

schedule at-a-glance

Wednesday March 8

4:30 PM – 6:45 PM	Registration and Check-in • Mount Hood Foyer
5:30 PM – 6:45 PM	Opening Reception Mount Hood Foyer Hot and Cold Hors d'oeuvres and Cash Bar
Opening & Plenary 6:45 PM	MARRIELLE MYERS <i>There is Promise in Our Journeys: How Choosing to Pause, Ponder, and Pursue Grants us the Power to Seek Equity and Justice for Historically Excluded Students</i> Mount Hood Ballroom

For a complete program with speaker bios and session descriptions please visit:
<https://www.teachersdg.org>

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REVISED

Thursday March 9

6:45 - 8:00 AM	Breakfast and Team Collaboration • Mount Hood Foyer Team meeting spaces also available in Garden Foyer, Cascade Foyer, & Mount Adams Foyer				
Concurrent 1 8:00 - 9:30 AM	<p style="text-align: center;">Hintz</p> <p>Mathematizing Children’s Literature: Listening to Family Knowledge and Cultural Ways of Being within Stories <i>Examples from Elementary</i></p> <p>(repeats Concurrent 3 & 4)</p> <p style="text-align: center;">Mount Hood A</p>	<p style="text-align: center;">Jansen</p> <p>Mathematics Teachers’ Entry Points into Ambitious Mathematics Instruction: The Case of Rough Draft Math <i>Examples from Grades 4-12</i></p> <p>(repeats Concurrent 2 & 4)</p> <p style="text-align: center;">Mount Adams</p>	<p style="text-align: center;">Asturias</p> <p>Seeing and Empowering All Students <i>Examples from Grades 3-8</i></p> <p>(repeats Concurrent 6)</p> <p style="text-align: center;">Mount Hood C</p>	<p style="text-align: center;">Dunleavy</p> <p>Using Complex Instruction to Dismantle White Supremacy Culture <i>Examples from High School</i></p> <p>(repeats Concurrent 5)</p> <p style="text-align: center;">Cascade</p>	<p style="text-align: center;">Tan</p> <p>Humanizing Disabilities in Mathematics Education: Going Beyond Inclusion <i>Examples from K-12</i></p> <p>(repeats Concurrent 4)</p> <p style="text-align: center;">Garden</p>
Concurrent 2 9:45 - 11:15 AM	<p style="text-align: center;">McCray and Pereira</p> <p>Identity as Opportunity: Using Early Math Teaching to Move toward Equity <i>Examples from PK-Grade 2</i></p> <p>(repeats Concurrent 6)</p> <p style="text-align: center;">Mount Hood A</p>	<p style="text-align: center;">Jansen</p> <p>Mathematics Teachers’ Entry Points into Ambitious Mathematics Instruction: The Case of Rough Draft Math <i>Examples from Grades 4-12</i></p> <p>(repeats Concurrent 1 & 4)</p> <p style="text-align: center;">Mount Adams</p>	<p style="text-align: center;">Ahearn, Freed, Martin & Pfaendler</p> <p>Navigating the Complexities of Detracking when Engineering Equitable Systems in Math <i>Examples from High School</i></p> <p>(repeats Concurrent 6)</p> <p style="text-align: center;">Mount Hood C</p>	<p style="text-align: center;">Velasco</p> <p>Mapping Our Practice Towards Rehumanizing Mathematics <i>Examples from Elementary</i></p> <p>(repeats Concurrent 6)</p> <p style="text-align: center;">Cascade</p>	<p style="text-align: center;">Kudaisi</p> <p>Engaging with Social Justice Tasks in the Mathematics Classroom <i>Examples from Middle School</i></p> <p>(repeats Concurrent 4)</p> <p style="text-align: center;">Garden</p>
11:30 - 12:30	Lunch and Team Collaboration • Mount Hood Ballroom Team meeting spaces also available in Garden Foyer, Cascade Foyer, & Mount Adams Foyer				
Plenary B 12:30 –1:45 PM	JULIA AGUIRRE Meeting Students’ Needs or Not: Examining Dilemmas with Tracking in PK-12 Math Education Mount Hood Ballroom				

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Thursday March 9					
Concurrent 3 2:00 - 3:30 PM	Hintz Mathematizing Children's Literature: Listening to Family Knowledge and Cultural Ways of Being within Stories <i>Examples from Elementary</i> (repeats Concurrent 1&4) Mount Hood A	Leaf and Lawler Structuring a System to Drive Improvement in High School Mathematics <i>Examples from High School</i> (repeats Concurrent 5) Mount Adams	Reed and Thompson Adding Family Math into the Equation: Supporting Learning Opportunities at Home and at School <i>Examples from PK-Grade 3</i> (repeats Concurrent 2) Mount Hood C	Ho and Navarro-Aguirre Exploring Students' Lived Experiences and How Mathematics Can Be Used as a Tool for Change <i>Examples from K-12</i> (repeats Concurrent 5) Cascade	Bernal Culturally Sustaining Mathematics for Making Sense and Persevering in Solving Problems through Real Word Problems <i>Examples from High School</i> (repeats Concurrent 6) Garden
3:30—3:45 PM	Dessert Break • Mount Hood Foyer				
Concurrent 4 3:45 – 5:15 PM	Hintz Mathematizing Children's Literature: Listening to Family Knowledge and Cultural Ways of Being within Stories <i>Examples from Elementary</i> (repeats Concurrent 1&3) Mount Hood A	Jansen Mathematics Teachers' Entry Points into Ambitious Mathematics Instruction: The Case of Rough Draft Math <i>Examples from Grades 4-12</i> (repeats Concurrent 1 & 2) Mount Adams	Kudaisi Engaging with Social Justice Tasks in the Mathematics Classroom <i>Examples from Middle School</i> (repeats Concurrent 2) Mount Hood C	Jessup Anti-deficit Noticing of Children's Mathematical Thinking: A Tool for Critical Reflection and Action <i>Examples from Elementary</i> (repeats Concurrent 5) Cascade	Tan Humanizing Disabilities in Mathematics Education: Going Beyond Inclusion <i>Examples from K-12</i> (repeats Concurrent 1) Garden
5:15—6:15 PM	Social and Team Collaboration • Mount Hood Ballroom Cash Bar and Light Fare -- Dinner on your Own Team meeting spaces available in Garden Foyer, Cascade Foyer, & Mount Adams Foyer				

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Friday March 10

<p>6:45- 8:00 AM</p>	<p align="center">Breakfast and Team Collaboration - Mount Hood Foyer Team meeting spaces also available in Garden Foyer, Cascade Foyer, & Mount Adams Foyer</p>				
<p>Concurrent 5 8:00 - 9:30 AM</p>	<p>Reed and Thompson Adding Family Math into the Equation: Supporting Learning Opportunities at Home and at School <i>Examples from PK-Grade 3</i> (repeats Concurrent 3) Mount Hood A</p>	<p>Leaf and Lawler Structuring a System to Drive Improvement in High School Mathematics <i>Examples from High School</i> (repeats Concurrent 3) Mount Adams</p>	<p>Jessup Anti-deficit Noticing of Children's Mathematical Thinking: A Tool for Critical Reflection and Action <i>Examples from Elementary</i> repeats Concurrent 4) Mount Hood C</p>	<p>Dunleavy Using Complex Instruction to Dismantle White Supremacy Culture <i>Examples from High School</i> (repeats Concurrent 1) Cascade</p>	<p>Ho and Navarro-Aguirre Exploring Students' Lived Experiences and How Mathematics Can Be Used as a Tool for Change <i>Examples from K-12</i> (repeats Concurrent 3) Garden</p>
<p>Plenary C 9:45 - 11:00 AM</p>	<p align="center">MELISSA ADAMS-CORRAL <i>Choosing Asset-Based Recognition with Multilingual Children and Immigrant Families</i> Mount Hood Ballroom</p>				
<p>11:15 - 12:00</p>	<p align="center">Lunch and Team Collaboration • Mount Hood Ballroom Team meeting spaces also available in Garden Foyer, Cascade Foyer, & Mount Adams Foyer</p>				
<p>Concurrent 6 12:15 - 1:45</p>	<p>McCray and Pereira Identity as Opportunity: Using Early Math Teaching to Move toward Equity <i>Examples from PK-Grade 1</i> (repeats Concurrent 2) Mount Hood A</p>	<p>Asturias Seeing and Empowering All Students <i>Examples from Grades 3-8</i> (repeats Concurrent 2) Mount Adams</p>	<p>Ahearn, Freed, Martin, & Pfaendler Navigating the Complexities of Detracking when Engineering Equitable Systems in Math <i>Examples from High School</i> (repeats Concurrent 2) Mount Hood C</p>	<p>Velasco Mapping Our Practice Towards Rehumanizing Mathematics <i>Examples from Elementary</i> (repeats Concurrent 2) Cascade</p>	<p>Bernal Culturally Sustaining Mathematics for Making Sense and Persevering in Solving Problems through Real World Problems <i>Examples from High School</i> (repeats Concurrent 3) Garden</p>

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Friday March 10					
2:00 PM	<p style="text-align: center;">Dessert and Coffee & Reflection and Dialogue: Creating Plans for Action</p> <p>During this session, you will have an opportunity to meet, reflect, and dialogue with Seminar participants who are in similar roles to your own within schools, districts, and other professional contexts across the country. With the support of session facilitators, you will reflect, strategize, and plan for action based on your Seminar learning. You will also have opportunities to dialogue about topics of participants' choice related to shifting from a "for all students" perspective to centering needs of students of color, linguistically minoritized students, and students living in poverty.</p> <p>Attend with the group below that most closely aligns with your interests.</p>				
2:00—3:00	<p>Creating Plans for Action</p> <p style="text-align: center;">K-5 Coaches, Instructional Specialists, TOSAs</p> <p style="text-align: center;">Mount Hood A</p>	<p>Creating Plans for Action</p> <p style="text-align: center;">K-5 Elementary Teachers</p> <p style="text-align: center;">Mount Adams</p>	<p>Creating Plans for Action</p> <p style="text-align: center;">Grades 6-12 Coaches, Instructional Specialists, TOSAs</p> <p style="text-align: center;">Mount Hood C</p>	<p>Creating Plans for Action</p> <p style="text-align: center;">Middle and High School Teachers</p> <p style="text-align: center;">Cascade</p>	<p>Creating Plans for Action</p> <p style="text-align: center;">K-12 Principals and District Administrators</p> <p style="text-align: center;">Garden</p>