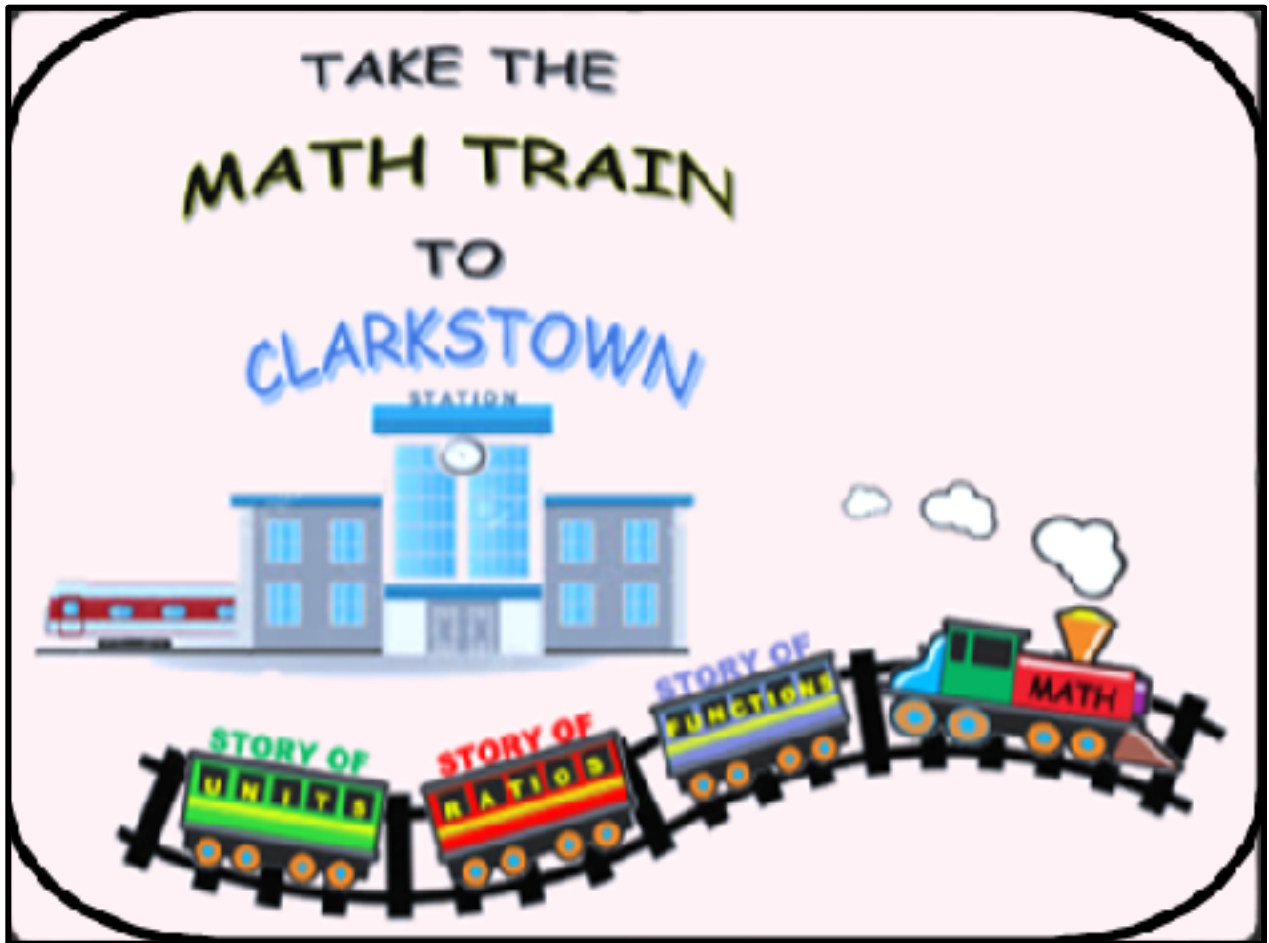


TEN COUNTY MATHEMATICS EDUCATORS ASSOCIATION
Columbia Delaware Dutchess Greene Orange Putnam Rockland Sullivan Ulster Westchester

42nd ANNUAL ONE DAY SPRING CONFERENCE



March 11, 2016
8:00 a.m. to 3:30 p.m.

FELIX V. FESTA MIDDLE SCHOOL
West Nyack, New York

<http://www.ccsd.edu/ffms>

Ten County Mathematics Educators Association

<http://tencountymath.com/>

2016-2017 Board of Directors

President – Michael Siuta, North Rockland High School

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2017 Site Coordinator

Marianne Strayton

***If anyone is interested in joining the TCMEA Board of Directors,
please inquire at the Registration Desk.*

The TCMEA Board of Directors would like to thank:

- Mr. Martin D. Cox, Clarkstown Central School District Superintendent and the Principals of Felix V. Festa MS - Dr. Dianne Mitchell, Ms. Georgianna Diopoulos-Grogan, and Mr. Jonathan Schatz for hosting this year's event
- Dr. Ellen Connors, Coordinator of Elementary Education and Dr. Matthew Schuchmann, STEAM Coordinator, for their involvement
- All of our presenters for sharing their knowledge and expertise
- All of our exhibitors for introducing us to their new products
- Finally, to all of you for attending and keeping the spirit of mathematics education alive in the Ten County Region

CONFERENCE SCHEDULE

| | |
|---------------------|--|
| 7:30 am – 8:30 am | Registration—Main Lobby Breakfast— Cafeteria Exhibitors—Main Lobby |
| 8:30 am – 9:00 am | OPENING SESSION--Auditorium Opening Remarks—Michael Siuta, President <i>‘What’s New in NYS Math Education?’</i> Business Meeting <i>Review of TCMEA Constitution/By-Laws</i> <i>Election of TCMEA Officers</i> |
| 9:00 am – 10:00 am | Session 1: See Following Schedule |
| 10:00 am – 10:30 am | Exhibitors—Main Lobby |
| 10:30 am – 11:30 am | Session 2: See Following Schedule |
| 11:30 am – 12:00 pm | Group 1: Lunch Group 2: Professional Networking and Exhibitors |
| 12:05 am – 12:35 pm | Group 1: Professional Networking and Exhibitors Group 2: Lunch |
| 12:45 pm – 1:45 pm | Session 3: See Following Schedule |
| 1:55 pm – 2:55 pm | Session 4: See Following Schedule |
| 3:00 pm – 3:30 pm | CLOSING SESSION—Auditorium Final Remarks—Michael Siuta, President |

**** After the closing session, all attendees should pick up their**

CERTIFICATE OF ATTENDANCE

TCMEA has been **APPROVED** by NYSED as a

Sponsor of Continuing Teacher and Leads Education (CTLE).

As a result, all attendees will be able to use their time at this conference
for your professional development hours

TCMEA Conference is in MyLearningPlan through ROCKLAND BOCES

Click: Instruction Services and Professional Development - mylearningplan - #56

At that time, please return conference survey found in your folder

SESSION 1 (9:00 am – 10:00 am)

#1 — Lynda Brennan

“Building a Playground of Numbers in a Standards Based Classroom” (K-5) Room C215
Learn how to build a playground of number using standard-based games and stories that are designed to enhance MP standards and support and excite all learners

#2 — Maggie Murray

(3-5)

Room C214

“Three-Act Tasks”

Learn more about this engaging way to interest students in learning! Hear how it's being used for enrichment and consider how it could be used for drawing in all learners.

#3 — Kleo Girandola

(3-8)

Room C209

“Numberless Word Problems”

A wonderful strategy for promoting students to engage with the problem solving before clicking numbers and randomly trying some operation.

#4 — Mark Jones

(6-8)

Room C218

“Strategies for Writing Equations to Solve Word Problems”

Participants will experience three strategies for solving equations. They will learn how to “tweak” graphic organizers (tables) as an effective tool for solving word problems. The next step is to write algebraic equations from the tables. Finally, they will use manipulatives to solve these equations. There will be a variety of word problems to practice these strategies.

#5— John Donohue and Brian Fediuk, TCMEA Board Member (6-12 Teacher Ed) Room C216/7

“Crash course on the Flipped Classroom Model

Effective Classroom Environment

Creating/Finding Flipped Resources

Utilization of Technology in a Flipped Classroom”

Creators of www.firstyearflipped.com, want to share their experiences with the flipped classroom. Join them as they give a crash course on the Flipped Classroom Model and share experiences with adoption of this new classroom environment.

#6— Robert Gerver

(9-12)

Room C104

“Financial Algebra: THE PERFECT 3rd or 4th YEAR COURSE for Everyone”

A hybrid of Algebra 2, precalculus, probability, stat and geometry is used to cover insurance, income taxes, banking, credit, mortgages, and more. Free textbook to all attendees.

#7 — Tom Beatini

(9-12)

Room C105

“A “Cool Problem” Approach to Composition of Functions and Sequences”

See how handheld technology promotes algebraic thinking and a deeper understanding of functions, sequences, and limits to help students move from algebra to calculus.

#8— Eric Kantor

(9-12)

Room C106

“Teaching A.P. Calculus”

This session is for teachers who have little or no experience in teaching A.P. Calculus. Please bring any questions and your TI-- 84 graphing calculator.

#9 — Zach Korzyk

(6-12)

Room C103

“Introduction To Delta Math”

Come explore what Delta Math has to offer.

#10 — Patti Dieck and Christopher Sarlo

(General)

Room C210

“Read It–Write It–Picture It...the only problem solving system children need to learn!”

This workshop introduces **READ It – WRITE It – PICTURE It** as the “go-to” problem solving system for students. R-W-P grows with students...and provides the scaffolding for thinking through any problem!

#10A — Quan Huynh

(6-12 Teacher Ed)

Room C207

“Lesson Study for Instructional Improvement”

Create a professional learning community (PLC) that is teacher driven, relevant and includes current trends in improving instruction.

SESSION 2 (10:30 am – 11:30 am)

- #11— Dr. Marianne Strayton, TCMEA Board Member (K-3)** Room C218
“*Handwork: How & Why Students SHOULD Use their Fingers*”
Interested in the impact of finger perception? Curious how students can use their fingers to help them move past counting on them.
- #12— Suzy Koontz (K-5)** Room C209
“*Math And Movement*”.
This interactive presentation offers kinesthetic strategies that build number sense and critical thinking, and increase a student’s fact fluency and ability to focus and understand.
- #13 — Cyrus Shojai (6-8)** Room C214
“*What Are You Talking About??*”
Using math vocabulary, conversation prompts and rubrics to understand and solve some of the mathematical concepts and problems covered in the Common Core (Story of Ratios)
- #14 — Lona Greenhouse (6-12)** Room C210
“*Did Someone Say Cheddar Cheese Goldfish and Pretzel Fish?*”
GO FISH – a fun way to explore real life data collection using math skills. If you like hands on activities that challenge the mind and are fun this is for you. We will start off watching a short video on how fish are tagged to see how scientists use proportions to estimate the number of fish in an entire population. We will collect data, interpret data, use proportional reasoning and eventually eat our fish !!!!! Then of course there is the fact that gold fish crackers and gold fish pretzels are involved. If you like them this is definitely for you!!!
- #15 — Dr. William Tozzo (6-12)** Room C216/217
“*Brain Friendly Mathematics Classroom*”
Increasing retention and deepening learning is a challenge for every math teacher. The strategies used in many math classrooms are quite often not very effective, and the strategies that are highly effective can be counterintuitive. Bill will shed light on the strategies we use that we can do without, and strategies we can replace them with.
- #16— Nicole Freeman and Casey Gannon (6-12)** Room C104
“*TI Tips for Common Core Regents Success*”
Get the most out of the TI-84 Plus CE that your students use on exams. Build math confidence and share tips with students to maximize their potential.
- #17 — Peter Arvanites (9-12)** Room C106
“*Teaching a Course in Quantitative Literacy*”
The Carnegie Foundation for the Advancement of Teaching has developed a math course that uses an activity-based approach to explore numerical concepts in a variety of contexts including citizenship, medical literacy, and personal finance. The speaker will discuss his experience teaching the course for the first time this past Fall semester.
- #18 — Robin Schwartz (9-12. Teacher ED)** Room C103
“*You Need to See It to Know It .*”
Get the Math and Get the Points
- #19 — Tom Beatini (9-12)** Room C105
“*A FUNdamental Approach to Connecting Families of FUNctions Using Transformations*”
Participants will be provided with classroom-ready lessons that enable students to discover FUN ways to examine FUNctional behavior and make sense of transformations.
- #20 — Linda Fusco (9-12)** Room C207
“*Tangent the Incredibly Useful Ratio*”
Participants will create slope-o-meters to explore how the tangent ratio is used to determine the percentage grade when building roads.
- #21 — Susan Midlarsky (General)** Room C215
“*Questioning in Math Class: Strategies to Promote Learning and Growth Mindset*”
Learn effective questioning techniques, including what not to do, to encourage student participation and learning, while promoting a growth-minded classroom.
- #22 — Helaine Marshall and Edith Ramirez-Lopez (General)** Room C111
“*A Flipped Classroom? What Does That Entail?*”
Come and learn about flipping a classroom - What is it - Why to do it - How to do it. Learn about how flipping a classroom will help all students.

SESSION 3 (12:45 pm– 1:45 pm)

- # 23 — Dr. Marianne Strayton, TCMEA Board Member** (K-5) Room C218
"Number Talks and Number Strings "
Let's share in some number talks together and discuss the various methods for facilitating based on your particular goals for the day.
- #24 — Charlie Friscia** (3-8) Room C215
"One Stop hopping with Mathletics"
Wouldn't be great if you could rely on a single, reliable and proven resource to help address all your math needs? Look no further and join us to see yourself.
- #25 —Tom Beatini** (6-8) Room C105
"Using High Level Cognitive Tasks to Develop Conceptual Understanding "
Let's transform ordinary problems into high-level cognitive tasks that deepen an understanding of concepts and procedures while promoting algebraic thinking. Classroom-ready activities will be shared.
- #26 — William Farber** (6-12) Room C216
"The Gender Experiment (A STEM Activity): How Modeling Promotes Conceptual Learning in the Mathematics Classroom"
This workshop will focus on mathematical modeling as it is defined by the New York State Common Core Standards. The hands-on activities presented will model real world connections to statistics and probability, and incorporate the effective use of manipulative materials in the mathematics classroom.
- #27 — Ann Cola and Arlene DeSimone Sciarretta** (6-12) Room 207
"Let the Games Begin...."
Are you looking for engaging and effective ways to help your students gain confidence and competence in key math concepts including algebra and geometry. Come prepared to play math games that build skills and promote collaboration. We will share ideas and strategies to reach all math learners in your class.
- #28 — Joe Mahoney, Marcia Bailey, Anne Bratt, Daryl Cox, Tracey Finan and Eleanore Livesey** (6-12) Room C209
"Acceleration Project-An Alternative to Middle School Acceleration"
Explore an alternative path for acceleration to Calculus. A two-year program accelerates sophomores, after Algebra I. This program decreases or eliminates middle school acceleration.
- #29 — Nicole Freeman and Casey Gannon** (6-12) Room C104
"Creating the Interactive Math Classroom"
Build a trusting learning community where students feel comfortable sharing and demonstrating their work from anywhere in the classroom. Integrate www.jmap.org Regents exam questions into everyday lessons
- #30 — John Titterton.** (9-12) Room C103
"No! 17 is not prime, but 19 is! Hello??"
Hello
- #31— Sharon Ciccone and Maria Michelsson TCMEA Board Member** (9-12) Room C214
"Toys and Tools For Exploring Quadratics "
Join us in exploring quadratics and their properties using various methods, tools and toys.
- #32— Jim Carpenter** (9-12) Room C106
"Several Approaches to the Theorem of Pythagoras"
The Theorem of Pythagoras can be approached from several viewpoints: from geometry, from arithmetic, from proportions, and from vectors.
- #33 — Robert Hohn** (General) Room C111
"Flipping the Math Classroom"
Participants will gain practical skills on how to create a flipped classroom, including the creation of lessons, videos, activities, and a class website (via Google Sites). (Laptop/Chromebook recommended)
- #34 — Patti Dieck and Christopher Sarlo** (General) Room C210
"Targeted Assistance: Providing the Right Help for EACH Struggling Math Student"
This workshop introduces 5 Common Deficits experienced by struggling math students. Remediation is personalized as teachers explore the characteristics of, and success strategies for, each deficit.

SESSION 4 (1:55 pm– 2:55 pm)

- #35 — Mary Altieria** (3-5) Room C210
“Turn “Math Test Prep” into Relevant Instruction in Grades 3-8”
This workshop will engage teachers in activities that use current materials in new ways to teach higher order thinking skills while, at the same time, prepare students for assessments.
- #36 — Suzy Koontz** (K-5) Room C209
“Math And Movement”.
This interactive presentation offers kinesthetic strategies that build number sense and critical thinking, and increase a student’s fact fluency and ability to focus and understand.
- #37 — Dr. William Tozzo** (6-12) Room C216/217
“Brain Friendly Mathematics Classroom”
Increasing retention and deepening learning is a challenge for every math teacher. The strategies used in many math classrooms are quite often not very effective, and the strategies that are highly effective can be counterintuitive. Bill will shed light on the strategies we use that we can do without, and strategies we can replace them with.
- #38 — Ann Cola and Arlene DeSimone Sciarretta** (6-12) Room C207
“Teaching Mathematics to English Language Learners: The Intersection of Language and Mathematics”
This workshop will focus on activities, strategies and structures that can help scaffold language acquisition while teaching mathematics. Participants will engage in activities designed to activate prior knowledge, build vocabulary, develop practices in mathematics. All mathematical tasks examined support ELL students in learning both content and language.
- #39 — Casey Gannon** (9-12) Room C104
My favorite “nSpire-ing”; Project Based Learning Activities”
Sharing of Project Based Learning (PBL) projects used over the last four years including the TI-nSpire and Innovator Hub. Participants will experience some favorite projects of this educator and leave with ideas for immediate implementation. No TI-nSpire/Innovator Hub experience needed.
- #40 — Yvette Rosario -Perez** (General) Room C218
“Math Maker”
A program designed to provide math enrichment through hands-on and creative experiences. Innovative games, projects and life size puzzles build core math skills while students build fun, slightly outrageous projects.
- #41—Michael Siuta, TCMEA President** (General) Room C103
“Department Coordinator/Chairman Roundtable”
Come meet your colleagues from around the Ten County region to discuss important issues facing New York’s mathematics teachers.

Ten County Mathematics Educators Association Conference History

1976—John Jay High School, Wappingers Falls
1977—Hendrick Hudson High School, Montrose
1978—Newburgh Free Academy, Newburgh
1979—SUNY New Paltz, New Paltz
1980—Spring Valley High School, Spring Valley
1981—A.M. Dorner Middle School, Ossining
1982—George Fischer Middle School, Carmel
1983—Middletown High School, Middletown
1984—White Plains High School, White Plains
1985—Monroe-Woodbury High School, Monroe
1986—Spackenkill High School, Poughkeepsie
1987—H.C. Crittendon Middle School, Armonk
1988—Newburgh Free Academy, Newburgh
1989—Mahopac High School, Mahopac
1990—SUNY New Paltz, New Waltz
1991—Walter Panas High School, Cortlandt Manor
1992—Woodlands High School, Hartsdale
1993—Minisink Valley High School, Slate Hill
1994—Clarkstown South High School, West Nyack
1995—Mount Vernon High School, Mount Vernon
1996—Mount St. Mary College, Newburgh
1997—Arlington High School, Arlington
1998—Lincoln High School, Yonkers
1999—Horace Greeley High School, Chappaqua
2000—Arlington High School, Arlington
2001—Monroe-Woodbury High School, Monroe
2002—Minisink Valley High School, Slate Hill
2003—North Salem High School, North Salem
2004—H.C. Crittendon Middle School, Arming
2005—North Rockland High School, Thiells
2006—Cornwall High School, Cornwall
2007—Putnam Valley High School, Putnam Valley
2008—John Jay High School, Cross River
2009—Middletown High School, Middletown
2010—Beacon High School, Beacon
2011—Rye Neck High School, Mamaroneck
2012—Tappan Zee High School, Orangeburg
2013—Middletown High School, Middletown
2014—Ossining High School, Ossining
2015—North Rockland High School, Thiells
2016—Marlboro High School, Marlboro
2017—Felix V. Festa Middle School, West Nyack
2018—**YOUR SCHOOL**

**If you are interested in hosting this event in the future,
please speak to someone at the registration desk**

Upcoming Conferences

National Council of Teachers of Mathematics (NCTM)

2017 Annual Meeting & Exposition

April 05, 2017 - April 08, 2017 in San Antonio, Texas

Regional Conferences

October 18–20, 2017 In Orlando, Florida

November 29–December 1, 2017 In Chicago, Illinois

Innov8 Conference

November 15, 2017 - November 17, 2017 in Los Vegas, Nevada

Association of Mathematics Teachers of New York State (AMTNYS)

New³ Math Conference

July 9 - 12, 2017 at Siena College in Loudonville, New York

67th Annual Fall Conference

November 3-4, 2017

Buffalo, New York

New York State Association of Mathematics Supervisors (NYSAMS)

Hall of Fame and Leadership Summit

November 2, 2017

Buffalo, New York

Ten County Mathematics Educators Association (TCMEA)

43rd Annual Conference

Date: March , 2018 (TBD)

Site: Your School (TBD)

The Ten County Mathematics
Educators Association
would like to thank the following
EXHIBITORS
for attending today's conference:

Education Time Courseware INC

Houghton Mifflin Harcourt

Casio

Cengage Learning

Continental Press

CPM Education

Pearson

Perfection learning

Rally! Education

Texas Instruments

Eight Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure

JOIN THE STATEWIDE AMTNYS GROUP FOR ALL MATH TEACHERS

Sign up: <https://app.schoology.com/home>
Webpage: <https://app.schoology.com/group/431233243>
Join Group Code: CDRTX-7CMNM

TEACHE GUIDES FOR THE NYS MATHEMATICS ASSESSMENTS GRADES 3-8 are located at

<https://www.engageny.org/resource/test-guides-english-language-arts-and-mathematics>

Testing Information

| 2017-18 School Year | | | | | |
|------------------------|----------------|----------------------------------|----------------------------------|-----------------------------------|---|
| | Test | Administration Dates | Make-up Dates | Scoring Dates | Final Dates to Submit Answer Sheets to Scanning Centers |
| Grades 3-8 Mathematics | Paper-based | Tuesday, May 1 – Thursday, May 3 | Friday, May 4 – Wednesday, May 9 | Friday, May 4 – Wednesday, May 16 | Wednesday, May 16 |
| | Computer-based | Tuesday, May 1 – Tuesday, May 8 | Friday, May 4 – Friday, May 11 | Friday, May 4 – Wednesday, May 16 | NA |

NYSED: No Changes To Grades 3-8 Math Tests in 2017 or 2018

Board of Regents - Mathematics Committee Highlights

- Edits, revisions, and additional clarifications were proposed.
Clarifications were made to assist teacher instruction and student learning.
- Work was done on the progression of skills.
- Clarification of the Algebra II standards from the domain IC.(Making Inferences and Justifying Conclusions) helped define Algebra II content in comparison to content taught in AP statistics.
- Modifications were made to the Algebra I and Algebra II shared standards to help bridge the gap between those two courses.
- Key vocabulary was identified and recommended to be defined in a glossary of verbs associated with the mathematics standards. This glossary contains a list of verbs that appear throughout the Revised Standards Recommendations. Terms such as justify, fluent, understand, determine, and explore are explained in the context in which they appear in the Revised Standards Recommendations.
- Minimal movement of standards between grade levels/courses was recommended
- Considerations for special populations, including Students with Disabilities and English Language Learners, were part of the deliberations of the review process.

NYSED News

Unfortunately no representative from SED was able to join us this year.

- On September 21, 2016, the New York State Education Department (NYSED) released new draft New York State P-12 English Language Arts and Mathematics Learning Standards. NYSED accepted public comments on the draft standards from September 21 through November 14.

More about the draft can be found at:

<http://www.nysed.gov/teachers/draft-standards-mathematics>

- Recommended Changes to Mathematics Standards

Seven grade band/course subcommittees (PreK-Grade 2, Grades 3-5, Grades 6-8, Algebra I, Algebra II, Geometry and Plus Standards) composed of New York State P-12 classroom teachers, special education teachers, English language learner teachers, parents, curriculum specialists, school administrators and college professors discussed and made recommendations for possible revisions or additions to the standards.

Recommended changes include to:

- Clarify the Standards so that educators, students and parents clearly understand the expectation, without limiting instructional flexibility. For example, recommended modifications would help better define the progression of skills and the transition of some of the 18 shared standards between Algebra I and Algebra II;
- Strengthen Coherency of the Standards to allow for a stronger connection of learning within and across grade levels. For example, one additional standard at the Kindergarten level would help solidify pattern recognition and creation from Pre-K to Grade 2. In addition, standards regarding time and money would be added and current standards would be changed to smooth the transition of building these skills at the PreK-grade 3 level;
- Improve focus of major content and skills for each grade-level and course while providing more time for students to develop deep levels of understanding. For example, to remove the parabola/directrix/focus standard out of Algebra II and place it in the plus standards with the study of conics;
- Maintain the Rigor of the Standards by balancing the need for conceptual understanding, procedural skill and application. For example, clearly identify the fluency standards at the high school level; and
- Create a [Glossary of Verbs](#) associated with the mathematics standards. This glossary contains a list of verbs that appear throughout the revised standards recommendations.

FLOOR MAP OF FELIX V. FESTA MIDDLE SCHOOL

