Highlighted Sessions on Math Curriculum and Instruction

Saturday, December 1 — 9:00 a.m. – 4:00 p.m.

PC107 | Creating a Common and Actionable Mathematics Vision
Meaningful change is a team effort and Innovation Configuration (IC) maps can serve as tools tosupport the work of instructional leaders in their efforts to promote deep mathematical understanding in students. Learn about ways IC maps, rooted in research-based mathematics teaching practices, can provide opportunities for purposeful reflection on progress, inform action plans based on teacher and student learning needs, and support dialogue and ongoing learning designed to build a stronger instructional program.
Katey Arrington, **Shelly LeDoux**, Charles A. Dana Center at the University of Texas at Austin

Sunday, December 2 — 9:00 a.m. – 4:00 p.m.

PC204 | Top 5 Things to Know When Observing and Coaching for the Standards and Shifts
Gain insights from the UnboundEd team, which has led immersive trainings with educators from around the country. Hear about the top five things keeping school leaders up at night when it comes to observing and coaching related to the standards and shifts. Learn how to add more meaning to the observation process by better understanding what's important and where to focus. Following the panel discussion, use a classroom video to practice observing and coaching the shifts and standards-aligned instruction.
Lacey Robinson, **Lakisha Covert**, UnboundEd

Monday, December 3 — 9:30 a.m. – 11:30 a.m.

1203 | Teacher-Led Improvement Science
Are you committed to closing the opportunity gap and providing all students access to mathematics that allow them to achieve at the highest levels? Hear how four Denver Public school teams partnered with the Professional Learning and Math departments and engaged in peer to peer learning around issues of equity in math classrooms, using the Improvement Science methodology. Leave with knowledge of the structure of the program, measurement plans, the impact on students and how teachers are changing their practice.
Laura Summers, Denver Public Schools

Monday, December 3 — 2:30 p.m. – 4:30 p.m.

1424 | Professional Development in Mathematics: Making it Count!
Investigate the shift in mathematics instruction to an increased focus on conceptual understanding and problem solving. Examine guiding principles to inform mathematics instruction. Discover ways to support teachers in moving their instructional practice forward in a meaningful way. Leave with an action plan to support teachers in moving their instructional practice forward in a meaningful way.
Mollie Gabrielson, **Christy Lyle**, US Math Recovery Council

1439 | Multiple Perspectives to Build a Complete Vision
Engage with members of Learning Forward's Student Success Learning Network to explore their use of the Plan-Do-Study-Act cycles and implementation science to solve problems of practice. Learn from one team that is working together to build a three-dimensional view of how to support students who traditionally underperform in Algebra I. Leave with ideas for strategically testing interventions that lead to greater student learning.
Shannon Jackson, **Shaun Kelly**, **Rob Speas**, Knox County Schools

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Tuesday, December 4 — 7:30 a.m. – 8:00 a.m. OR 8:00 a.m. – 8:30 a.m.

RT14 | Math Intervention and Enrichment in a Learning School Community
Learning does not happen in isolation for students or for teachers. In this session, simulate how teachers and students at the intermediate level collaborated to analyze their data, come to a common understanding about student expectations and ensure positive learning outcomes for all students. Experience a collaborative learning model and take away new learning for application in your own school.
Kristin Rice, **Kathryn Busbey**, Granby Public Schools

Tuesday, December 4 — 3:30 p.m. – 5:30 p.m.

2403 | Learning Curve: Measuring Instructional Impact on Student Learning
Utilize a research-based tool to measure the impact of instructional practices. Join this session and engage in a mathematical experience to construct linkages between instructional practices and student learning behaviors in an effective mathematics classroom. Recognize the value of tools and a process for coaching or using with PLC teams to make the learning of collaborative work visible. Generate data-collection options for use in your school setting to measure the effectiveness of instructional practices on student learning.
Mary Mitchell, **Brenda Konicke**, Math Solutions

2459 | Mathematical Discourse: Yes, Talking in Math Class!
View and analyze videos from assessment interviews with students to gain insight on the importance of listening to students in mathematics. Discuss ways to enhance discourse in the classroom to give teachers a sense of students' mathematical knowledge and skills. Design professional development experiences that increase teacher knowledge in using discourse in the classroom to examine student understanding.
Michael Busch, US Math Recovery Council

Wednesday, December 5 — 7:45 a.m. – 10:45 a.m.

3309 | Why and How We Changed Elementary Mathematics
Broaden and deepen your understanding of the change process used to implement a district wide mathematics initiative at the elementary level. Focus on engaging and utilizing teacher leaders as models to advance the initiative and support professional development. Learn strategies to strategically plan and effectively implement district-wide staff development.
Stephanie Ferree, Ed.D., **Kelly Kessler**, Dallastown Area School District

Wednesday, December 5 — 8:45 a.m. – 10:45 a.m.

3226 | STEM and Early College HS
Learn how Educate Texas supports the T-STEM Network through coaching, professional development and technical assistance to support academic outcomes for students and uses the T-STEM Academies Design Blueprint to serve as a basis for assessing academies' plans. Review the adapted T-STEM Academy Design Blueprint, the basis for assessing academic plans and unpack seven core elements essential to academy success. Leave inspired to transform classrooms and schools to meet the needs of learners.
Susan Henderson, Educate Texas

Please see conference.learningforward.org/program for a complete program and lfp.learningforward.org/session-selection/find-a-session.cfm for additional sessions on Math Curriculum and Instruction