Mt. St. Vincent, Math Confidence

Regency C

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2:00 P.M. – 3:00 P.M.

58.

## Making Common Sense of the Core

Grades K - 12 and administrators

*To take advantage of the common core we need to break some old habits. The CCSS raise standards by deepening, not by covering. Lessons designed for depth work better for two goals: greater diversity of students learn and greater mathematical coherence. The presenter is one of the three lead writers for the CCSSM.*

**Philip Daro**

Strategic Education Research Program (SERP)

Regency D & E

# Thursday, October 23, 2014

59.

## **What do I need to get an 'A'?**

Grades 6 - 12

*This is the question that is too often answered with a grade on an assessment rather than the concept of learning the content. This session provides a means of assessing and grading that evaluates mastery and how this practice encourages students to continue to build and refine skills including procedures for a skills mastery based grade book.*

**MaryRose Poole**

Mainland Regional High School

Conference I

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2:00 P.M. – 3:30 P.M.

60.

## **Let's Explore the Core with Math on the Floor!**

Grades K - 5 and administrators

*This highly interactive session will involve teachers in the kinesthetic exploration of numerous math concepts on a large 100 square floor grid. All five math strands will be addressed, with applications shared for mapping and language activities. Bring a camera to capture all the action!*

**Wendy Hill**

Math Consultant

Brunswick A

61.

## **Meeting Mathematical Practice Standards with Great Problems for Every Student**

Grades 3 - 8

*We have used a set of problems with middle grade students that require them to count, organize data, look for patterns, and generalize. These challenging problems easily accommodate differentiated instruction and (no kidding) incorporate all of the common core standards for mathematical practice. Use these problems in your next classes.*

**Jim Matthews**

Siena College

Brunswick B

62.

## **Just Let Me Survive Today: Math Classroom Management and Motivation**

Grades 6 - 12 and administrators

*Through a unique combination of games, puzzles, rewards and incentives, lots of humor as well as some traditional techniques, you will learn how to motivate your students so that they will look forward to coming to your class to learn. This session will include "brain - based" study strategies that will truly increase success on standardized exams (Regents, PARCC, ASK, etc.).*

**Mark Richman**

Columbia High School

Brunswick C

63.

## **Math Matters: Games, Puzzles, and Diversions to Build Number Sense**

Grades 3 - 8

*Come and learn new games to help your students develop better number sense, and quantitative reasoning skills. These hands on interactive games are designed to push your students thinking abilities while strengthening number operations, concepts, and skills in whole numbers, fractions, decimals and percentages. Each participant will receive a booklet of games.*

**John Hinton**

Math Matters, Inc.

Garden State A

64.

## **Empowering Students to Make Mathematical Connections**

Grades 6 - 12

*Participate in activities that help find the connections between a rule, graph, table and context. Learn ways to help students move from each representation to the others, developing deep understanding of multiple ways to solve problems.*

**Timothy Scripko**

College Preparatory Math

Conference A

65.

## **Proportion: Ratio = Ratio**

Grades 6 - 8

*A foundation topic in the middle school with many connections in science and social studies, ratio and proportion are among the key topics in the Sixth and Seventh Grade Common Core Standards. Join us for lab activities and teaching strategies for the teaching and learning of ratio and proportion.*

**Mary Ann Matras**

East Stroudsburg University

Regency F

66.

## **Teaching Ratio Concepts for Understanding**

Grades 3 - 8

*Ratios are often difficult for students to understand. Ratio appears in a variety of different contexts and curricula are not often coherently organized across grade levels. Participants will learn how various ratio contexts (unit rate, rate, and proportional relationships) can be built through CCSS-M reflective elementary through middle school curricula.*

**Makoto Yoshida**

Global Education Resources

Brunswick D

# Thursday, October 23, 2014

67.

## Effective Strategies for Achieving Math Mastery for All Students

Grades 3 - 8

*Mathematics is often referred to as the universal language, but students come to class with different cultural and meta-cognitive backgrounds and capacities. This workshop will focus on a variety of strategies that address different learning modalities, cultural backgrounds and language mastery, enabling all students to effectively understand and utilize mathematical concepts in solving real life problems.*

**Chinwe Mgbenwelu**

New Jersey Department of Education, Special Education

**Ray Lindgren**

New Jersey Department of Education

Garden State C

68.

## Numbers Bee: Improving Fluency with Numbers & Operations for All Ages

Grades 3 – 12

*For every 100 minutes of Numbers Bee play, DCAS Math test scores increased by 12.8 Points. Numbers Bee online math game activities target mastery of fluency, procedural skills, mental agility and problem solving. It can be played on a computer, tablet or a smartphone. It helps build students' confidence while having fun with Numbers.*

**Sakthi Vel**

Numbers Bee

**Shirl Ellison**

Red Clay Consolidated School District, Delaware

Salon C&D

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2:30 P.M. – 3:30 P.M.

69.

## Math Trails in Your School/Town

General Interest

*Designing a math trail in your school, district, or town can be a fun activity for students that fosters a love of mathematics.*

**Thomas Walsh**

Kean University

Conference B

70.

## Using the Flipped Classroom to Increase Mathematical Understanding

Grades 9 - 12 and administrators

*This presentation offers participants strategies for using video tutorials for "homework" as the primary method of instruction for a variety of math courses. Lesson design, the roles of the teacher and student, use of classroom time, curriculum, and coverage of Common Core standards will be discussed in detail as they relate to flipped learning.*

**John Kerrigan**

Middletown High School North, Rutgers University

Conference C

71.

## Making Common Core Work for AP Mathematics

Grades 9 - 12 and administrators

*As a teacher of 42 years, how do I see Common Core impacting the instruction of AP Statistics and AP Calculus? What and how will our courses change in the coming years?*

**Cyndy Howes**

Middle Tennessee Mathematics Teachers

Salon AB

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3:30 P.M. – 4:30 P.M.

## Past Presidents' Reception

*By Invitation Only*

Garden State B

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4:30 P.M. – 5:15 P.M.

## President's Reception

*Open to All*

Pre-function Area

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5:30 P.M. – 6:30 P.M.

## Annual Business Meeting

*Open to All*

Regency C

Thursday, October 23, 2014

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7:00 P.M.

**Thursday Dinner Banquet**

Sponsored by Casio

72.

**The Common Core - A Walk in the PARCC with Casio Technology**

General Interest

*How can we use modern technology to teach and reinforce the Common Core and prepare students for the PARCC exam? Come see how Casio has made teaching, learning and assessing the Common Core easier than ever before.*

**Ismael Zamora**

Lyons Twp. High School, Westmont, IL

**Cost per Ticket: \$35.00**

Regency F

# Friday, October 24, 2014

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7:30 A.M. – 8:00 A.M.

73.

## First Timers' Session

*An orientation for the program booklet and the conference.*

**Neil D. Cooperman**

Millburn High School, AMTNJ President

Conference I

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7:30 A.M. – 9:00 A.M.

## Friday Breakfast Session

Sponsored by McGraw-Hill Education

74.

## Preparing Students for a Digital Testing Environment

General Interest

*This workshop will provide you with the tools you need to prepare your students for the PARCC test. We will look at the type of questions that will be on this test, the level of rigor students will be asked to perform and resources that are available for teachers. We want to not only prepare students for the level of rigor and the types of questions, but also the actual digital testing environment. We will look at field tests given for the PARCC to determine useful tips for students and teachers.*

**Teresa Beisel**

McGraw-Hill Education

**Cost per Ticket: \$10.00**

Regency C

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8:00 A.M. – 9:00 A.M.

75.

## Using Learning Trajectories for Organizing the Instructional Core around CCSSM

Grades K - 8

*This session discusses how learning trajectories (LTs) can be used as a means for interpreting and implementing the CCSS-M. It explores how LTs can be a lens through which educators form an understanding of how 'big' mathematical ideas develop over time based on student conceptual development, intermediate understandings and misconceptions.*

**Nicole Panorkou**

Montclair State University

Brunswick B

76.

## Using 2, 3, 5 and 8 to Show that Math is Truly Great!

Grades 6 - 8

*We gain wisdom and knowledge by using mathematics to understand our world. The Fibonacci numbers are evident throughout nature and give us keys to unlock the truly marvelous structure of our world. Come and see how to integrate the mathematics of the Fibonacci Sequence into your math classes to make your math classes fun and challenging for your students.*

**Peter Pace**

Life Center Academy

Brunswick D

77.

## Connecting Math to Real-World Applications

Grades 6 - 8

*Have you ever noticed how many times 'real-world' appears in the Common Core? This session will provide you with stimulating activities to use for grades 5 - 8 so that students can make connections from math class to real-life situations. Participants will leave with fun activities and strategies.*

**Pamela Baykal**

Oakland Public Schools

**Kimberly Salacki**

Oakland Public Schools

Conference A

78.

## Having Fun in the Math Classroom

Grades 6 - 12

*How to have fun introducing lessons in the Algebra classroom and have fun along the way doing it. Including but not limited to e, math induction, and what to do when you finish that class 10 minutes before you thought you would.*

**Douglas Smith**

Schalick High School, AMTNJ Past President

Conference C

79.

## Wish They Could Listen the FIRST Time? They Can!

Grades K - 12 and administrators

*Teachers are spending more and more time on low-level misbehaviors in the classroom. This wastes hours of teaching time per week and leads to stress and poor student performance. Here, educators will learn how to alleviate up to 90% of classroom discipline problems so that learning WILL take place.*

**Kristin Cruz**

Time To Teach

Garden State A

# Friday, October 24, 2014

80.

## Measurement & the Common Core Standards

Grades 3 - 8

*Explore research-based methods, innovative techniques to teach abstract concepts at the concrete level to achieve understanding. Hands-on activities, construction of 3-D models connect measurement, fractions, scale drawing to real-life and common core standards. Practical application leads to understanding, success, ease, and enjoyment. Hand-outs & materials provided.*

**Donna Monck Wollman**

EAI Education

Salon AB

81.

## Formative Assessment Supports the Mathematical Practices

General Interest

*Participants will engage in the construction of observation protocols, designing conjecture boards, range questions, and tickets to leave. We will discuss how to use formative assessment strategies and techniques to inform instructional practices. Participants will leave with ready-to-implement strategies and graphic organizers to assist in their instruction.*

**Anne Collins**

Lesley University

Salon CD

82.

## Interactive Examples in Precalculus and Calculus

Grades 9 - 12

*This talk will go over several interactive examples in precalculus and calculus. Each participant will be given a printed copy of the activity and also a digital version of the activity (on a flash drive).*

**Ron Larson**

Penn State University at Erie

Regency D

83.

## “PARCC” the Demand for a Change in Pedagogy

Grades K - 12 and administrators

*In this workshop, participants will be asked to engage with the new expectations of the CCSS and the challenges that have been designed by PARCC to measure student mastery of these standards. A look at item design, grade level mastery and the new technology developed for this assessment will all point to a change in pedagogy in the Mathematics classroom.*

**Robert Price**

Northern Valley Schools Consortium

**Kathleen O’Flynn, Patty McGee, Jon Regan**

Regency E

84.

## The PARCC Assessments and CCSS for Grades 3 - 5

Grades 3 - 5

*This session will focus on how the PARCC Assessments are developed and aligned to the CCSS for grades 3 - 5. Test blueprints, evidence statements, item development, and mathematical content issues will be discussed. Please note that this session is focusing on the test construction, the mathematical content, and on the expectations of the PARCC assessments and NOT on test administration details (e.g., technology issues, accommodations, modifications, 504 plans, IEPs, etc.).*

**Timothy Giordano**

New Jersey Department of Education

Regency F

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8:00 A.M. – 9:30 A.M.

85.

## Triangles, Probability, and Amazement: A Connected Experience for the Classroom

Grades 6 - 12

*This workshop will explore an intriguing set of classroom-tested problems that mesh geometry, algebra, and probability. The problems and their contexts are engaging and loaded with mathematical insights. These laboratory-style experiences utilize reasoning, sense-making, and connections.*

**Jim Rubillo**

Bucks County Community College

Brunswick A

86.

## Taking Back Assessment! Strategies to Make Assessment Meaningful and Actionable!

Grades K - 5

*Learn to use data you already have, or are required to collect, and organize it in ways that make it come to life. Using different strategies and templates helps teachers easily see trends on the road to mastery of the Common Core. Leave this session with tools you can use tomorrow.*

**Lindsay Vieira**

Morris Plains School District

Brunswick C

# Friday October 24, 2014

87.

## **Demystifying the Learning of Algebra**

Grades 3 - 12

*Hands-On Equations® demystifies the learning of algebra! Learn about this whole-brained approach for introducing algebraic concepts to students in grades 3 - 9. (It is also a valuable tool for teaching Algebra to middle and high school Special Education students.) By “breaking the code” of algebra, Hands-On Equations empowers students to work with sophisticated-looking algebraic concepts, thereby enhancing their self-esteem and their interest in mathematics. Balancing two-step equations becomes child’s play! See how it can be applied to solving verbal problems.*

**Mary Geschel**

Hands-On Equations, Borenson and Associates, Inc.

Conference B

88.

## **Using Rich Math Tasks for Formative Assessment**

Grades 9 - 12 and administrators

*Effective mathematics teaching is more than just teaching procedures; students must have opportunities to grapple with rich mathematics. In this workshop we will collaboratively investigate using rich math tasks to explore students’ use of the Common Core Standards for Mathematical Practice as part of formative assessment for learning.*

**David Wees**

New Visions for Public Schools, NYC

Garden State B

89.

## **Making Indelible Images Using the Geometer’s Sketchpad**

Grades 3 - 12

*Hands on computer lab showing applications of the Geometer’s Sketchpad across the math curriculum from fractions to calculus. No experience needed in Sketchpad to participate. Bring your laptop with Geometer’s Sketchpad.*

**Paul Cinco**

Hunter College, City University of New York

**Gene Eyshinskiy**

Flushing High School, New York

Garden State C

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8:30 A.M. – 9:30 A.M.

90.

## **Assessment: What’s It All About, Alfie?**

General Interest

*Assessment and grading are not the same. Assessment helps teachers and students to identify what they know and don’t know, and it provides opportunities to help students improve their understanding and performance. This session will begin with a hands-on activity and will culminate in a discussion of assessment techniques for improved instruction.*

**Neil Cooperman**

Millburn High School, AMTNJ President

Garden State A

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9:30 A.M – 10:30 A.M.

91.

## **Incredible Tasks! - Engaging Students in the Math Practices**

Grades 6 - 12

*In this hands-on session, we will explore how to use excellent and worthwhile math tasks to assess student learning. We will examine how we use rubrics to measure growth in content and math practices. These processes will prepare students for rigorous national assessments. Leave with resources (200-plus tasks) and ideas you can use on Monday morning.*

**Bill Barnes**

National Council of Supervisor of Mathematics: Director - Eastern Region 2

**Jenny Novak**

Brunswick D

92.

## **How to use Tabtor in an Elementary Instructional Support Classroom**

Grades K - 5

*This session will discuss the implementation of Tabtor, an iPad program, in an Instructional Support classroom. The elementary school students have shown a significant improvement while using the iPads with a range of classroom manipulatives. The blending of technology and traditional tools has been proven highly effective.*

**Kevin Merges**

Rutgers Preparatory School

**Lori Woods**

Conference C

# Friday, October 24, 2014

93.

## **Mathematical Encounters: Confronting Students' Misconceptions**

Grades 6 - 8

*Children come to our classrooms with plenty of interesting conceptions about math. Unfortunately, not all of them are accurate. This session will share examples of how we can "undo" the bad ones.*

**Ihor Charischak**

Creative Mathematics

Garden State A

94.

## **Assessment and the Illustrative Mathematics Project**

Grades K - 12

*Illustrative Mathematics has been involved in a number of projects helping develop assessment items, including a project for SBAC on assessing mathematical reasoning. We will report on lessons learned from these projects and implications for the assessment landscape. The presenter is one of the three lead writers for the CCSSM.*

**William McCallum**

The University of Arizona

**Kristin Umland**

Illustrative Mathematics

Regency D & E

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9:30 A.M. – 11:00 A.M.

95.

## **Moving from Teacher-Centered to Student-Centered Instruction Makes All the Difference**

Grades K - 5

*The more students are actively involved in instruction, the more they will make sense of the mathematics being taught, and the more they will remember. This session will show models of teachers engaging students, and provide opportunities for discussion of benefits on how to incorporate these strategies at home.*

**Janie Zimmer**

Director of Research-Based Education

Brunswick B

96.

## **"Understanding Why" in Lessons from Fraction Operations to Graphing Relations**

Grades 3 - 8

*Participants receive online software and 3-part lessons aligned to Common Core in Fractions, Problem Solving, Ratio, Graphing Relations with activities from concrete to abstract, integrating multiple approaches and entry points. The material presented will support rich math discussions, seamless integration and learner differentiation.*

**Rudy Neufeld**

Neufeld Learning Systems Inc.

**Mary Lou Giannetto**

North Salem Schools, New York

Conference A

97.

## **Universal Design for Learning + Small Group Instruction = Success**

Grades 6 - 8

*Do you long to hear your students say these words, "I love math"? Come discover how UDL Choice Menus, TI-Technologies, and Small Group Instruction can transform struggling learners into confident learners, and increase student engagement and achievement. Take this time to allow yourself to enter the world of UDL!*

**Melissa Jackson**

New Jersey Department of Education

Salon AB

98.

## **A FUNDamental Approach to Connecting Families of FUNctions**

Grades 9 - 12

*Use hand-held technology to explore properties of families of functions. Participants will be provided with classroom-ready hands-on lessons that enable students to examine functional behavior and discover FUN ways to make sense of transformations. We will connect the Algebra and Functions strands of the Common Core State Standards.*

**Tom Beatini**

Glen Rock High School

Salon CD

# Friday, October 24, 2014

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10:00 A.M. – 11:00 A.M.

99.

## **The Unit Circle – When Will You Teach It?**

Grades 9 - 12

*With the implementation of the Common Core State Standards and the upcoming PARCC assessments, students can't wait to learn about the unit circle until they get to precalculus. Learn to implement the mathematical practices and present the unit circle to students in Algebra 2 and Geometry classes.*

**Kathleen Carter**

North Hunterdon High School

Conference B

100.

## **Engaging Learners in Inquiry in the Blended Classroom**

General Interest

*One urban school's journey to inquiry based blended learning through the use of Google apps, edmodo and adaptive online learning systems.*

**Gregg Festa**

Paterson Public Schools

Conference I

101.

## **Using Technology to Teach with the Progressive Mathematics Initiative (PMI)**

Grades K - 12 and administrators

*Rich digital content is at the core of the mathematics courses that are posted for the free use of all at [www.njctl.org](http://www.njctl.org). Comprised of SMART notebook presentations, with robust embedded formative assessment questions, homework, class work, assessments, and pacing guides. These materials are used to teach Common Core mathematics.*

**Melissa Axelsson**

New Jersey Center for Teaching and Learning

**Erika Waldeck**

New Jersey Center for Teaching and Learning

Garden State C

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10:00 A.M. – 11:30 A.M.

102.

## **Playing with Numbers: Hands-on Activities to Develop Understanding and Skills**

Grades 3 - 5

*Activities will focus on fractions, whole number multiplication and division. Learn how to balance computation, and conceptual understanding through problem solving activities with hands-on materials.*

**Janet Caldwell**

Rowan University, AMTNJ Past President

Brunswick A

103.

## **Rich Problems that Engage Students in the CCSS Mathematical Practices**

Grades 9 - 12

*The Standards for Mathematical Practice serve as essential benchmarks to foster effective student learning. This hands-on workshop focuses on engaging participants in rich problem solving tasks selected from the fields of patterns and functions, algebra, geometry, discrete mathematics, precalculus and calculus that address these standards. Please join us.*

**Jay Schiffman**

Rowan University

Brunswick C

104.

## **Rich Mathematical Tasks to Promote CCSS Mathematical Practices**

Grades 6 - 12

*Effective strategies & mathematical tasks will be discussed and available for immediate classroom implementation. Ways to engage students and questions to be posed will be discussed at length in order to promote a deeper understanding of the mathematics as well as putting some of the mathematical practices into action.*

**Farshid Safi**

The College of New Jersey

Garden State B

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10:30 A.M. – 11:30 A.M.

105.

## **Challenge Approach to Grades 6-8 Digital Curriculum and Common Core Using Learning Trajectories**

Grades 6 - 8

*Building student understanding of Common Core Standards can be accomplished by providing them with media-rich Challenges that encourage productive struggle around key ideas. Students might predict if a wind-up toy will stop short or fall off a table, how many hot dogs a hot dog eating champion can eat in a minute, or what percent of high school athletes go pro. Providing dynamic tools and supporting middle grades students in sharing their use of mathematical practices gives teachers rich opportunities to support progress along learning trajectories.*

**Jere Confrey**

North Carolina State University

Regency C

# Friday, October 24, 2014

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11:00 A.M. – 12:00 P.M.

107.

**Using Pictures, Numbers, Words, and Symbols to Solve CCSS Performance Based Assessments (PBA)**

Grades 6 - 12

*Come learn the new CCSS by engaging in a hands-on look at lessons and performance tasks with instructional strategies that focus on building understanding and engaging students in the Math Practices. Participants will engage in an across-the-grades look at the CCSS Domains. Ready-to-use, hands-on resources and instructional strategies, differentiation and accommodations, and the use of multiple strategies and questioning techniques will be emphasized.*

**Deborah L. Ives**

Montclair State University, AMTNJ Past President

Garden State A

108.

**The Ins and Outs of Formative Assessment**

General Interest

*What is formative assessment and how does it support student learning and classroom instruction? NCTM's Assessment Principle indicates that assessment should not be done to students; rather, assessments are for students and should be used to guide and enhance their learning. Let's look at some examples of formative assessment protocols and how to incorporate it into our daily instruction and how effective formative assessment prepares students for high stakes tests.*

**Linda Gojak**

Immediate Past President, National Council of Teachers of Mathematics (NCTM)

Regency D & E

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11:30 A.M. – 12:30 P.M.

109.

**Connecting over Pi**

Grades 6 - 12

*Engage in various activities around pi highlighting connections to content such as linear equations, data analysis, and even a gentle introduction to limits while linking content to the CCSS. Bring your graphing calculator!*

**Lidia Gonzalez**

York College, CUNY

Brunswick D

110.

**Using Virtual Manipulatives to Strengthen Students' Conceptual Understanding**

Grades 6 - 8

*In this workshop, teachers will see how virtual manipulatives can help students develop a deeper understanding of mathematics. We will pay particular attention to the fourth mathematical practice of modeling, as we take advantage of technology to help students represent important mathematical ideas in multiple ways.*

**Mark Russo**

Montclair State University

Conference A

111.

**Transformational Geometry - the Basis for Really Cool Computer Art**

Grades 9 – 12

*The Common Core Standards for geometry require knowledge of reflections, rotations and dilations of polygons. Instead of just having students memorize "textbook" procedures and solutions, delight your class with computer art by using the animation property of Geometer's Sketchpad in order to make spirographs and kaleidoscopes like the ones we enjoyed as kids. You will be sent back to school with many sample files that incorporate these beautiful transformations. Bring your laptop with GSP and a mouse!*

**Anita Schuloff**

Paramus Catholic High School

Garden State C

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11:30 A.M. – 1:00 P.M.

112.

**CCSS Aligned Materials? CCSS Aligned Instruction? Learn About Tools to Help Determine Both!**

Grades K - 12 and administrators

*Dive deep into two great tools: the Instructional Materials Evaluation Tool and the Instructional Practice Guides. The IMET is used to evaluate alignment of textbooks to the CCSS based from the Publishers' Criteria for Mathematics. The IPG's describe the Core Actions one can observe in a classroom in which the Standards are effectively implemented. Great tools for implementation of CCSS in your district.*

**Barbara Beske**

Student Achievement Partners

**Beth Cocuzza**

Student Achievement Partners

Brunswick B

# Friday, October 24, 2014

113.

## **Formative Assessment: Using Technology for Immediate Feedback**

Grades 3 – 12 and administrators

*There are a variety of technologies that support formative assessment in the classroom. The speaker will discuss the what, where and how of technological assessment.*

**Jennifer Larson**

Far Hills Country Day School

Conference B

114.

## **Students Learning Fraction Operations through Their Sense Making and Reasoning Begins**

Grades 3 - 8

*Building of student sense making, use of multiple representations, reasoning with properties and whole number proficiencies, we will examine student experiences to establish meaningful fraction operations (from early strategies to algorithms). Focus on teaching sequences, teacher coordinated mathematical conversations and student reflections.*

**Henry Kepner**

University of Wisconsin-Milwaukee, Professor Emeritus

Past President, National Council of Teachers of Mathematics (NCTM)

Salon AB

115.

## **Out-of-School-Time (OST) = A Great Time to Address Common Core Mathematical Practices**

Grades K – 8 and administrators

*Classroom teachers are on the front line for addressing CCSS. Next let's design reasonable approaches for out-of-school-time (OST). See how we use children's books to deepen student understanding and build positive attitudes about math: in after-school centers, as part of project-based-learning, for summer enrichment, for independent reading, in parent education, and as family nights. (Feel free to bring your lunch!)*

**Claire Passantino**

Let's Read Math

Salon CD

## **Friday Lunch**

Sponsored by Conquer Mathematics

116.

## **“But The Students Don’t Know...”**

Grades K - 8

*This presentation will focus on how to teach grade-level standards when teachers feel that the prerequisite skills are lacking. Discussion will focus on the progressions in the Common Core State Standards and how they can be used to help teachers bridge gaps. We must begin instruction on the current grade level, not on what should be previous content knowledge.*

**Nancy Schultz**

Conquer Mathematics

**Cost per Ticket: \$15.00**

Regency F

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12:00 P.M. – 1:00 P.M.

117.

## **Once You Get the Answer, then Mathematics Begins**

Grades 3 – 12

*We look at a problem whose answer can be found in many different ways. Which ways are the most mathematically rich? Why? Useful handouts will be provided.*

**Jerry Becker**

Southern Illinois University-Carbondale

Brunswick A

118.

## **Connecting CCSS Mathematics and Next Generation Science in the Middle School Classroom**

Grades 6 - 8

*Mathematical procedures play an important role in the science classroom, but can science be equally useful for the teaching and learning of mathematics? This presentation will engage participants in middle school level activities connecting mathematics and science. The presenter will also highlight recent research findings regarding interdisciplinary connections for mathematics and science and describe content, process, and methods connections between the Common Core State Standards for Mathematics and the Next Generation Science Standards.*

**Eliza Leszczynski**

Montclair State University

Garden State B

# Friday, October 24, 2014

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12:00 P.M. – 1:30 P.M.

119.

## Make Your Lessons “Magical”

Grades K - 5

*Learn to create magical lessons. Layer and group objects, reveal “hidden” items, and make items “disappear”. See what that new tab is all about in SMART Notebook 11.*

**Shanna Sudderth**

www.TeachmeSMART.com

Brunswick C

120.

## Problem-Solving in Grades 3 - 5

Grades 3 - 5

*Too few students are able to retain their knowledge or transfer their learning to new situations. That is why educators lament their forgetfulness from June to September, from Friday to Monday, from 9 AM to 10 AM, etc. This workshop will help teachers understand this difficulty and develop a more visually based lesson and problem solving format.*

**Angelo DeMattia**

Rutgers RIISA, AMTNJ Past President

**Heela Sarwary**

Passaic Public Schools

Conference I

121.

## Shifting Responsibility for Concept Development from Teacher to Student in the High School Classroom

Grades 9 - 12

*This session will focus on activities that require collaboration and self-direction from students in order to foster conceptual development. This session will take participants through a station activity developed for a high school math classroom. Participants will also explore activities that have been designed to shift responsibility for concept development from teacher to student as supported by the CCSS Math Practices. Embedded in each of the activities are opportunities for students to reflect on their growth as a 21st Century Learner.*

**Melissa Pearson**

West Windsor-Plainsboro Regional School District

**Bonnie Brienza**

West Windsor-Plainsboro Regional School District

Regency C

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12:30 P.M. – 1:30 P.M.

122.

## Infusing Critical Thinking into the Mathematics Classroom

Grades 6 - 12 and administrators

*Critical thinking and problem solving are essential skills in the mathematics classroom as well as in the student's future professional life. In this session we will focus on several indicators of critical thinking as well as how to determine the students' proficiency level in each. Examples of critical thinking rubrics will be distributed as a starting point for discussion.*

**Scott Sirota**

Smith Middle School, Ramsey

Conference C

123.

## Questioning: Strategies for the Next 100 Years

Grades K - 12

*Questioning is the single most prolific strategy utilized in the classroom. In this highly interactive session, participants will share their favorite successful ideas and tips.*

**James Clayton**

Saint Peter's University

Conference I

124.

## IGNITE

General Interest

*What makes mathematical educators passionate? Join us to find out! See how our featured speakers respond to 20 PowerPoint slides changing every 15 seconds, whether they are ready or not.*

Regency D

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1:00 P.M. – 2:30 P.M.

125.

## Collaborative Learning and the Common Core

Grades 6 - 8

*The presentation will discuss what is meant by collaborative learning, how to get students started with collaborative learning, and share examples of common core math instruction and activities that were successfully done using collaborative learning.*

**Jamie Wall**

Brooklawn Middle School, Parsippany

Brunswick D

# Friday, October 24, 2014

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1:30 P.M. – 2:30 P.M.

**126.**

## **Five Strategies to Implement the Common Core and Raise Achievement**

Grades K - 12

*Participants will be provided with five instructional strategies necessary to effectively implement the Common Core. Examples for each will be shared and discussed. Samples for immediate classroom use will be included in the handout.*

**Mary Mitchell**

Kean University, AMTNJ Past President

**Joan Vas**

AMTNJ Past President, Kean University

Brunswick A

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1:30 P.M. – 3:00 P.M.

**127.**

## **Mobile Devices and Mathematics: Using Screencasts to Support Student Instruction and Assessment**

General Interest

*Let's explore how teachers and students are using mobile devices and screencasts to support mathematical assessment and instruction. Learn about specific applications that allow users to view and produce screencasts and custom assessments across different devices (smartphones, tablets, laptops, etc.). Bring your own device!*

**Kristine Scharaldi**

Educational Technology Consultant

Brunswick B

**128.**

## **Functions from a Standard 4.5 Perspective**

Grades 9 - 12

*Create and use mathematical processes and representations to organize and communicate mathematical ideas through concrete, pictorial, symbolic and graphic representations. Graph and take inverses in four modalities.*

**Agnes Azzolino**

mathstuff.com, AMTNJ Past President

Conference A

**129.**

## **Using Multiple Representations and the Graphing Calculator**

Grades 6 – 12

*Through specific hands on activities we can discover ways to represent the same context in multiple ways: graphically, numerically, symbolically and verbally. The use of multiple representations helps with understanding relationships between variables, expressing these relationships in multiple ways, and reasoning about connections between representations. These skills are essential to student success in algebra and beyond and in implementing the standards and mathematical practices.*

**Fred Decovsky**

Teachers Teaching with Technology

Conference B

**130.**

## **Teaching the CCSSM Word-Problem Standards by Using Manipulatives**

Grades K - 2

*The Common Core State Standards for Mathematics (e.g., K.OA.2, 1.OA.1 and 2.OA.1) require that students learn how to solve specific types of word problems with “unknowns in all positions.” In this session, we will explore how to use manipulatives to help students meet the various demands of the word-problem standards.*

**Karen Heinz**

Rowan University

Garden State B

**131.**

## **Next-Generation Tools for Teaching and Assessing the Common Core**

Grades 3 - 12 and administrators

*This workshop will prepare teachers/school leaders to plan and provide explicit instruction perfectly aligned with the demands of each standard for a wide range of ability levels. The instructional materials will save teachers/school leaders enormous amounts of time and angst around selecting appropriate activities and strategies to ensure student success on the PARCC Assessments.*

**Donyall Dickey**

Educational Epiphany, LLC

Salon AB

# Friday, October 24, 2014

132.

## Using Origami as an Engagement Tool in the Mathematics Classroom

Grades 3 – 8

*This presentation will focus on the use of the ancient art of paper folding, Origami, as a way to engage students in the mathematics. Origami is mathematically rich both within the folding process and with the resulting models. Attendees will walk away with classroom ready activities aligned to common core standards that can be blended into any curriculum series.*

**Norma Boakes**

Stockton College

**Barbara Pearl**

Atlantic Cape Community College

Salon CD

133.

## Calculator Use on the PARCC Assessments — What Do We Know?

Grades 6 – 12 and administrators

*This session will review the latest information available for the use of calculators on the PARCC Assessments for grades 6 - 12. Based on that information, the appropriate TI calculators for grades 6 - 7, grade 8 and the High School Assessments will be discussed. Free TI online resources for practice with the online TI-84 ExamCalc will be demonstrated.*

**Jim Donatelli**

Texas Instruments

Garden State C

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2:00 P.M. – 3:00 P.M.

134.

## These are a Few of My Favorite (SMART Notebook) Things

Grades 6 - 12

*I have been fortunate to have a SMART Board in my classroom for about 15 years. New tools added/old favorites kept. Sharing the tools I love and have found useful to teach mathematics including what's new and exciting in Notebook 2014.*

**Linda Treilman**

Mercer County Community College

Brunswick C

135.

## Using Tech Tools to Facilitate Whole-Class Communication

Grades 6 - 12

*Technology tools allow students to “Construct viable arguments and critique the reasoning of others” (SMP3), helping teachers encourage participation and facilitate discussions. Engagement strategies for free online tools (Padlet, Poll Everywhere, Desmos, Edmodo, Google Drive) and document cameras in Algebra and Stats class will be presented and modeled.*

**Robert Lochel**

Hatboro-Horsham High School

Conference C

136.

## Hands-on Geometry

Grades 6 - 8

*Participants will become involved in engaging activities that foster greater conceptual understanding and skill recall of two and three dimensional geometric concepts. Learn how to make inexpensive manipulatives while incorporating effective questioning to enrich student understanding of geometric vocabulary.*

**Amanda McPeck**

Byram Intermediate School

**Dawn Boyer**

Byram Township School District

Conference I

137.

## Diving Deeper into Students' Mathematical Thinking Via Clinical Interviews

Grades 3 - 5

*Learn how to incorporate the clinical interview method into your mathematics instruction to learn more about your students' thinking. Techniques for questioning, using rich mathematical tasks, and helping students verbalize their thinking will be discussed. Teachers who used the clinical interview method to inform their instruction will share their experiences.*

**Cecilia Arias**

Rutgers University

**Jennifer V. Jones**

Rutgers University

Garden State A

# Friday, October 24, 2014

138.

## **Presidential Portraits: Exploring Data Analysis Kinesthetically**

Grades 3 - 12

*How old were our presidents when they took office? Attendees will answer this and other questions utilizing kinesthetic methods and related innovative techniques to explore data collections that describe our nation's chief executives. Highlights include constructing a human histogram and acting out the calculation of several measures of center.*

**John Hammett III**

Saint Peter's University, AMTNJ Past President

**Melissa Hammett**

East Dover Elementary School

Regency C

139.

## **Beyond the Common Core: Transforming Standards into Learning**

General Interest

*What are the most effective teaching practices to develop students' conceptual understanding, procedural fluency, and habits of mind described in the Common Core Standards? This session presents eight research-informed Mathematical Teaching Practices, along with supports needed to implement them, as described in NCTM's Principles to Actions: Ensuring Mathematical Success for All.*

**Diane Briars**

President, National Council of Teachers of Mathematics (NCTM)

Regency D & E

140.

## **Supervisor Networking Open Forum**

Grades K - 12

*Join Ron Mezzadri, Fair Lawn Supervisor for Mathematics, Business, and Career Education, and other fellow supervisors in a discussion of math education topics of interest to you.*

**Ron Mezzadri**

Fair Lawn School District

**Connie Calindrino**

Hudson County Community College

Regency A