Virginia Council of Mathematics Specialists

12th Annual Conference

September 22, 2023

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Germanna Daniel Technology Center, Culpeper Campus,
18121 Technology Dr., Culpeper, VA 22701

Virginia Council of Mathematics Specialists
September 22, 2023

VIRGINIA'S MATHEMATICS SPECIALIST INITIATIVE

Mathematics Specialists are teacher leaders with strong preparation and background in mathematics content, instructional strategies, and school leadership. Based in elementary and middle schools, mathematics specialists are former classroom teachers who are responsible for supporting the professional growth of their colleagues and promoting enhanced mathematics instruction and student learning throughout their schools. They are responsible for strengthening classroom teachers' understanding of mathematics content, and helping teachers develop more effective mathematics teaching practices that allow all students to reach high standards as well as sharing research surrounding how students learn mathematics. The overarching purpose of Mathematics Specialists is to increase the mathematics achievement of all the students in their schools. To do so, they:

- Collaborate with individual teachers through co-planning, co-teaching, and coaching
- Assist administrative and instructional staff in interpreting data and designing approaches to improve student achievement and instruction
- Ensure school curriculum is aligned with state and national standards and their school division's mathematics curriculum
- Promote teachers' delivery and understanding of the school curriculum through collaborative long-range and short-range planning
- Facilitate teachers' use of successful, research-based instructional strategies, including differentiated instruction for diverse learners such as those with limited English proficiency or disabilities
- Work with parent/guardians and community leaders to foster continuing home/school/community partnerships focused on students' learning of mathematics
- Collaborate with administrators to provide leadership and vision for a school-wide mathematics program

On December 3, 2004 School Divisions participating in NSF-MSP Grant and University Partners agreed upon this working definition of Mathematics Specialists.

VACMS Goals

The purpose of the Virginia Council of Mathematics Specialists shall be:

- To support mathematics specialists as professional school-based mathematics leaders
- To advocate for effective, rigorous, and equitable mathematics instruction
- To promote collegial collaboration among the organization members
- To collaborate with mathematics organizations at the local, state, and national levels to provide professional learning opportunities for mathematics specialists.

S.O.A.R. Beyond: Strengths, Opportunities, Achievements, Reflections

2023 CONFERENCE STRANDS

Strengths

All students have mathematics strengths. Educators should create instructional experiences by building on the mathematics knowledge students bring their cultural and community funds of knowledge and the asset of their unique background. Through this focus on what students can do, educators can move them forward to teach and learn more complex mathematics.

Mathematics specialists and coaches can use these examples to guide self-reflection questions and examine how they build relationships based on teachers' knowledge and strengths.

- How do you position students and teachers as knowers and doers of mathematics?
- How do you facilitate teacher learning focused on the strengths students bring to the table?
- How do you leverage teacher strengths to learn and grow as a collective?

Opportunities

Being equity-minded, mathematics educators and teacher leaders open opportunities for students to access rigorous and high-level mathematics, distributing intellectual authority and access. Opportunities include expanding on what counts as mathematics and providing the space for students and teachers to see the beauty and joy of the subject.

Mathematics specialists and coaches can use these examples to guide self-reflection questions and examine how they build relationships based on teachers' knowledge and strengths.

- How do you facilitate teacher learning around access and opportunity for every student?
- How do you uplift the beauty and power of mathematics for students and teachers to experience the subject in ways they may not have before?
- How does leveraging leadership provide the platform to expand and elevate impact?
- What emerging technologies, trends, or initiatives empower coaches, teachers, and students to engage with mathematics in inclusive environments?

Achievements

Achieving in mathematics means much more than a test score. Rather, a sense of empowerment, grappling with profound mathematical ideas and increasing positive mathematical identity.

Mathematics specialists and coaches can use these examples to guide self-reflection questions and examine how they build relationships based on teachers' knowledge and strengths.

- How does the coach's work help teachers develop a new understanding of “achieving” in mathematics?
- What achievements have you, as a teacher leader, witnessed amongst teachers and students that present empowerment, grappling with mathematical ideas, or increasing mathematical identity?

Reflections

As teacher leaders and mathematics educators, it is crucial that we continuously reflect on our practice and continue to grow alongside one another in a collective community.

Mathematics specialists and coaches can use these examples to guide self-reflection questions and examine how they build relationships based on teachers' knowledge and strengths.

- What frameworks or structures support mathematics specialists/coaches working alongside teachers to reflect on mathematics instruction, content, and pedagogy?
- In what ways do we ignite reflective and metacognitive practices in students?
- What does it look like and sound like to meaningfully reflect?
- How might coaches reflect and refine their skill set for instructional and facilitative practices, independently and collaboratively?

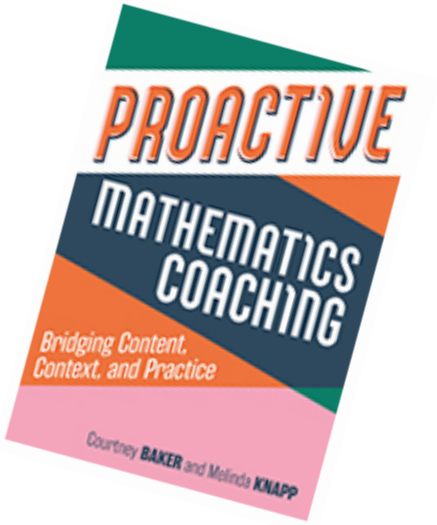
OUR KEYNOTE SPEAKER

Dr. Courtney Baker

Dr. Courtney Baker has been an educator and advocate for public education for nearly 20 years. Prior to academia, she worked as an elementary educator, mathematics coach, and professional learning facilitator at both the school and district levels.

As an Associate Professor of Mathematics Education at George Mason University, Baker continues to share her passion for the teaching and learning of mathematics. In addition to serving as the Mathematics Education Leadership Academic Program Coordinator and the Director of the Mason Mathematics Education Center, she teaches graduate mathematics education courses for in-service teachers. Her research is centered on advancing the role of mathematics specialists and developing effective mathematics leaders that help deconstruct systemic barriers and inequities.

Her recent book Proactive Mathematics Coaching: Bridging Content, Context, and Practice, was published by the National Council of Teachers of Mathematics in August 2023. This book focuses on the Proactive Coaching Framework - a four-phase protocol that merges high-leverage teaching and coaching practices and supports intentional planning of coaching interactions.



MAKING THE MOST OF YOUR CONFERENCE

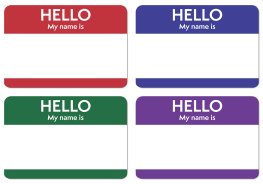
- Thank you for coming today. The Virginia Council of Mathematics Specialists (VACMS) welcomes you to our 12th annual conference. VACMS hopes you find the keynote address and all other sessions to be a valuable use of your time today. We have worked hard to provide an exciting and informative conference designed to support your work as a mathematics specialist or school-based leader providing professional learning to support classroom teachers.

- Today also gives you the opportunity to renew friendships and create networks of colleagues from across the state. We encourage you to connect with others, share ideas, and ask questions.

- Conference planners have made every effort to provide adequate sessions and total seating during each session time block. The room capacity for each presentation is listed in your conference schedule handout and in this program. For your safety, and due to fire regulations, only those with seats will be permitted in the presentation room.

A few reminders…

- **Boxed lunches** from Panera and water bottles will be placed in the back of Room 104A. There is also a drink machine in the area beside the registration tables. Lunch will be from 12:25 to 1:15 pm.
- A slide show during lunch will share important **vendor information**.
- **Please visit the vendors!** They are important and informative partners in our work.
- **Please drop off the plastic name badge holder at the registration table at the end of the conference. But keep the lanyard!**



*Following the conference, you will receive a link to an **online evaluation and feedback form**. Please take time to provide feedback to the VACMS Board so they have information to plan future conferences and events.*
*You will also receive a link to access your **certificate of attendance**.*

VACMS PARTNER ORGANIZATION

The Virginia Mathematics and Science Coalition (VMSC). The VMSC is an alliance of education, corporate, and public policy leaders who provided the original thrust and continue to offer continuous support for Virginia's Mathematics Specialists Initiative. Documents, journals and research reports about the Virginia's Mathematics Specialists Initiative can be located at their website: http://www.vamsc.org/

Virginia Council of Mathematics Specialists

12th Annual Conference ~ Sept. 22, 2023

CONFERENCE SCHEDULE

8:00 am Registration & Breakfast

9:00 am Welcome & Keynote with Dr. Courtney Baker

Session 1~ 10:15 am - 11:15 am

Room (capacity)	Presenter(s)	Session Title	Grade Band
Room 104A (200)	VDOE Math Team	VDOE Mathematics Update - 2023 Mathematics Standards of Learning: K-2	K-2
Room 104C (40)	David Leath, Jr. Joy Leath	Protect Your Passion: We Don't Need a Module... We Need YOU!!	K-8
Room 104B (32)	Morri Pace	VVAAS: A Data Drive	4-12
Rm 123 (36)	Ian Shenk	Leveraging Teacher Strengths to Create Instructional Change	K-12
Lab Rm 227 (24)	Juliet Finnegan Barbara Stamberg	Mathimize with a Side of F.R.I.E.S.	6-12
Lab Rm 228 (24)	Deb Crawford	Data Literacy: A Skill Set for All: What Would the New Data Standards Look Like?	4-8

Room 104 A (200) Grades K-2

VDOE Mathematics Update - 2023 Mathematics Standards of Learning: Grades K-2

VDOE Math Team

Participants will explore the 2023 Mathematics Standards of Learning, recently approved by the Board of Education, targeting specific changes to the standards in grades K-2. Resources that the VDOE plans to provide to support implementation of the revised standards will be discussed. Options for transitioning to the 2023 Mathematics Standards of Learning during the 2023-2024 school year will be outlined.

Room 104 C (40) Grades K-8

Protect Your Passion: We Don't Need a Module... We Need YOU!!

David Leath, Jr. - Salem Elementary School, Chesterfield County Public Schools

Joy Leath - Evergreen Elementary School, Chesterfield County Public Schools

You have a passion for math and developing people to expand their mathematical skill set. After all, you're a mathematical leader. But what happens when the leader's tank is close to empty? Join us in a session of unpacking the realities of coaching mathematics and explore strategies that will reignite your desire because we don't need a module…we really need you.

Room 104 B (32) Grades 4-12

VVAAS: A Data Drive

Morri Pace - VDOE

Discover the power of VVAAS reports by exploring the web-based platform to answer division, school, and student-level questions. This hands-on session will allow users to answer and investigate purposefully targeted growth and diagnostic questions with their data.

Room 123 (36) Grades K-12

Leveraging Teacher Strengths to Create Instructional Change

Ian Shenk - NCSM - Leadership in Mathematics Education & Hanover County Schools

A strengths-based approach to mathematics coaching has the coach notice and name the strengths of the teacher, without directly pointing out areas where the teacher needs to change. Through conversations, the coach leverages the teacher strengths to allow for the teacher to identify the areas where improvements can be made. The transition between naming and leveraging the strengths can be a difficult one to make, particularly with teachers who may not be reflective practitioners. This session will utilize scenarios and discussions to identify some specific ways coaches can leverage teachers strengths to impact instructional change in even the most challenging situations.

Lab Room 227 (24) Grades 6-12

Mathimize with a Side of F.R.I.E.S.

Juliet Finnegan- Baldwin Intermediate, Manassas City Public School

Barbara Stamberg- Baldwin Intermediate, Manassas City Public School

“Find me someone who settles for average in teaching and I’ll show you someone who doesn’t understand the magnitude of the mission.” ~ Amy Fast

The mission is NOT impossible. Are you ready to lead from the margins and experience that the effort is worth the work?

Repeat session from VCTM if you attended in March 2023

Lab Rm 228 (24) Grades 4-8

Data Literacy: A Skill Set for All: What Would the New Data Standards Look Like?

Deb Crawford- Frederick County Public Schools & George Mason University

Data Science is not a course for some but a skill set for everyone. What is Data Literacy and why is it important K-12? Join in the data revolution by learning tools such as CODAP and Sheets/Excel to facilitate access for kids to big data sets, digital visualizations and data analysis to use for decision-making. Coach teachers to make research-informed instructional shifts to bring data to every math classroom.

VACMS

Session 2~ 11:25 am - 12:25 pm

Room (capacity)	Presenter(s)	Session Title	Grade Band
Room 104A (200)	VDOE Math Team	VDOE Mathematics Update - 2023 Mathematics Standards of Learning: 3-5	3-5
Room 104C (40)	Dr. Justin Maffei Dr. DeAnna Moreau	Stronger Together: The Sum of Our Parts	K-12
Room 104B (32)	Kimberly Hayden Kathleen Stoebe	Shifting Teacher Practice Playbook	K-12
Rm 123 (36)	Kelly Pratte Asmahan Jackson	Beyond the Question of the Day	K-2
Lab Rm 227 (24)	Tamara Smith-Moyler, Ed.D	Teachers as Researchers: Solving a Problem of Practice	K-12
Lab Rm 228 (24)	Anurupa Ganguly, Founder & CEO of Prisms	Virtual Reality Empowers Teaching	K-12

Room 104 A (200) Grades 3-5

VDOE Mathematics Update - 2023 Mathematics Standards of Learning: Grades 3-5

VDOE Math Team

Participants will explore the 2023 Mathematics Standards of Learning, recently approved by the Board of Education, targeting specific changes to the standards in grades 3-5. Resources that the VDOE plans to provide to support implementation of the revised standards will be discussed. Options for transitioning to the 2023 Mathematics Standards of Learning during the 2023-2024 school year will be outlined.

Room 104 C (40) Grade K-12

Stronger Together: The Sum of Our Parts

Dr. Justin Maffei- Prince William County Public Schools & Virginia Council for Mathematics Supervision
Dr. DeAnna Moreau- Chesterfield County Public Schools & Virginia Council for Mathematics Supervision

Have you ever considered the amount of your work that someone else in your same position in another division is also doing? We are seeking ways to collaborate to become more efficient in our practices. Our goal is to increase the collaboration between state organizations and math educators in Virginia to avoid unnecessary overlap of work and increase quality of products. We want to provide open access to high-quality resources across the state in order to help all students learn math with understanding.

Room 104 B (32) Grades K-12

Shifting Teacher Practice Playbook

Kimberly Hayden- Coordinator of Elementary Mathematics, Stafford County Public Schools
Kathleen Stoebe- Coordinator of Secondary Mathematics, Stafford County Public Schools

Participants will reflect on the role coaches play in transforming instructional practices. Together, they will begin creating a shared mathematics coaching playbook in order to more clearly define the actions to guide teachers along the National Council of Supervisors of Mathematics continuums from teacher centered practices to student centered practices.
Appropriate for Mathematics Coaches or Specialists of all levels.

Room 123 (36) Grades K-2

Beyond the Question of the Day

Kelly Pratte- Prince William County Public Schools
Asmahan Jackson- Prince William County Public Schools

Questions of the Day are often used to help students begin to collect, organize, display, and describe data. This session will explore opportunities for teachers to experience data in new ways to move their students to becoming more data literate by focusing on interpreting what the data shows. Participants will explore Data Science in the K-2 classroom and how those skills will develop critical and creative thinking through collaboration and communication.

Lab Room 227 (24) Grades K-12

Teachers as Researchers: Solving a Problem of Practice

Tamara Smith-Moyler, Ed.D- VDOE's Training & Technical Assistance Center at ODU

Sustained professional development can improve teachers' self-efficacy and help them feel more prepared to teach mathematics successfully. Teacher action research is a powerful form of sustained professional development that helps teachers focus on one aspect of their practice they would like to improve, and the systematic nature of action research promotes purposeful collaboration between educators (LeGeros, 2016). Linking theory with practice, teacher action research helps educators gain insights into teaching and learning, become more reflective practitioners, effect classroom or school changes, and improve students' educational outcomes (Stremmel, 2007). This session will provide math leaders with a framework to successfully guide teachers through the action research process as a form of ongoing professional learning.

Lab Rm 228 (24) Grades K-12

PRISMS - Grades K-12 (?)

Anurupa Ganguly

Have you ever learned Math in VR? We know that students' ability to reason spatially and create abstract representations of real world experiences are the top predictors of success in STEM careers. Therefore, Virginia divisions are partnering with Prisms VR - to scale a new world teaching model, powered by VR, where students learn core Math the way their brains are wired to learn - through movement, perception and experiencing real-world problems. Founded by Anurupa Ganguly, an MIT-trained engineer and former Math teacher & administrator, Prisms is transforming how our students grasp, retain and successfully apply mathematical concepts to important problems across industries – never again having to ask 'When am I going to use this?'

LUNCH and NETWORKING
12:25 pm - 1:15 pm
(Panera lunch boxes in Room 104A)

Session 3~ 1:15 pm - 2:15 pm

Room (capacity)	Presenter(s)	Session Title	Grade Band
Room 104A (200)	VDOE Math Team	VDOE Mathematics Update - 2023 Mathematics Standards of Learning: 6-12	6-12
Room 104C (40)	Holly Tate	Developing Tasks from Students' Lived Experiences	K-5
Room 104B (32)	Theresa Wills	Cultivating Community & Trust as a Coach in K-12	K-12
Rm 123 (36)	Kelly Pratte Stephanie Swadley	Building Procedural Fluency from Conceptual Understanding	3-5
Lab Rm 227 (24)	Candy Standley Kristin Brink Stacey Hillegas	Professional Learning for Math Specialists	K-5
Lab Rm 228 (24)	Nicole Planck	Renaissance Learning: Accurate Assessment & Practice for Student Success in Math	K-12

Room 104A (200) Grades 6-12

VDOE Mathematics Update - 2023 Mathematics Standards of Learning: 6-12

VDOE Math Team

Participants will explore the 2023 Mathematics Standards of Learning, recently approved by the Board of Education, targeting specific changes to the standards in grades 6-12. Resources that the VDOE plans to provide to support implementation of the revised standards will be discussed. Options for transitioning to the 2023 Mathematics Standards of Learning during the 2023-2024 school year will be outlined.

Room 104C (40) Grades K-5

Developing Tasks from Students' Lived Experiences

Holly Tate- Rolling Valley Elementary School, Fairfax County Public Schools

How can we bring student stories into our mathematics classrooms? Participants in this session will engage with a protocol for centering students' lived experiences when developing mathematics tasks tied to issues of unfairness. Participants will reflect on student responses to a writing prompt, discovering themes of community-based issues. We will consider connecting mathematical ideas to a community problem that can inspire a mathematical task through the eyes and stories of students.

Room 104B (32) Grades K-12

Cultivating Community & Trust as a Coach in K-12

Theresa Wills- George Mason University

Building trusting relationships with our colleagues is essential to developing a culture of community, connection, and math joy. Hear stories of how math leaders build trust with teachers while encouraging collaboration and community in a way where everyone feels valued for their experiences, questions, and ideas.

Rm 123 (36) Grades 3-5

Building Procedural Fluency from Conceptual Understanding

Kelly Pratte- Prince William County Public Schools

Stephanie Swadley- Prince William County Public Schools

Have you heard teachers, parents, and/or students groan when multiplication and division facts are mentioned? It doesn't have to be this way! There are a variety of strategies to help students become fluent with their multiplication and division facts. This session will explore opportunities for teachers to experience the progression of strategies from additive to multiplicative. Participants will engage in activities that can be used in classrooms tomorrow that help teachers and students to see the fun and joy in mathematics and the connections that can be made to build that fluency.

Lab Rm 227 (24) Grades K-5

Professional Learning for Math Specialists

Candy Standley- AG Richardson Elementary, Culpeper County Public Schools

Kristin Brink- Emerald Hill Elementary, Culpeper County Public Schools

Stacey Hillegas- Farmington Elementary, Culpeper County Public Schools

Typically, math specialists are delivering professional development; however, they deserve opportunities to continue professional growth too. Participants will reflect on their own practice and discuss ways math specialists can obtain meaningful professional development. Discussion will center around the article, "Providing Job-Embedded Professional Learning for Mathematics Specialists" by Shenk, Inge, Standley, DePiro.

Lab Rm 228 (24) Grades K-12

Accurate Assessment & Practice for Student Success in Math

Nicole Planck- National Academic Advisor for Renaissance Learning

Join us for a session to explore how Renaissance supports instruction through the combination of Star Math and Freckle. Differentiated learning and practice to ensure that you can See All Students and meet all needs.

VACMS

Session 4~ 2:25 pm - 3:25 pm

Room (capacity)	Presenter(s)	Session Title	Grade Band
Room 104A (200)	Skip Tyler	Metacognition: Fostering Student Growth Through Reflection	K-12
Room 104C (40)	Ginna Lee Tasha Fitzgerald	Doing the Math	K-5
Room 104B (32)	Andrew Merritt Jamee Prewitt	Motivational Coaching Through Quality Feedback	K-12
Rm 123 (36)	Tracy Proffitt Caitlin Ramseyer	Achievement Unlocked: Teaching & Coaching With Games	K-5
Lab Rm 227 (24)	Kate Roscioli	The Joy and Beauty of Math Through Numeracy Routines	K-5
Lab Rm 228 (24)	Dr. Toni Sorrell	Amplify Your Math Expertise: Publish with Virginia Mathematics Teacher	K-12

Room 104A (200) Grades K-12

Metacognition: Fostering Student Growth Through Reflection

Skip Tyler- Math Consultant - CTLG Consulting

How often do we help students think about thinking? Do we give our students opportunities to reflect on their learning? Through engaging discussions and practical examples, uncover how educators can guide students to take ownership of their learning. Topics to include learning objectives, student trackers, creating differentiated activities with ChatGPT, and reflection activities for students.

Room 104C (40) Grades K-5

Doing the Math

Ginna Lee- Yowell Elementary School, Culpeper County Public Schools

Tasha Fitzgerald- Pearl Sample Elementary School, Culpeper County Public Schools

It is important to give students ample opportunity for problem solving experiences.
These experiences promote mathematical thinking that does not become stale, but continues to develop and thrive. As math teachers, we need the same chance to reflect and grow as we practice various problem solving strategies. So, come Do the Math with us! Be ready for some fun math problems with discussion to follow.

Room 104B (32) Grades K-12

Motivational Coaching Through Quality Feedback

Andrew Merritt- Caroline County Public Schools
Jamee Prewitt- Caroline County Public Schools

Feedback matters! The way feedback is delivered and received can have a profound impact on its effectiveness. Join this session to see how coaches can develop quality feedback to motivate their teachers to grow as educators as they positively impact student learning.
In this session, participants will first learn about the four types of feedback: diagnostic, prescriptive, descriptive, and micro. Next they will learn about language that will motivate teachers to grow as educators. Finally, participants will marry their new-found understanding by creating motivational feedback for real-life scenarios.

Rm 123 (36) Grades K-5

Achievement Unlocked: Teaching & Coaching With Games

Tracy Proffitt- Virginia Tech
Caitlin Ramseyer- Price's Fork Elementary School, Montgomery County Public Schools

What makes a game an effective tool for the math classroom? How can games be used to boost and assess student achievement? What opportunities exist for coaching through math games? Explore these questions and more as we play together, analyze games, and share resources.

Lab Rm 227 (24) Grades K-5

The Joy and Beauty of Math Through Numeracy Routines

Kate Roscioli- Prince William County Schools

Students deserve the opportunity to experience mathematics in diverse ways. Numeracy routines allow them to explore the beauty and joy of math in unique and engaging ways. This session will examine a range of numeracy routines and explore how math leaders can promote their use to foster rich discussion and unique mathematical experiences for students.

Lab Rm 228 (24) Grades K-12

Amplify Your Math Expertise: Publish with Virginia Mathematics Teacher

Dr. Toni Sorrell- Longwood University

Discover how your insights and innovations can influence and inspire fellow educators, ultimately transforming classrooms across Virginia and beyond. We will delve into the process of crafting articles, navigating the submission process, and provide insights as to expected responses from the editorial staff. Join us in championing the growth and excellence of mathematics education in Virginia through the pages of the Virginia Mathematics Teacher journal.

A special THANK YOU to our VENDORS!

Please stop by the tables in the front lobby to visit our generous and greatly appreciated exhibitor and university partners.

Explore Learning
exploreelearning.com

Renaissance
See Every Student.
Renaissance Learning, Inc.
renaissance.com

HMH
Houghton Mifflin Harcourt
hmhco.com

Big Ideas Learning
PROUDLY SUPPORTED BY
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Big Ideas Learning
bigideaslearning.com

prisms
Prisms VR
prismsvr.com

mathspace
Mathspace
mathspace.co/us

GEORGE MASON UNIVERSITY
George Mason University
https://education.gmu.edu/math-specialist-leadership/

REGENT UNIVERSITY
Regent University
explore.regent.edu

AMERICAN COLLEGE of EDUCATION
American College of Education
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The Virginia Council of Mathematics Specialists
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Region 2- Patricia Waegerle- Suffolk Public Schools
Region 3- Andrew Merritt- Caroline County Schools
Region 4- Kate Roscioli- Prince William County Schools
Region 5- Kateri Thunder- Charlottesville Schools
Region 6- Jennifer Hatch- Franklin County Schools
Region 7- Jolene Lambert- Lee County Schools
Region 8- Dana Taylor- Buchanan County Schools
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Independent Schools- Laura Domalik- Collegiate School

VACMS Board Appointed Support Positions

Treasurer, Lisa LoConte-Allen- Chesapeake Schools
WebMaster, Jane Grove- Retired Mathematics Educator
Newsletter Editor, Carol Walsh- Middlesex County Schools
Special Projects, Alicia Broadwater- Virginia Beach City Schools
Historian, Beth Burnap- Caroline County Schools
Advisor to the Board, Vickie Inge- Retired Mathematics Educator

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