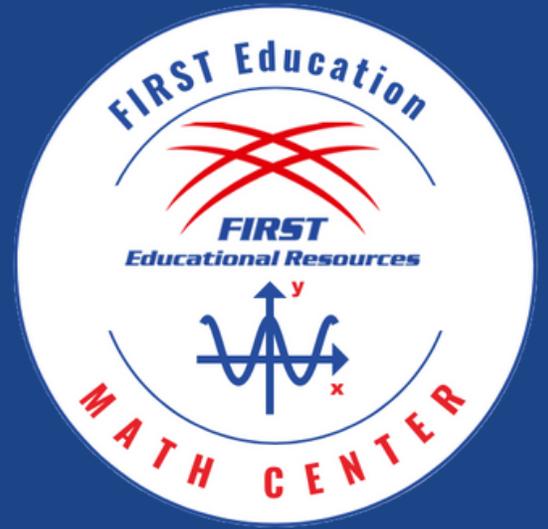


FIRST Education Math Summit

Making Math Equitable



1 Keynote | 9 Live Breakout Sessions | 1 Pre-Recorded Session



THURSDAY, APRIL 20, 2023

LEARN | COLLABORATE | INSPIRE

Recorded Access Until June 30, 2023

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Welcome!

FIRST EDUCATION MATH SUMMIT APRIL 20, 2023



On behalf of our entire team at FIRST Educational Resources, we are so pleased that you have chosen to join us for this exciting one-day summit **Making Math Equitable**: Inspiring mathematicians by providing access and equity in the math classroom. Be prepared to walk away inspired, energized, and engaged to create classrooms where students thrive and have access to rigorous math content.

As educators, we strive to help our students meet their maximum potential for learning in mathematics and create lifelong learners who have the ability to work flexibly with strategies, think critically, and possess resilience in order to persevere through problem-solving tasks. During the one-day virtual Math Summit, educators will be able to engage with thought-leaders and practitioners to gain new ideas and perspectives and gather tons of tools and resources to provide students access and equity to mathematics all while maximizing students' mathematical potential.

Our **Keynote and Breakout Sessions** will engage you in new learning that will be immediately useable in your role. With so many great options to choose from, you will definitely want to participate live with your top choices during the Summit with full access to all session recordings until **June 30, 2023**.

We want to be your continued partners in learning! As you participate in the Summit, know that we offer workshops, customized sessions, and on-site support for teachers and leaders like you. We'd love to talk with you about your goals and how we might partner with you to make these goals a reality!

Please enjoy the 2023 FIRST Education Math Summit!



Dr. Garth Larson
President,
FIRST Educational Resources
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Shelly Daun
Director
FIRST Education Math Center
shelly@firsteducation-us.com

More Information: info@firsteducation-us.com

MATH SUMMIT

SESSION DESCRIPTIONS



9:30 - 10:30

WELCOME AND KEYNOTE



THE TANGIBLE EQUITY EQUATION: PRACTICAL STRATEGIES FOR TRANSFORMING ACCESS AND OPPORTUNITY IN THE MATH CLASSROOM, *Colin Seale*

Description: When is a circle not just a circle? The standard curriculum will cover important concepts like radius and diameter, but we can go beyond the standards by asking students important questions about how that curriculum intersects with their lived experiences. What if that circle described the distance between your house and the nearest healthy food options? The nearest hospital? Any time we give students the opportunity to not just analyze the world as it is, but to use their knowledge to grapple with how the world ought to be, we explicitly permit them to not just be problem solvers, but to embrace their identity as problem finders. This intensive keynote provides educators the opportunity to discover with their students what's funky about even the most seemingly cut-and-dry learning goals.

THINK
LAW

10:45-11:45 CST
Breakout Sessions

(Select 1)

THE MTSS FRAMEWORK IN THE MATH CLASSROOM

Amanda Ironside

Description: Providing high-quality education to all students can best be done through a systematic approach to instruction. A Multi-Tiered System of Support is a framework that ensures strong universal instruction, small-group learning, intense interventions, and data-informed progress monitoring. Come join me to explore how MTSS works in a math classroom to promote academic growth and student achievement.

LEAN INTO COACHING: 5 STRATEGIES TO IMPROVE STANDARDS-ALIGNED INSTRUCTION AND ASSESSMENT PRACTICES

Danica Lewis

Description: More and more schools are learning that real, sustainable improvement requires support for teachers that goes beyond what the typical teacher inservice day can offer. When teachers have access to intentional, job-embedded coaching, they are more likely to take on new practices and to stick with those that work for the long haul. In this session, we will work through 5 coaching strategies that can be leveraged as schools and teachers implement standards-aligned instruction and assessment practices. Participants will walk away with ready to use tools that will make a difference in the success of teachers and students.

STRUGGLING MATH STUDENTS? 5 TRAITS THAT MAKE MATH EQUITABLE & ACCESSIBLE FOR ALL LEARNERS

Juliana Tapper

Description: Do you have a lot of students who are “below grade level” in your classes? In this session, learn the five essential elements every math class with apathetic students needs in order to build students’ mathematical confidence, increase student achievement, and close those learning gaps through the C.A.R.E.S. Math Achievement Framework™. Walk away with tips, strategies, and ready-to-use activities for each of the essential elements so you can put what you learn into practice immediately.

MATH SUMMIT

SESSION DESCRIPTIONS



12:45-1:45 CST
Breakout Sessions

(Select 1)

MATH MYTHBUSTERS

Alicia Charbonneau

Description: Are the statements below confirmed or busted? The science is in! During this session, participants will be analyzing the truths behind each statement and learn ways to incorporate best practices in math instruction in the classroom to meet **ALL** students' needs.

1. If a student performs the standard algorithm, they are at the goal of the Concrete-Representational-Abstract [CRA] model.
2. For students to be successful with high-level math, they must memorize lots of math facts.
3. Teaching keywords is not an effective strategy for problem-solving.
4. The best way to teach math is through the gradual release model.

MOVING STUDENTS FROM DEPENDENT TO INDEPENDENT LEARNERS IN YOUR MATH CLASS

Cyndie Lowe

Description: *Do you need ten teachers in your classroom to answer all the students' questions? Do you have students that are constantly checking in with you to see if their answers are correct? If you answered yes to either of these questions you will want to attend this session! Learn how to move your students from dependent learners to independent learners. Come explore ways to get your students on the journey to becoming independent learners.*

TEACHING MATH TO STUDENTS WITH LEARNING DIFFERENCES

Greg Wolcott

Description: Data from assessments across the country indicates how challenging math can be for many students. Those challenges are often magnified for multilingual learners, students with specific learning challenges, or students who have repeatedly experienced math difficulty in the past. During this session, Greg Wolcott will share four foundational principles to build positive math mindsets and skills within each student. He will share practical strategies, tools, and protocols teachers can leverage daily to maximize learning opportunities for every student.

2:00-3:00 CST
Breakout Sessions

(Select 1)

MAKING MATH EQUITABLE THROUGH VISUAL MODELS

Jackie Amato

Description: Educators today have a duty and responsibility to implement equitable practices to ensure that all students experience success in math. One way to accomplish this is through the use of visual models. Visual models not only increase student engagement, but also provide a way for students to make meaning of math concepts, see relationships among concepts, and provide a way to represent and communicate thinking. In this session, participants will explore several visual models used at the elementary level to increase equitable practices and ultimately improve student achievement.

MATH SUMMIT

SESSION DESCRIPTIONS



**2:00-3:00 CST Continued
Breakout Sessions**

DETRACKING MATHEMATICS

Shelly Daun

Description: Are your students tracked in homogeneous high, average, low, or honors non-honors math classes? This practice only creates a bigger opportunity gap for minority and low-socioeconomic students which too often leads to low-quality experiences and missed opportunities. Tracking students does not actually improve overall achievement it does however increase educational inequities. In this session, let's talk about the practice of tracking math students and what we can do differently to actually begin to close the achievement and opportunity gap that exists in our schools today.

USING EXECUTIVE FUNCTIONING SKILLS IN THE MATH CLASSROOM

Nicole Mashock

Description: Students are impacted every day by their strengths and areas to grow in all aspects of their lives... academics, behaviors, and executive functioning. During this session, learn the basics about executive functioning skills and how to incorporate strategies to support these skills in the math classroom to overcome barriers to student learning and to capitalize on student strengths.

Pre-Recorded Session

Bonus Feature

I WANT TO ALLOW REASSESSMENT - BUT HOW DO I MAKE IT WORK?

Becky Pepler

Description: At this point we can all probably agree on the philosophies behind reassessment, but may be scratching our heads wondering HOW to make it happen. We know that things may look great, in theory, but sometimes struggle to find the practical application and work through the logistics of what it will look like in OUR school or OUR classroom. This session will focus on the HOW of reassessment in the classroom and will be filled with examples and guiding questions

Making the Most of Zoom

- 1. Rename Yourself (name/ state)**
 - a. Hover over your video**
 - b. Click on the white dots in the corner**
 - c. Choose "Rename"**
- 2. Speaker or Gallery View**
 - a. Choose either in the top right corner.**
 - b. Use arrows to scroll through gallery pages.**
- 3. Resize speaker slides**
 - a. This will only work in the speaker view.**
- 4. Mute yourself during presentations.**
- 5. Closed Caption**
 - a. Click on the CC icon on the bottom of the screen if you wish to use Closed Caption.**
- 6. If you dislike the feeling of having your screen taken over when a presenter shares their screen, hit escape on your keyboard.**
- 7. If you are looking for a particular language, you can follow these directions to change the language.**

ABOUT THE PRESENTERS



<https://www.firsteducation-us.com/mathematics>

Keynote Presenter



Colin Seale



Colin Seale, Founder and CEO of thinkLaw was born and raised in Brooklyn, NY, where struggles in his upbringing gave birth to his passion for educational equity. Tracked early into gifted and talented programs, Colin was afforded opportunities his neighborhood peers were not. Using lessons from his experience as a math teacher, later as an attorney, and now as a keynote speaker, contributor to Forbes, The 74, Edutopia and Education Post and author of *Thinking Like a Lawyer: A Framework for Teaching Critical Thinking to All Students* [Prufrock Press, 2020] and *Tangible Equity: A Guide for Leveraging Student Identity, Culture, and Power to Unlock Excellence In and Beyond the Classroom* [Routledge, 2022], Colin founded thinkLaw, a multi-award-winning organization to help educators leverage inquiry-based instructional strategies to close the critical thinking gap and ensure they teach and reach all students, regardless of race, zip code or what side of the poverty line they are born into.

When he's not serving as the world's most fervent critical thinking advocate or tweeting from @ColinESeale, Colin proudly serves as the world's greatest entertainer to his two young children.

Pre-Recorded Presenter



Becky Pepler

Becky Pepler is the Director of the FIRST Education STAGR [Standards, Targets, Assessment, Grading & Reporting] Center [a division of FIRST Educational Resources]. She has 15 years of professional experience in public education, working in the Winneconne Community School District in northeast Wisconsin. Becky has spent time as a 6-12 Instructional Coach with a focus on supporting teachers in the classroom on a daily basis. Prior to her role as an instructional coach, Becky taught Chemistry and Forensic Science and was the 6-12 Science Curriculum Chair. She is a member of the Wisconsin Society of Science Teachers [WSST], where she was awarded the Excellence in Science Education Award for the state of Wisconsin, and the Wisconsin Science Education Leadership Association [WSELA]. Becky has helped the Winneconne Community School District transition to Target Based Grading at the middle and high school levels. She has a passion for designing meaningful assessment practices, making reassessment work, target-based learning implementation, building social and emotional skills, and ensuring that all students continue to learn at high levels. Becky currently consults in school districts all over the United States in these areas.

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Breakout Presenters



**Jackie
Amato**

Jackie Amato brings 33 years of experience in public education serving as a classroom teacher, math interventionist, teacher of gifted & talented students, instructional coach, math coach, and most recently as a K-12 math coordinator. Jackie also serves as a Math Recovery and Math Learning Center Leader providing professional development to educators across the nation. Jackie enjoys collaborating with teachers to improve student achievement through a student-centered coaching approach.



**Shelly
Daun**

Shelly Daun has over 28 years of professional experience in public education. Currently, she is the Director of the FIRST Education Math Center and serves as the Director of Curriculum, Instruction, and Assessment in a school district in northeastern Wisconsin. She has worked in large suburban and high-poverty school districts and has been an instructional leader and administrator for most of her career in education focusing on systems change and school-wide reform. In 2022, the Wisconsin Association for Supervision and Curriculum Development recognized her as the "Instructional Leader of the Year" for the State of Wisconsin.

Shelly has led school districts in district-level and school improvement utilizing a systems approach to school improvement. All with a curriculum design that focuses on analyzing student data, developing standards and assessments, implementing research-based instructional pedagogy, honoring student equity, and creating sustainability action plans. She has had success with developing and implementing school reform and improvement plans when schools are identified as needing improvement at the state level. Shelly is well versed in standards, assessment, K-12 literacy and mathematics instruction, equitable multi-level systems of support for students, Every Student Succeeds Act (ESSA) requirements and leadership development.



**Alicia
Charbonneau**

Alicia Charbonneau began her career as an elementary teacher in Sarasota, FL. She has taught all elementary grades in math, served as a math coach at a Title One school, and is currently the Elementary Math Specialist for Sarasota County. Alicia is also the Florida Association of Mathematics Supervisors (FAMS) president and an adjunct professor for State College of Florida. In addition, Alicia serves on a committee with the Florida Department of Education that helped create the B.E.S.T. standards, develop content for state trainings, and facilitate trainings. Alicia is passionate about providing the space and experiences for all students to construct a deep understanding of mathematics through hands-on experiences and problem-solving.

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Breakout Presenters



**Amanda
Ironside**

Amanda Ironside has over 20 years of experience in public education in which she has enjoyed working as an elementary teacher, math interventionist, gifted & talented teacher, and instructional coach. Currently, she is the Director of the FIRST Education MTSS Center and serves as the Gifted & Talented Coordinator for a school district in NE Wisconsin. Amanda is an instructional leader, focusing on curriculum development and enhancing educational pedagogy in order to meet the diverse needs of all students. Amanda has extensive experience coaching and collaborating with teachers focused on research-based strategies and aids in developing instructional plans based on best practice.



**Danica
Lewis**

Danica Lewis has 20 years of experience in schools, serving as an elementary teacher and later as a school and district administrator, including school building leadership, early childhood leadership, special education leadership, and curriculum & assessment leadership in urban and suburban schools. Danica led the implementation of standards-aligned instruction, assessment, and grading as both a district-level and building-level administrator and implemented a coaching program for a medium-sized district. Danica facilitates powerful professional learning around instructional coaching, literacy, standards-aligned instruction and assessment, rigorous teaching, data analysis, and professional learning community leadership. In 2017, the Wisconsin Association for Supervision and Curriculum Development recognized Danica as the “Instructional Leader of the Year” for the State of Wisconsin. Danica has a Master’s Degree in Educational Leadership from Marian University in Fond du Lac, WI, and has a Bachelor of Science in Human Development and Education from the University of Wisconsin-Madison [WI].



**Cyndie
Lowe**

Cynthia Lowe has over 25 years of experience in education where she enjoys teaching high school math, training teachers and most recently being an interventionist and instructional coach. Currently, she is the 9-12 math coach and coordinator in a district in NE Wisconsin. Cynthia is a passionate instructional leader, focusing on lesson and unit development through the use of instructional strategies. She has been providing professional development nationwide for over 10 years, ranging from mathematics education to building and district-level improvement based on researched best practices.

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Breakout Presenters



**Juliana
Tapper**

Juliana Tapper, is a former high school math support and Algebra 1 teacher and co-teacher having taught, led departments, and led PLC teams at high schools in South Central Los Angeles, East San Jose, and Denver. She also served as a district math coach and TOSA where she led professional development for math and special education teachers across thirteen urban high schools.

Frustrated with the lack of support, resources, and quality professional development for math teachers that work with students below grade level, she founded CollaboratEd Consulting LLC in 2018 and has provided high-quality PD to over 2,200 secondary math teachers and have been hired by urban schools and rural districts across the US as well as the Colorado Department of Education to increase student engagement and outcomes in mathematics with staggering success.

Juliana has been published in NCTM's journal, *Mathematics Learning & Teaching*, and a presenter at national and state conferences including NCTM Annual, CAMT, and others.



**Nicole
Mashock**

Nicole Mashock has 17 years of experience in public education in which she has enjoyed working as a middle school Business Education Teacher, an instructional technology coach, and a founder/teacher at a 6-12, STEM project-based learning charter school. Currently, she is the Director of EDFlix and the Associate Director of FIRST Education SOAR Center. Nicole has extensive experience in building community and relationships with students, developing student agency in the classroom, differentiation and social-emotional learning, standards, target-based grading, and literacy practices.



**Greg
Wolcott**

Greg Wolcott currently serves as the Assistant Superintendent for Teaching and Learning at Woodridge School District 68 in Woodridge, Illinois. As an educator in the Chicagoland area for over 20 years, Greg is passionate about developing opportunities for all students to succeed as well as finding ways for all teachers and staff members to utilize their strengths to maximize the learning of each and every child whom they interact with on a daily basis. Greg consults throughout the United States on a variety of subjects including adult learning, developing innovative practices in the classroom to engage all learners, formative assessment to drive instruction, response to instruction/intervention, and data usage for school improvement. Greg is also the author of the best-selling book, *Significant 72: Unleashing the Power of Relationships in Today's Schools*.

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