

# schedule at-a-glance



Wednesday March 4

<p>Pre-Sessions 9:00 AM – 4:00 PM</p>	<p><b><i>Leverage the Repeatable Nature of Reasoning Routines to Develop Equitable Math Teaching Practices • Saint Helens Space Available—See Registration Desk</i></b></p> <p><b><i>Math Habits and Routines Practitioner Forum • Mount Adams Session Closed</i></b></p> <p><b><i>Math in Real Life, Southern Oregon ESD (12:00 pm – 4:00 pm) • Cascade Session Closed</i></b></p> <p><b><i>Leadership Seminar Speaker Luncheon (12:30 pm -- 3:30 pm) • Garden</i></b></p>
<p>7:30 AM – 9:00 AM 4:30 PM – 6:45 PM</p>	<p><b>Registration and Check-in • Mount Hood Foyer</b></p>
<p>5:30 PM – 6:45 PM</p>	<p><b>Opening Reception • Mount Hood Foyer Food Carts and Cash Bar</b></p>
<p>Opening &amp; Keynote 6:45 PM</p>	<p><b>DEBORAH LOWENBERG BALL &amp; IMANI MASTERS GOFFNEY <i>Mathematics Teaching and the Pursuit of Justice</i></b></p> <p><b>Mount Hood Ballroom</b></p>

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Thursday March 5

6:45 AM - 8:00 AM	<b>Breakfast and Team Collaboration • Mount Hood Foyer</b> Team meeting spaces also available in Garden C, Garden Foyer, Cascade Foyer, Saint Helens Foyer & Mount Adams Foyer				
Concurrent 1 8:00 AM - 10:00 AM	<b>Civil &amp; Griffin</b>  <i>New Possibilities for Parents as Partners in the Mathematics Education of Bilingual Learners</i>  (repeats Concurrent 7)  <b>Saint Helens CD</b>	<b>Schifter &amp; Russell</b>  <i>Individual and Collective Mathematical Agency in Urban Classrooms</i>  (repeats Concurrent 6)  <b>Mount Hood A</b>	<b>Jansen</b>  <i>Planning to Incorporate Rough Draft Thinking and Revising into Mathematics Lessons</i>  (repeats Concurrent 6)  <b>Mount Hood C</b>	<b>Davenport &amp; Johnston</b>  <i>Building School Capacity for More Equitable Teaching Practices through Math Teacher Leadership</i>  (repeats Concurrent 4)  <b>Cascade</b>	<b>Smith</b>  <i>The 5 Practices in Practice: Addressing the Challenges of Orchestrating Mathematics Discussions and Ensuring Equity (Secondary)</i>  (no repeat)  <b>Mount Adams</b>
Concurrent 2 10:15 AM - 12:15 PM	<b>Greenwood, Busmann &amp; Elliott</b>  <i>Teacher Leader Collaborations to Design, Enact, and Refine Mathematics Modeling Instructional Routines</i>  (no repeat)  <b>Saint Helens CD</b>	<b>Jacobs</b>  <i>Building Understanding of Fractions by Using Equations That Capture Children's Ideas</i>  (repeats Concurrent 5)  <b>Mount Hood A</b>	<b>Jackson, Borko, Lenges, &amp; Jarry-Shore</b>  <i>Using Data from "Practical Measures" to Reflect on and Improve Classroom Practice and Professional Learning</i>  (repeats Concurrent 3)  <b>Mount Hood C</b>	<b>Sorto</b>  <i>Exploring the Volume of Mayan and Egyptian Pyramids: Addressing Cultural Relevance and Mathematical Habits to Support the Learning of All Students</i>  (repeats Concurrent 4)  <b>Cascade</b>	<b>Flynn</b>  <i>Turning Adversaries Into Allies: Building Community-Wide Support for Your Initiatives in Math Education</i>  (no repeat)  <b>Mount Adams</b>
12:30 PM - 1:30 PM	<b>Lunch and Team Collaboration • Mount Hood Ballroom</b> Team meeting spaces also available in Garden C, Garden Foyer, Cascade Foyer, Saint Helens Foyer & Mount Adams Foyer				
Plenary A 1:30 PM – 2:50 PM	<b>JULIA AGUIRRE &amp; ERIN TURNER</b> <b>Mathematical Modeling: A Critical Lever for Equity in K-12 Mathematics Education</b> Mount Hood Ballroom				
2:50 PM—3:15 PM	<b>Dessert Break • Mount Hood Foyer</b>				

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Thursday March 5

<p>Concurrent 3 3:15 PM - 5:15 PM</p>	<p><b>Bastable &amp; Ho</b></p> <p><i>Redefining Math Instruction: Raising Issues of Identity, Coherence, and Assets Within an Urban School District</i></p> <p>(repeats Concurrent 7)</p> <p><b>Saint Helens AB</b></p>	<p><b>Goffney</b></p> <p><i>Transforming Mathematics Classrooms to Become Equitable and Empowering Spaces for Black and Brown Students: What Kinds of Learning Opportunities Should We Create?</i></p> <p>(no repeat)</p> <p><b>Saint Helens CD</b></p>	<p><b>Berry</b></p> <p><i>How Do We Teachers Teach Math to Black Kids? My Response</i></p> <p>(repeats Concurrent 4)</p> <p><b>Mount Hood A</b></p>	<p><b>Jackson, Borko, Lenges, &amp; Jarry-Shore</b></p> <p><i>Using Data from “Practical Measures” to Reflect on and Improve Classroom Practice and Professional Learning</i></p> <p>(repeats Concurrent 2)</p> <p><b>Mount Hood C</b></p>	<p><b>Bieda</b></p> <p><i>Productive Disciplinary Engagement: A Framework to Support Equitable Opportunities to Learn Challenging Mathematics</i></p> <p>(repeats Concurrent 7)</p> <p><b>Cascade</b></p>	<p><b>Smith</b></p> <p><i>The 5 Practices in Practice: Addressing the Challenges of Orchestrating Mathematics Discussions and Ensuring Equity (Elementary)</i></p> <p>(repeats Concurrent 5)</p> <p><b>Mount Adams</b></p>
<p>5:15 PM - 6:30 PM</p>	<p><b>Seminar Social • Mount Hood Foyer</b> <b>Light Fare and Cash Bar</b></p>					

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Friday March 6

<b>Breakfast and Team Collaboration • Mount Hood Foyer</b> Team meeting spaces also available in Garden C, Garden Foyer, Cascade Foyer, Saint Helens, & Mount Adams Foyer						
6:45 AM - 8:00 AM						
Concurrent 4 8:00 AM - 10:00 AM	<b>Brunner, Stoddard &amp; Elliott</b>  <i>Mathematical Modeling Instructional Tools Fostering Student Agency and Equity</i>  (repeats Concurrent 7)  <b>Saint Helens AB</b>	<b>Sorto</b>  <i>Exploring the Volume of Mayan and Egyptian Pyramids: Addressing Cultural Relevance and Mathematical Habits to Support the Learning of All Students</i>  (repeats Concurrent 2)  <b>Saint Helens CD</b>	<b>Berry</b>  <i>How Do We Teachers Teach Math to Black Kids? My Response</i>  (repeats Concurrent 3)  <b>Mount Hood A</b>	<b>Davenport &amp; Johnston</b>  <i>Building School Capacity for More Equitable Teaching Practices through Math Teacher Leadership</i>  (repeats Concurrent 1)  <b>Mount Hood C</b>	<b>Aguirre &amp; Turner</b>  <i>Mathematizing the World with Mathematical Modeling K-5: Professional Learning with Elementary Teachers about Mathematical Modeling</i>  (no repeat)  <b>Cascade</b>	<b>Franke &amp; Turrou</b>  <i>From Counting to Problem Solving: Challenging Linear Notions of Learning</i>  (repeats Concurrent 6)  <b>Mount Adams</b>
Concurrent 5 10:15 AM – 12:15 PM  <b>Saint Helens AB</b>	<b>Nikula &amp; DePiper</b>  <i>Facilitating Mathematical Practices through Student-teacher Relationships and Diagrams: Focusing on Students who are English Learners</i>  (repeats Concurrent 6)  <b>Saint Helens CD</b>	<b>Jacobs</b>  <i>Building Understanding of Fractions by Using Equations That Capture Children’s Ideas</i>  (repeats Concurrent 2)  <b>Mount Hood A</b>	<b>Martin</b>  <i>Building Capacity and Leadership to Support a District-wide Focus on K-12 Mathematics Teaching and Learning</i>  (repeats Concurrent 6 )  <b>Mount Hood C</b>	<b>Sugimoto, Thanheiser, Sorto, Melhuish &amp; Koehne</b>  <i>Supporting Teachers and Students in Making Meaning of Mathematical Tasks, Contexts, and/or Language</i>  (repeats Concurrent 7 )  <b>Cascade</b>	<b>Smith</b>  <i>The 5 Practices in Practice: Addressing the Challenges of Orchestrating Mathematics Discussions and Ensuring Equity (Elementary)</i>  (repeats Concurrent 3)  <b>Mount Adams</b>	
12:30 PM - 1:30 PM	<b>Lunch and Team Collaboration • Mount Hood Ballroom</b> Team meeting spaces in Garden C, Garden Foyer, Cascade Foyer, and Saint Helen’s Foyer & Mount Adam’s Foyer					

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Friday March 6

Plenary B 1:30 PM – 2:50 PM	<b>MIKE FLYNN</b> <i>Powerful Moments in Math Class: Redefining Mathematical Identities and Creating Positive Memorable Experiences for All Learners</i>				
2:50—3:15	<b>Dessert Break • Mount Hood Foyer</b>				
Concurrent 6 3:15 PM – 5:15PM	<p><b>Nikula &amp; DePiper</b></p> <p><i>Facilitating Mathematical Practices through Student-teacher Relationships and Diagrams: Focusing on Students who are English Learners</i></p> <p><i>(repeats Concurrent 5)</i></p> <p><b>Saint Helens CD</b></p>	<p><b>Schifter &amp; Russell</b></p> <p><i>Individual and Collective Mathematical Agency in Urban Classrooms</i></p> <p><i>(repeats Concurrent 1)</i></p> <p><b>Mount Hood A</b></p>	<p><b>Martin</b></p> <p><i>Building Capacity and Leadership to Support a District-wide Focus on K-12 Mathematics Teaching and Learning</i></p> <p><i>(repeats Concurrent 5)</i></p> <p><b>Mount Hood C</b></p>	<p><b>Jansen</b></p> <p><i>Planning to Incorporate Rough Draft Thinking and Revising into Mathematics Lessons</i></p> <p><i>(repeats Concurrent 1)</i></p> <p><b>Cascade</b></p>	<p><b>Franke &amp; Turrou</b></p> <p><i>From Counting to Problem Solving: Challenging Linear Notions of Learning</i></p> <p><i>(repeats Concurrent 4)</i></p> <p><b>Mount Adams</b></p>
5:15 PM -	<b>Dinner On Your Own and Team Collaboration</b> Team meeting spaces in Garden C, Garden Foyer, Cascade Foyer, Saint Helens Foyer & Mount Adams Foyer				

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Saturday March 7

6:45 AM - 8:00 AM	<p align="center"><b>Breakfast and Team Collaboration • Mount Hood Foyer</b></p> <p align="center">Team meeting spaces in Garden C, Garden Foyer, Cascade Foyer, Saint Helens Foyer &amp; Mount Adams Foyer</p>				
<p align="center">Concurrent 7 8:00 AM - 10:00 AM</p>	<p align="center"><b>Civil &amp; Griffin</b></p> <p align="center"><i>New Possibilities for Parents as Partners in the Mathematics Education of Bilingual Learners</i></p> <p align="center">(repeats Concurrent 1)</p> <p align="center"><b>Saint Helens CD</b></p>	<p align="center"><b>Bastable &amp; Ho</b></p> <p align="center"><i>Redefining Math Instruction: Raising Issues of Identity, Coherence, and Assets Within an Urban School District</i></p> <p align="center">(repeats Concurrent 3)</p> <p align="center"><b>Mount Hood A</b></p>	<p align="center"><b>Bieda</b></p> <p align="center"><i>Productive Disciplinary Engagement: A Framework to Support Equitable Opportunities to Learn Challenging Mathematics</i></p> <p align="center">(repeats Concurrent 3)</p> <p align="center"><b>Mount Hood C</b></p>	<p align="center"><b>Brunner, Stoddard &amp; Elliott</b></p> <p align="center"><i>Mathematical Modeling Instructional Tools Fostering Student Agency and Equity</i></p> <p align="center">(repeats Concurrent 4)</p> <p align="center"><b>Cascade</b></p>	<p align="center"><b>Sugimoto, Thanheiser, Sorto, Melhuish &amp; Koehne</b></p> <p align="center"><i>Supporting Teachers and Students in Making Meaning of Mathematical Tasks, Contexts, and/or Language</i></p> <p align="center">(repeats Concurrent 5)</p> <p align="center"><b>Mount Adams</b></p>
<p align="center">Keynote 10:30 AM - 12:00 PM</p>	<p align="center"><b>Robert Q. Berry III</b></p> <p align="center"><b><i>Unpacking Culturally Relevant Pedagogy and Culturally Responsive Teaching in Mathematics: Connecting Theory to Practice</i></b></p> <p align="center"><b>Mount Hood Ballroom</b></p>				
12:00 PM – 12:45 PM	<p align="center"><b>Box Lunch, Team Collaboration and Closing • Mount Hood Ballroom</b></p> <p align="center">Drawing for an Apple Watch</p>				