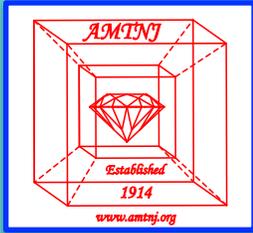
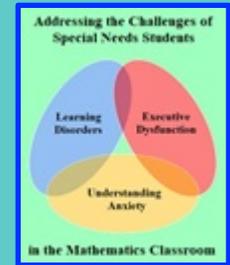


The Association of Mathematics Teachers of New Jersey



10th Annual Special Education and Mathematics Conference

A Conference for ALL Grades PK-12
Ramada Plaza Hotel and Conference Center
390 Forsgate Drive, Monroe Township, NJ



WEDNESDAY, DECEMBER 5, 2018

Registration and Breakfast ~ 7:30 AM – 8:15 AM

Grade Level	~ Session I 8:15 AM – 9:15 AM ~	Room
PK – 5	<p>Inclusive Classroom Cultures</p> <p>How can we prevent math anxiety? How can we help every child see that they are capable of high achievement in math? Let's rethink our instructional models, our own attitudes toward mathematics, and the subtleties of our teaching methods so that every student finds "math power."</p> <p><i>Presenter: Kathleen Wallace, Madison Public Schools</i></p>	Mercer
6 – 12	<p>Delivering Standards of Mathematics Visually</p> <p>Deeper understanding of math, with visual approach, is delivered in a natural way, which helps students stay focused and motivated. Participants will appreciate the power of the Geometer Sketchpad, integrating technology as a visual learning for Algebra, Geometry, and more.</p> <p><i>Presenter: Iftikhar Husain</i></p>	Windsor
6 – 12	<p>Participation for All!</p> <p>Come learn strategies that help all students contribute in math class. Want to empower all students? Leave with a number of resources you can't wait to try in your classroom tomorrow!</p> <p><i>Presenter: Stacy Winters, School District of the Chathams</i></p>	Forsgate
General Interest	<p>Special Education in Saudi Arabia According to Vision 2030</p> <p>This review briefly discusses the background and current scenario of the Saudi education system and its provisions for special education programs. The objective of this paper, however, is to evaluate the reforms provided in the Vision 2030 program regarding special education</p> <p><i>Presenter: Hanadi Alqahtani</i></p>	Princeton

General Interest	<p>Differentiating Between Math Anxiety and a Learning Disability</p> <p>Blending research based best practices with practical methods for instruction, this workshop/presentation will help educators understand the relationship between performance, math anxiety, and learning disabilities.</p> <p><i>Presenter: Kristin Bertolero, New Jersey Coalition for Inclusive Education</i></p>	Nassau
General Interest	<p>Reducing Math Anxiety - 1 Strategy At A Time!</p> <p>When teachers understand simple ways to differentiate instruction, students are more productive in class. This is a simple recipe for reducing anxiety and seeing success!</p> <p><i>Presenter: Julie Norflus-Good, Ramapo College</i></p>	Kingston

Grade Level	~ Session II 9:30 AM – 10:30 AM ~	Room
3 – 8	<p>What Can I Bring to the General Education Classroom?</p> <p>We will examine the role of the teacher of students with special needs in the in-class support setting. Activities you can bring and use in the general education setting will be presented. Please be prepared to move a lot during the presentation!</p> <p><i>Presenter: Daniel Hrdina, School District of the Chathams</i></p>	Windsor
3 – 8	<p>Utilizing Rich Problems and Engagement to Overcome Mathematics Anxiety</p> <p>In this hands-on workshop, we engage in open-ended problems selected from elementary and middle school mathematics with multiple pathways towards their solution. The problems do not follow a rules based environment and aid students in being quantitatively productive and less anxious.</p> <p><i>Presenter: Jay Schiffman, Rowan University</i></p>	Nassau
9 – 12	<p>PEMDAS isn't Effective! There's a Better Way to Teach Algebra</p> <p>An alternative way to teach PEMDAS: the most needed fundamental skills to be successful at higher level algebra is the ability to simplify and solve. But we have no alternative! For over 20 years I have been successfully teaching algebra without PEMDAS. They just need a better method.</p> <p><i>Presenter: Nicholas Badalato, Kingston High School, NY</i></p>	Forsgate
General Interest	<p>BYTE'ing Into Differentiated Instruction</p> <p>Technology can be easily adapted to differentiate instruction for all students in an inclusion classroom. Participants will learn various strategies of how to incorporate math and technology into choice boards.</p> <p><i>Presenter: Julie Norflus-Good, Ramapo College</i></p>	Kingston
General Interest	<p>Co-teaching in a Collaborative Classroom-Effective Strategies & Challenges.</p> <p>Will explore the six models of co-teaching in the collaborative classroom. Those currently co-teaching or who may in the future will identify their preferences and how to expand use of strategies. Will also have participants identify and discuss challenges and to brainstorm possible solutions.</p> <p><i>Presenter: Joyce Schreiber, New Milford Board of Education</i></p>	Mercer

Grade Level	~ Keynote Session 10:45 AM – 11:45 AM ~	Room
General Interest	<p align="center">Dyslexia and Executive Function</p> <p>Many students with dyslexia experience executive function deficits as well. These deficits impact their ability to demonstrate the skills they have, to access information effectively and to succeed in the classroom. This session will provide explanations for the eight types of executive function. Specific strategies will be presented to address the critical executive functions of working memory, planning, prioritizing, organizing, and monitoring performance.</p> <p align="center"><i>Presenter: Kathy Rotter, TCNJ Professor Emeritus and Educational Consultant</i></p>	Dayton
~ Buffet Lunch 11:45 AM – 12:45 PM ~		Dayton
Grade Level	~ Session III 1:00 PM – 2:00 PM ~	Room
3 – 5	<p>Visual Fractions: Multi-Sensory Fraction Instruction of All Operations</p> <p>Students who do not need to know how to multiply or divide can still learn how to perform all of the operations with fractions and mixed numbers. This method is great for students new to fractions, as well as students who benefit from visual models or kinesthetic instruction.</p> <p align="center"><i>Presenters: Louis Cuomo</i></p>	Kingston
3 – 12	<p>Transforming the Classroom into a Learning Environment for ALL Students</p> <p>Federal and state laws mandate providing a higher level of education for ALL students. Realizing that students have different needs requires educators to provide multiple opportunities for students. Learn to develop instructional techniques that enable ALL students to experience academic success.</p> <p align="center"><i>Presenters: William Lane, Educational Consultant</i></p>	Nassau
6 – 12	<p>Using Visible Learning to Help Unlock Mathematics</p> <p>Using John Hattie’s synthesis of research, called “Visible Learning”, participants will explore various strategies to help navigate the three phases of learning: surface, deep and transfer. Starting with this framework, participants will learn how to make mathematics visible at each level.</p> <p align="center"><i>Presenters: Jesse Johnson, Middlesex Public Schools</i></p>	Princeton
9 – 12	<p>Helping New Teachers Navigate the Special Education Mathematics Classroom</p> <p>In this session we will explore many of the realities faced by new mathematics and special education teachers in high school mathematics classrooms. We will discuss classroom management, grading, accommodations and modifications, the general education/special education teacher relationship, and more.</p> <p align="center"><i>Presenters: Mark Russo and Laura Ely, Pascack Valley Regional High School District</i></p>	Windsor

<p>General Interest</p>	<p>What Does Rigor Look Like in a Special Education Classroom</p> <p>Special Education teachers struggle with finding the middle road between district expectations and the requirements of the IEP. Finding the appropriate rigor for special education students will look different than what is seen in the regular classrooms. This workshop will give participants an idea of how to identify the needs of students and create a rigorous learning environment for each student.</p> <p><i>Presenter: Sharon Johnson, East Orange Board of Education</i></p>	<p>Mercer</p>
<p>General Interest</p>	<p>Increasing Special Needs Students Mathematical Understanding</p> <p>Focusing on special needs students in developmental mathematics classroom at the Community College level. Using these four key components of Inquire Based Learning model can help improve special needs students mathematical understanding: Interaction, Investigation, Application and Design.</p> <p><i>Presenters: Matthew Meangru</i></p>	<p>Forsgate</p>

<p>Grade Level</p>	<p>~ Session IV 2:15 PM – 3:15 PM ~</p>	<p>Room</p>
<p>PK – 5</p>	<p>Teaching Visualization to Students with Special Needs</p> <p>Visualization is a critical mathematical skill that must be intentionally taught to students with special needs. We will look at concrete, multi-sensory methods, including ten frames, rekenreks, the abacus, and visualization cards, and discuss how we can incorporate these into daily instruction.</p> <p><i>Presenter: Kathleen Wallace, Madison Public Schools</i></p>	<p>Mercer</p>
<p>6 – 12</p>	<p>Using the Concrete-Representational-Abstract (CRA) Sequence</p> <p>CRA instruction is a brain-based best practice that supports all students in attaining mastery of rigorous standards in math. Using it should not be an event nor compliance! Fidelity to the sequence throughout instruction assists in teaching to the learner diversity present in all classrooms.</p> <p><i>Presenter: Jeannine Lanphear, North Brunswick Township Public Schools</i></p>	<p>Forsgate</p>
<p>9 – 12</p>	<p>How to Grade and Assess in High School Mathematics Classes</p> <p>Learn about different grading and assessment procedures that can be used in collaborative or secondary special classrooms, including traditional grading, test corrections, reassessments, and standards-based. Participants will be invited to discuss on the benefits and challenges of these approaches.</p> <p><i>Presenter: Lauren Bacsik, Pascack Valley Regional High School</i></p>	<p>Nassau</p>
<p>General Interest</p>	<p>Strategies to Improve Math Outcomes for Students with Learning Disabilities</p> <p>Turn your students' love of movement into rigorous math practice. Learn how kinesthetic strategies increase engagement and achievement for students of all skill levels and abilities. Participants engage in movement-based learning, giving them a personal experience of the impact of active learning.</p> <p><i>Presenters: Suzy Koontz, Learn Thru Movement/Math & Movement</i></p>	<p>Kingston</p>
<p>General Interest</p>	<p>Practice-Based Teacher Training: Accelerate Your Growth & Student Outcomes</p> <p>How can you make lasting change to your instruction when PD often falls short in supporting your growth? Practice! This presentation lays out the process for including practice-based learning as a component in teacher development at your school whether you are a coach, school leader, or teacher.</p> <p><i>Presenter: Lauren Vargas, EdConnective</i></p>	<p>Windsor</p>

At the conclusion of the program,

“Your Input is Valued!”

Professional Development Certificates (6.5 hours) will be distributed electronically with a link to a feedback form at the conclusion of the program.

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