



Spring Conference Program

University of Maine at Augusta, 46 University Drive, Augusta, Maine

Saturday, April 6: Full day conference with keynote & workshops

7:30 - 8:15: Registration and Continental Breakfast in the Fireplace Lounge (Randall Student & Technology Center) with special thanks to the *Maine PAEMST Program* for their generous support.

Transition to Jewett Hall Auditorium

8:15 - 8:45: Welcome & Annual Business Meeting

8:45 - 9:00: Transition to assigned classrooms

SESSION 1

9:00 - 10:00: Workshops

K-2, 3-5	Fit Visible Learning into Your District Adopted Curriculum	Jennifer Daniels Sanford School Dept
Room JH 185	You love going to conferences and getting these great ideas, but then you feel- "I don't see how to use this in my classroom when I have to follow the district plan, and stay faithful to our adopted materials." Jenna and Holly will show you where so many of the teaching influences naturally fit within your curriculum, without being something added. It will initially require extra planning, but once you get the hang of it, you will see right where it falls in your lessons, and will be able to have a powerful influence over your students' learning. To make the most of this session, bring a copy of a lesson you plan to teach the following week - and walk away ready to implement.	Holly Trottier CK Burns School, Saco
K-2, 3-5, 6-8	Visible Learning...but what might that look like in my classroom?	Kristy Dube Fourteenth Street-Bangor School Department
Room JH 189	Join us as we share our experiences using the Visible Learning for Mathematics framework across the K-8 grade span. We will share classroom examples and student work illustrating how we have been incorporating a variety of influences from the Zone of Desired Effects into our daily	Amanda Grove Samuel L. Wagner Middle School - RSU 22

instructional routines. Join us to examine student work and leave with a variety of ideas and resources to use throughout the learning cycle.

Abby Marvin
George B. Weatherbee
Elementary School - RSU 22

3-5, 6-8,
9-12

Visible Learning

Marielle Edgecomb
Peninsula School RSU 24

Room
JH 190

During this session we will connect some of our favorite classroom practice to John Hattie's research. Visible Learning focuses on helping us make the best choices as we plan activities and instruction based on research and our students' unique needs.

6-8

Bouncing Student Voice Around the Classroom.

Jenny Jorgensen
University of Maine
Farmington
Coaching Program

Room
JH 289

Facilitating mathematical discourse benefits both students and the classroom teacher. Students need opportunities to exchange ideas about their mathematical thinking and yet it isn't as easy as it sounds. Let's do some practicing and experience ways to hear more student voices in math class.

Carol Hager
Lincoln Middle School

9-12

Visible Learning at the High School Level

Hattie Pellegrino
Massabesic High School

Room
JH 291

We have discussed Visible Learning throughout the past year with our Dine & Discuss sessions and with our book study. Now let's dive a little deeper in how this looks at the high school level and how we can reach the zone of desired effects. We will explore what works best for student learning at the surface, deep, and transfer phases and when it should happen.

10:00 - 10:15: Transition to assigned classroom

SESSION 2

10:15 - 11:15: Workshops

K-5

Focusing on the M in STEM

Angela Marzilli
South Portland School Dist.

Room
JH 185

STEM has been a buzzword in education for years, and many schools have added coding and engineering to their list of experiences elementary aged students have. But have we really showed students the interconnectedness of those disciplines--specifically, do our students see how mathematics can be used to describe patterns in science and problem solving in engineering? Have we shown our students the power of the M in STEM? In this session, participants will

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Handouts will be available at registration for this session.

participate in a short primary STEM lesson and have time to brainstorm possible ideas for use in their own classrooms.

K-2, 3-5	Making Sense of Number Sense	Christine Moynihan
Room JH 189	So just what is number sense? Why is it important? How does it develop? Participants will refine their understanding of the what, the why, and the how of this basic concept and foundational component of mathematical proficiency. They will experience firsthand some classroom activities and ideas that foster the growth of number sense as a critical and essential skill for all students.	
3-5, General Interest	Teaching the 4 operations in grades 3-5	Kate St. Denis, Mt. Desert Elementary School
Room JH 289	The fluency demands of grades 3 and 4 can be overwhelming. In this session we'll dig into those standards, look at the continuum, consider readiness, and collectively problem solve an approach that honors the need for conceptual understanding while providing preparation for grade 5.	
6-8, 9-12	Financial Literacy	Hattie Pellegrino, Massabesic High School, RSU 57
Room JH 291	Students who learn financial literacy skills gain knowledge that will yield returns well into their future. It teaches them how accountability, spending wisely, and saving can help them live within their means. This session will provide you with some great resources and how you can implement them in your math or financial literacy classroom.	
3-5, 6-8, 9-12	Mathematics Celebrations Throughout the Year	Marielle Edgecomb, ATOMIM President, Peninsula School, RSU 24
Room JH 190	I have built monthly math days to increase a sense of fun for my middle level math program. Come join me for some fun activities that will help you celebrate math all year long. Some activities have been developed by students! If you are interested in adding some fun you won't want to miss this presentation. Math is more than a subject- it's a party!	
K-2, 3-5	3-Act Tasks and Talk Moves: Incorporating Discourse Within Math Tasks	Lindsey Bickford MSAD #11
Room RSTC 248	Using tasks that promote reasoning and problem solving as well as, facilitating mathematical discourse are two mathematics teaching practices that help increase depth of knowledge for students. In this session participants will learn about 3-Act tasks through hands on experience and learn how	Stephanie Marx Helen Thompson School MSAD #11

to use talk moves while implementing 3-Act Tasks. By the end of the session you should walk away with a variety of 3-Act tasks you can implement in your own classroom and talk moves to help facilitate the task with your students.

General Interest	Leading from the classroom: Exploring the Teacher Leader Standards	Becky Tapley Brooklin School
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Room RSTC 250	To many people, math is still a four-letter word (okay, technically it is...). But we can change that perception through leadership! Come and explore the Teacher Leader Standards and discuss where your Teacher Leadership strengths reside. Think about how you can take your love of math and lead from the classroom and beyond in order to create positive change for math education.
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11:30 - 12:00: **Boxed Lunch In Moose Tracks Cafe**

Grab your lunch, according to what it says on your name tag, network with colleagues, and visit with our vendors

Transition to Jewett Hall Auditorium

12:00 - 12:15: Presentation of Jackie Mitchell Award

12:15 - 1:15: **Joseph Assof, Virtual Keynote Speaker**

Keynote: Visible Learning

Joseph Assof is an 11th and 12th grade mathematics teacher and the math department chair at Health Sciences High and Middle College in San Diego, CA. He leads his department's reform efforts to align to the Common Core Standards – with a focus on high quality instruction. He is a member of the San Diego County Math Leaders Task Force, whose mission is to support every student in meeting the rigorous expectations of the Common Core. Joseph's classroom is featured in a number of *Visible Learning for Mathematics, Grades K-12* videos.

1:15 - 1:30: **Transition to assigned classroom**

SESSION 3

1:30 - 2:30: Workshops

K-5	Unlocking Student Discussions	Jenna Daniels Sanford School Dist.
Room JH 189	Do you long for your students to participate fully in mathematics discussions, and to use those discussions to move their learning forward? Jenna Daniels and Holly Trottier will take you through a problem solving experience using the 5 Practices for Orchestrating Classroom Discussion as a protocol to encourage students to be fully engaged. They will	Holly Trottier CK Burns School, Saco

share tips from real classrooms, using different district adopted curriculums to make this practice practical in K-5 classrooms.

6-8, 9-12 **Using Algebra Tiles from Expressions to Factoring** Heather Beiss
CPM Educational Program

Room Participants will be actively engaged in using algebra tiles to
JH 289 show combining like terms, evaluating expressions, solving
equations, and factoring. While using the tiles, teachers will
learn how to help students transition from the concrete
(manipulative) to the abstract (paper and pencil).

9-12 **Implementing the “Thinking Classroom” Model in
Honors Geometry** Dawn Burgess
Brooke Gariepy
Rebecca Leamon, Mount
Desert Island Regional High
School

Room We have found that the Thinking Classroom Model (developed
JH 291 by P. Liljedahl, Simon Fraser University) has improved student
engagement and promoted a classroom culture of persistent
problem solving. We begin each day by engaging students in a
discussion of a few meaningful homework problems from the
night before, and then, after defining a few terms, we send
them to the board to work in groups on challenging problems.
We then facilitate meaningful note-taking, and then have them
complete a check for understanding. Participants will learn the
basic components of the Thinking Classroom, including visibly
random grouping of students every day, daily group work doing
rich problems at vertical, non-permanent surfaces, and
managing flow with appropriate hints and challenges. We will
lead participants through an abbreviated sample geometry
lesson, and we will share resources including a list of research
articles about the approach, links to great internet resources,
and several of our own chapter plans, rich problems for group
work, and thought-provoking problems for individual
homework. While our experience with this model has been in
high school Geometry, the Thinking Classroom model and the
internet resources are applicable to all math subjects and
levels.

9-12,
college **Keeping Students Engaged While Learning
Statistical Concepts.** Michelle Hayward
Maine Connections Academy

Room Using a childhood game, a deck of cards, and pennies,
JH 185 students will learn the concepts behind descriptive statistics,
hypothesis testing, distribution of the sample means, standard
deviation, and correlation. As I implemented these activities,
students remained more engaged in my Statistics & Probability
class and began to deepen their connection to some of the
most misunderstood concepts in statistics.

General **Harry Potter and the Perilous Pedagogy** Becky Tapley
Interest Brooklin School

Room RSTC 250 In order to continue to grow as a math teacher, it is crucial to be a reflective teacher. Hop aboard the Hogwarts Express as we look at our teaching practice through the lens of Harry Potter. By thinking about the Hogwarts professors' teaching practices (or lack thereof!), we can identify strengths and weaknesses of our own. You don't need to be an expert on Harry Potter to enjoy this session. We'll give you a refresher session at the beginning!

Mike McCartney
Maine School of Mathematics and Science

General Interest **Leading Meaningful Change: A Focus on Formative Assessment** Melissa Cribby
Mt. Ararat Middle School

Room RSTC 248 Learn how to transform your school-based professional development time into collaborative, engaged learning among teachers of all content areas on what really moves learning - formative assessment. Strongly grounded in the research of Dylan William, learn about the steps Mt. Ararat Middle School Teacher-Leaders have taken to improve both student and teacher learning.

General Interest **Math Superheroes: Conquer Student Arithmophobia** Michael Sherrod
Pearson Education

Room JH 190 We invite you to come learn more about our Pearson mathematics products through this fun workshop setting. We will be spending our time learning about a new strategy to engage our students' way of learning. ESCAPE ROOM WORKSHOP: This is not your normal workshop session environment. Put your problem-solving and teamwork skills to the test to unlock clues and solve the mystery to escape! Strategies and cooperation are critical to success in this challenge. Experience problem-solving and mathematical modeling activities that can be used in the classroom in this lively and challenging Escape Room context!

[Workshop is sponsored by Pearson Education](#)

2:30 - 3:00: [Wrap-up & Giveaways in Jewett Hall Auditorium](#)