

2017–2018 VCTM Board Members

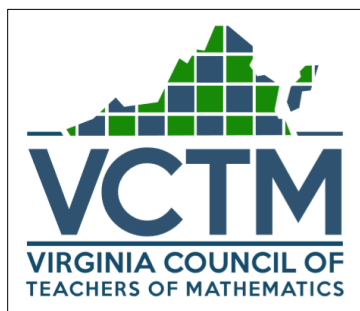
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|---------------------------------------|--|
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| Flanagan Innovation Grant | Terri Davis and Lynn Foshee Reed |
| Math Beauty Contest | Brenda Barrow and Alfreda Jernigan |
| Professional Development Grant | Barbara Filler |
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On behalf of the board of the Virginia Council of Teachers of Mathematics, I welcome you to our 2018 Conference! We are happy that you have chosen to spend the next two days with us and hundreds off your mathematics education peers at our annual math education event. Take time to network and exchange ideas, engage with the latest advancements in the field, and discover new learning practices that promote student success.

Our conference was designed with the following themes and topics in mind:

- Teaching with the New Standards
- Access and Equity
- Enhancing Teaching and Learning
- Enhancing Instruction with Technology

After the keynote address by Dr. Robert Berry (UVA and President-Elect of NCTM), we will honor those who have been selected to receive our grants, awards, and scholarships. Please join us at the ceremony and reception to celebrate these individuals and their endeavors.



While here, we hope you will consider taking an active role in leading the organization or helping with next year’s conference. The 2019 Conference will take place at Longwood University in Farmville on March 8-9. Please see me or any other board member to share your interest.

I know you will enjoy the program and the talented speakers who are sharing their knowledge in support of your professional learning. Have a great two days!

Jamey Lovin
VCTM President

2018 VCTM Conference Committee

| | | |
|---------------------|--|--|
| VCTM Coordinator: | Cathy Shelton | Fairfax County Public Schools, Retired |
| Program: | Jean Mistele | Radford University |
| Local Coordinators: | Darryl Corey | Radford University |
| | Anthony Dove | Radford University |
| | Roofia Galeshi | Radford University |
| | Ryan Smith | Radford University |
| Program Booklet: | Lynn Foshee Reed | Maggie L. Walker Governor’s School |
| Vendors: | Doug Floyd | Chesapeake Public Schools |
| | Reagan Davis | Chesapeake Public Schools |
| Volunteers: | Nanette Baker, Carol Bland, Aaron Gardner, Jenna Foster, Matt Grimes, Rebecca Journigan, Alexandra Lagen, Cameron Leo, Cindy Norton, and Ann Roberts | |

VCTM 2018 Featured Speakers

VDOE Mathematics Update: Teaching and Assessing with the New Standards

Session 1

Friday, 8:30 – 9:45, Kyle 340



Melody Bushley

Assessment Development Coordinator
Office of Assessment Development
Virginia Department of Education
Melody.Bushley@doe.virginia.gov

Melody Bushley provides leadership in test item and test form development for mathematics and science and the use of technology-enhanced items across content areas. She also serves as a manager and resource for the delivery of test items in an online platform system. Previously, she held the role of K-12 Mathematics Specialist in Chesterfield County Public Schools, and has presented on mathematics concepts at the regional, state, and national levels. Melody has taught mathematics at the middle, high, and collegiate level in Virginia.

Tina Mazzacane

K-12 Mathematics Coordinator
Office of Science, Technology, Engineering, and Mathematics
Virginia Department of Education
Tina.Mazzacane@doe.virginia.gov

Tina Mazzacane's state level role includes supporting school divisions in implementing the *Virginia Mathematics Standards of Learning* and executing state policies that support high levels of student achievement in K-12 mathematics classrooms across the Commonwealth. She has previously served as a K-12 Mathematics Curriculum Coordinator and Secondary Mathematics Coordinator in Virginia Beach City Public Schools. She is currently a VDOE Board Liaison for VCTM and has previously served as the Vice- President of the Tidewater Council of Teachers of Mathematics. She has taught mathematics at the high school and community college level in Virginia.



GeoGebra: Enhancing Instruction with Technology in 3...2...1...

Session 31

Friday, 12:30 – 1:45, Kyle 340

Stephen Jull

Chief Operating Officer/Chief Financial Officer
GeoGebra
stephen@geogebra.org

Stephen Jull began his career as a teacher in northern Canada prior to undertaking a PhD at the University of Cambridge. After his PhD, Stephen held academic posts in Canada and the UK, consulting government partners to deliver improved learning outcomes through technology and effective pedagogies. As the Chief Operating and Financial Officer of GeoGebra, Stephen works collaboratively with all the teams at GeoGebra, its partner network, and user community worldwide. When not hanging out in GeoGebra, Stephen can usually be found chasing his kids around the garden or heading off on a new family adventure.



GeoGebra
Dynamic Mathematics for Everyone

www.geogebra.org



Catalyzing Change: Identity, Agency, Positionality and Equitable Instructional Practices

Keynote Address - Session 61
Friday, 3:30 – 4:30, Kyle 340

Dr. Robert Berry

NCTM President-Elect
Associate Professor, Curry School of Education
University of Virginia
robertberry@virginia.edu

Robert Berry is an Associate Professor in the Curry School of Education with an appointment in Curriculum Instruction and Special Education. A former mathematics teacher, he teaches mathematics methods courses in the teacher education program at the University of Virginia. Additionally, he teaches graduate level mathematics education course and courses for in-service teachers seeking a mathematics specialist endorsement. Dr. Berry became the President-Elect of the National Council of Teachers of Mathematics in 2017, and he will become President at the NCTM Conference next month.



Culturally Relevant Mathematics Practices

Session 72
Saturday, 9:45-11:00, Cook 107

Dr. Christopher Jett

Associate Professor, Department of Mathematics
University of West Georgia
cjett@westga.edu

Dr. Christopher Jett employs a culturally responsive praxis to teaching mathematics courses. His current research project, funded via the prestigious NSF CAREER award, investigates the experiences of high-achieving African American male STEM majors. Dr. Jett's equity-oriented research has been published in *Mathematics Teacher*, the *Journal of Education*, and the *Journal of the Scholarship of Teaching and Learning*. He serves on the regional conference planning committee for NCTM and champions access to high-quality mathematics for culturally diverse students.

2018 VCTM Sponsors, Vendors, and Exhibitors

Location: Peters Hall, Rooms C103 and C116

Friday 8:00–5:00 and Saturday 8:00–12:00

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|--|--|
| Casio America, Inc. | www.casioeducation.com |
| Curriculum Associates | www.curriculumassociates.com |
| *Didax | www.didax.com |
| *EAI Education | www.EAIeducation.com |
| *Easy Worksheet | www.EasyWorksheet.com |
| *ExploreLearning | www.explorelearning.com |
| Get More Math | www.getmoremath.com |
| *Geyer Instructional Products | www.geyerinstructional.com |
| Houghton Mifflin Harcourt | www.hmhco.com |
| Math & Movement | www.mathandmovement.com |
| Radford University's Master's in Mathematics Education | www.radford.edu |
| McGraw Hill Education | www.mheducation.com |
| *National Council of Teachers of Mathematics | www.nctm.org |
| National Geographic Learning | ngl.cengage.com/school |
| *Origo Education | www.origoeducation.com |
| **Pearson | www.pearson.com |
| *First in Math | www.firstinmath.com |
| Texas Instruments | education.ti.com |

* *Contributed door prize.*

** *Contributed conference bags, door prize; partially funded the Awards Reception.*

Friday, March 9, 2018

| | 8:30-9:45 | 10:00-11:15 | 12:30-1:45 | 2:00-3:15 |
|--------------------|-----------|-------------------|------------|--------------------|
| Kyle 340 | 1 Feature | | 31 Feature | * |
| Cook 107 | | Gallery Session I | | Gallery Session II |
| Cook 112 | | 12 | | 42 |
| Cook 125 | | 13 | | 43 |
| Cook 129 | | 14 | | 44 |
| Peters B160 | 2 | 15 | 32 | 45 |
| Peters C117 | 3 | 16 | 33 | 46 |
| Peters C136 | | 17 | | 47 |
| Peters C137 | | 18 | | 48 |
| Peters C142 | | 19 | | 49 |
| Peters C143 | | 20 | 34 | 50 |
| Peters C144 | 4 | 21 | | 51 |
| Peters C146 | | 22 | | 52 |
| Peters C173 | | 23 | | 53 |
| Peters C174 | 5 | 24 | 35 | 54 |
| Waldron 200 | 6 | 25 | 36 | 55 |
| Waldron 225 | 7 | 26 | 37 | 56 |
| Waldron 226 | 8 | 27 | 38 | 57 |
| Waldron 227 | 9 | 28 | 39 | 58 |
| Waldron 232 | 10 | 29 | 40 | 59 |
| Waldron 233 | 11 | 30 | 41 | 60 |

*Session 61 is the Keynote Address, 3:30 – 4:30, in Kyle 340.

Saturday, March 10, 2018

| | 8:15-9:30 | 9:45-11:00 | 11:15-12:30 |
|--------------------|---------------------|------------|-------------|
| Cook 107 | Gallery Session III | 72 Feature | |
| Cook 112 | 62 | | 82 |
| Cook 125 | 63 | 73 | 83 |
| Cook 129 | 64 | 74 | 84 |
| Peters C136 | 65 | 75 | 85 |
| Peters C142 | 66 | 76 | 86 |
| Peters C143 | 67 | 77 | 87 |
| Peters C144 | 68 | 78 | 88 |
| Peters C146 | 69 | 79 | 89 |
| Peters C173 | 70 | 80 | 90 |
| Peters C174 | 71 | 81 | 91 |

Friday, March 9, 2018
8:30 am – 9:45 am

Session: 1

Room: Kyle 340

Target Audience: K - 2, 3 - 5, 6 - 8, 9 - 12+, Math Leaders
Strand: Teaching with the New Standards

VDOE Mathematics Update: Teaching and Assessing with the New Standards

Representatives from the Office of Instruction and the Office of Student Assessment at the Virginia Department of Education will provide updates on mathematics instruction and assessment in Virginia. Information regarding the implementation of the 2016 *Mathematics Standards of Learning*, along with updates regarding test blueprints, practice items, and new assessment item types available in TestNav8 will be provided.

Melody Bushley, Virginia Department of Education, Melody.Bushley@doe.virginia.gov
Tina Mazzacane, Virginia Department of Education, Tina.Mazzacane@doe.virginia.gov

Session: 2

Room: Peters B160

Target Audience: 6 - 8, 9 - 12+, Math Leaders
Strand: Enhancing Teaching and Learning

Tasks to Skills: The Sequence in Lessons Matters

How do we get students to do the thinking? This session will look at the importance of sequencing classroom activities to first engage students in appropriate high-level tasks, followed by rich student discourse, and ending with a summary of the concepts and skills learned. Participants will work through activities to apply strategies discussed.

Betti Kreye, Virginia Tech, bkrey@vt.edu
Jean Mistele, Radford University, jmistele@radford.edu

Session: 3

Room: Peters C117

Target Audience: 6 - 8, 9 - 12+, Math Leaders, Teacher Preparation, General Interest
Strand: Enhancing Teaching and Learning

Teaching Mathematics with Drones

Do you feel like math topics lack the wow effect? Get it back with this session! This session demonstrates how drone technology can be instrumental in enhancing student engagement and learning. This session will go over specific topics that use drones to make connections and advance learning.

Aziz Zahraoui, Portsmouth Public Schools, Aziz.zahraoui@pps.k12.va.us

Session: 4

Room: Peters C144

Target Audience: 6 - 8, 9 - 12+
Strand: Enhancing Instruction with Technology

Being Right and Wrong in Different, Interesting Ways

Effective open-ended questions give students opportunities to be right and wrong in different, interesting ways. Desmos gives teachers the opportunity to easily collect and display student responses to these types of questions. This session explores how to use these types of questions in Desmos to drive instruction and improve feedback to students.

Nolan Doyle, Clover Hill High School, Chesterfield County, and Desmos Teaching Fellow, doyle.nolan@gmail.com

Friday, March 9, 2018
8:30 am – 9:45 am

Session: 5

Room: Peters C174

Target Audience: 9 - 12+

Strand: Enhancing Instruction with Technology

Desmos in the Classroom

Use technology to foster critical thinking and encourage correct math vocabulary. We will explore activities that we have created as well as editing activities created by others. We will share what we have learned by trial and error in using Desmos.

Nancy Taylor, Powhatan High School, nancy.taylor@powhatan.k12.va.us

Blythe Samuels, Powhatan High School, Blythe.samuels@powhatan.k12.va.us

Session: 6

Room: Waldron 200

Target Audience: General Interest

Strand: Access and Equity

Unpacking NCSM's Equity and Social Justice Position Paper

The 2016 NCSM position paper on equity and social justice has opened new dialogue about access to high quality mathematics education for each and every student. Explore the major themes and imperatives in the position paper that impact your school or classroom. Topics for discussion include deficit language, tracking, and issues for rural schools.

Kimberly Morrow-Leong, National Council of Supervisors of Mathematics, kmorrow-leong@mathedleadership.org

Session: 7

Room: Waldron 225

Target Audience: 6 - 8

Strand: Teaching with the New Standards

Integer Operations that Matter: Addition

Teaching students to compute with integers is a pivotal point in math. Often we teach students how to model addition but never make the connection between the models and their lives. This session will focus on modeling and patterning of integer addition in a real-world context to help students bridge the gap between concrete and abstract.

Katelyn Devine, Plaza Middle School, Katelyn.Devine515@gmail.com

Session: 8

Room: Waldron 226

Target Audience: K - 2

Strand: Teaching with the New Standards

K-2 Number Sense Tools

Manipulatives and math tools can get very expensive! We have helped our teachers create some less expensive tools to use with small group instruction and partner work. Come see what we have made and the chance to win your own!

Robin Carpenter, Roanoke City Public Schools, rcarpenter@rcps.info

Amy Duffy, Roanoke City Public Schools, aduffy@rcps.info

Friday, March 9, 2018
8:30 am – 9:45 am

Session: 9

Room: Waldron 227

Target Audience: K - 2, Teacher Preparation, General Interest
Strand: Enhancing Teaching and Learning

Number Sense: It's More Than Rote Counting and Memorization!

Number sense is more than rote counting, and it is more than number recognition. While both are important, it is the fundamental understanding of how numbers relate to one another that builds a solid foundation. Come explore activities to help build number sense in the primary grades.

Shelly Carter, Natural Bridge Elementary, shelly_carter@rcs.rang.k12.va.us

Session: 10

Room: Waldron 232

Target Audience: 9 - 12+, Math Leaders, Teacher Preparation, General Interest
Strand: Enhancing Teaching and Learning

Overcoming the Fear of Foundational Mathematics in High School

Building foundational mathematics skills in the high school classroom can be fun and challenging for all students.

Clarisse Frazier, Charles Drew High School, clarisse.frazier@clayton.k12.ga.us
Khalilah Allen, Chestnut Log Middle School, khalilahy@msn.com

Session: 11

Room: Waldron 233

Target Audience: 3 - 5
Strand: Enhancing Teaching and Learning

Model Drawing for Problem Solving

Struggling with problem solving? Would you like to help your elementary students become better problem solvers? Model drawing could be the solution for you. Help students develop a visual context for word problems and build a bridge between concrete and abstract thinking when problem solving.

Amy Southworth, Falling Creek Elementary, amy_southworth@ccpsnet.net
Allison Ferguson, Robious Elementary School, Allison_ferguson@ccpsnet.net

Friday, March 9, 2018
10:00 am – 11:15 am

Gallery Session

Room: Cook 107

- I-a ***Math Modeling in 3 Acts: Engage your Reluctant Learners***
Madison Burriss, Pearson
- I-b ***Δ Strategies***
Holly Crowson, Big Ideas Learning
- I-c ***Helping Students Succeed with Algebra through Manipulatives***
Kevin Dykema, Mattawan Consolidated Schools
- I-d ***Flipping Your Classroom to Open Up Learning***
Sarah Ehlen, Chesterfield County Public Schools
- I-e ***Notice and Wonder: Developing Algebraic Habits of Mind***
Rachelle Farmer, Fairfax County Public Schools; Sarah Zaazhoa, Fairfax County Public Schools;
Caitlyn West, Fairfax County Public Schools
- I-f ***Building Fraction Reasoning Through Number Talks***
Kelly Halpin, Fairfax County Public Schools; Damien Ettore, Fairfax County Public Schools
- I-g ***Win Over Your Students Using Teaching Strategies They Will Love***
Jessica Heitfield, Riverside High School
- I-h ***How to Raise Math Scores in Two Years***
Kathleen Williams Londeree, Bowling Green Elementary
- I-i ***Gaming Your Way Through Algebra***
Amy Price, Christiansburg High School
- I-j ***Math Breakout Room***
Jeffery Seneca, Mack Benn Junior Elementary school
- I-k ***Quick Starts ... Making Every Voice Count***
Toni Sorrell, Longwood University; Della Childress, Hanover High School
- I-l ***Geometry Tasks for the New Standards that Promote Discourse***
Theresa Wills, George Mason University
- I-m ***Teach Them To Talk***
Justin Maffei, Warren County Public Schools; Shelly Pine, Clarke County Public Schools
- I-n ***Strategies + Understanding = New Heights in Multiplication/Division Fluency***
Melinda Schwartz, ORIGO Education

Session: 12

Room: Cook 112

Target Audience: 6 - 8

Strand: Enhancing Teaching and Learning

Thinking Inside the Box

In this session, participants will experience a spin-off, economical version of Escape Rooms to explore and crack the code for the 2016 6-8 Virginia SOL. Participants will leave with ideas and resources to use with teachers as they begin to implement the new standards. The focus will be on the 6.12, 7.10 and 8.16 standard.

Jaime Barker, Roanoke City Public Schools, jbarker@rcps.info

Jennifer Hatch, Roanoke City Public Schools, jhatch@rcps.info

Session: 13

Room: Cook 125

Target Audience: 3 - 5, 6 - 8, General Interest

Strand: Enhancing Instruction with Technology

Classcraft: Warriors and Healers and Mages, Oh My!

Gamify your classroom! Take classroom management and team-building among students to the next level! Develop advanced problem solving skills in a collaborative environment using Classcraft. The free to use student interaction system that incorporates logic, math and teamwork all in a fun engaging video-game like environment.

Jared Lamb, McGaheysville Elementary, Rockingham County Public Schools, jlamb@rockingham.k12.va.us

Session: 14

Room: Cook 129

Target Audience: General Interest

Strand: Enhancing Teaching and Learning

Malawi & Mathematics Education

This proposal shares the math education research experiences for several students and one in-service teacher who traveled to Malawi in June 2017. The projects were framed on the Professional Noticing Construct in which the researchers focused their attention on the Malawi teachers' teaching styles, how teachers helped struggling learners, and more.

Erin McGuigan, Radford University, emcguigan@radford.edu

Kim Rygas, Radford University, krygas@mcps.org

Catherine Turner, Radford University, cturner9@radford.edu

Jean Mistele, Radford University, jmistele@radford.edu

Session: 15

Room: Peters B160

Target Audience: K - 2, 3 - 5, Math Leaders, Teacher Preparation, General Interest

Strand: Enhancing Teaching and Learning

Mindfulness in Mathematics: Promoting Resilience

Participants will learn to build student resilience, productive struggle, and focus. They will learn to support students individually and collectively with scaffolds and opportunities to learn. Teachers create a safe environment for student disposition through mindfulness.

Caitlyn West, Fairfax County Public Schools, cwest1@fcps.edu

Kara Fahy, Fort Belvoir Primary, Fairfax County Public Schools, KSFahy@fcps.edu

Rachelle Farmer, Fort Belvoir Primary, Fairfax County Public Schools, rmfarmer@fcps.edu

Friday, March 9, 2018
10:00 am – 11:15 am

Session: 16

Room: Peters C117

Target Audience: 3 - 5, 6 - 8

Strand: Enhancing Teaching and Learning

Stop Hating Word Problems Already and Just S.O.L.V.E. Them!

I cannot tell you how many times I have heard students say, "I hate word problems—they make no sense!" The truth is most students just do not have a good framework to follow. In this hands-on session, participants will make a foldable to learn and practice the S.O.L.V.E. method for unpacking, solving and checking word problems.

Grant Disharoon, Montevideo Middle School, Gdisharoon@rockingham.k12.va.us

Session: 17

Room: Peters C136

Target Audience: 3 - 5, 6 - 8

Strand: Enhancing Teaching and Learning

Foundational Ladder

Foundational ladder is a teaching strategy for the 21st century learner. This strategy promotes discourse, helps students access background knowledge, and develops critical thinking skills. We will focus on identifying and developing open-ended questions and teacher facilitation techniques to support student learning through a task-based format.

Jerry Richardson, Parklawn Elementary School, jdrichardson2@fcps.edu

Rebecca Davis, Parklawn Elementary School, radavis2@fcps.edu

Session: 18

Room: Peters C137

Target Audience: 3 - 5

Strand: Teaching with the New Standards

Decimals and Proportional Reasoning

Come learn hands-on ways to model, round, compare, and compute with decimals. We will be looking at the changes in the 2016 Standards of Learning and providing activities you can take and teach in your classroom to address these changes. Don't be intimidated by division of decimals!

Suzanne Coleman, Boonsboro Elementary School, scoleman2@bedford.k12.va.us

Meghann Cope, Boonsboro Elementary School, mcope@bedford.k12.va.us

Session: 19

Room: Peters C142

Target Audience: K - 2, 3 - 5, Math Leaders, Teacher Preparation, General Interest

Strand: Teaching with the New Standards

Number Paths and Number Lines in K-5 Classrooms!

Elementary learners need a number line for powerful math concepts like skip counting, adding on, alternative algorithms for regrouping, making change, elapsed time, rounding, factoring, and fractions. You will experience unique ideas with number lines and be amazed how you can immediately use them with all students including struggling learners.

Ruth Harbin Miles, Mary Baldwin University, rharbin@marybaldwin.edu

Friday, March 9, 2018
10:00 am – 11:15 am

Session: 20

Room: Peters C143

Target Audience: 6 - 8

Strand: Enhancing Teaching and Learning

Co-Teaching Math? (Yes, You Can!)

Math classes can be challenging for a co-teaching situation. Practices in a co-teaching/ inclusion class that enhance learning for all students as well as provide support for students with accommodations will be evaluated and discussed. The session will include practical and hands-on activities with time for discussion and sharing of ideas.

Linda Zabloski, Amherst Middle School, lzabloski@amherst.k12.va.us

Session: 21

Room: Peters C144

Target Audience: 6 - 8, 9 - 12+, Teacher Preparation

Strand: Enhancing Instruction with Technology

Using Technology to Keep Students on the Slope

Teachers will participate in a motion detector simulation designed to introduce slope. Teachers will also use the step by step instructions provided and Stella Online, a free Systems Dynamics modeling software, to build a simple linear model. Finally, teachers will design their own slope simulation or modeling lesson.

Dawn Hakkenberg, Partrick Henry High School, dhakkenberg@rcps.info

Session: 22

Room: Peters C146

Target Audience: K - 2, 3 - 5, 6 - 8, Math Leaders, Teacher Preparation

Strand: Enhancing Teaching and Learning

Capacity to Generalize: Connections for Future Mathematics Specialists

Using NCTM's Eight Teaching Practices, participants will build their own and students' ability to generalize about patterns, functions, and algebra. Learn how to make sense of tables of data and take the guesswork out of "guess my rule!" Details will be shared for a potential Longwood mathematics specialist program in Charlottesville, January 2019.

Maria Timmerman, Longwood University, timmermanma@longwood.edu

Candie George, Clarksville Elementary School, cgeorge@mcpsweb.org

Joanna Pittard, Clarksville Elementary School, jpittard@mcpsweb.org

Session: 23

Room: Peters C173

Target Audience: 3 - 5

Strand: Teaching with the New Standards

Exploring the Properties of the Operations in Grades 3-5

What does increasing student understanding of properties mean? How do we go beyond naming properties to developing student understanding and confidence in utilizing properties to solve problems? This session will explore strategies for engaging students in learning computational strategies derived from the properties of the operations.

Debbie Delozier, Virginia Department of Education, debra.delozier@doe.virginia.gov

Kathryn Munson, Chesterfield County Public Schools, kathryn_munson@ccpsnet.net

Friday, March 9, 2018
10:00 am – 11:15 am

Session: 24

Room: Peters C174

Target Audience: 9 - 12+, Math Leaders, Teacher Preparation, General Interest
Strand: Enhancing Instruction with Technology

Define Good Behavior

Analyzing function behavior does not have to be a challenge. Give your students a different way to evaluate how a function changes over time. In this session, learn how to use interactive graphs with your students to give them an opportunity to find their math voice by interpreting the behavior of technology stocks over time.

Blythe Samuels, Powhatan High School, blythe.samuels@powhatan.k12.va.us
Nancy Taylor, Powhatan High School, nancy.taylor@powhatan.k12.va.us

Session: 25

Room: Waldron 200

Target Audience: K - 2, 3 - 5, 6 - 8, Math Leaders
Strand: Access and Equity

Intentionally Move Instruction Forward: Balancing Content, Context & PtA

Experience the Decision-Making Protocol for Mathematics Coaching, which guides leaders through complex choices as they work with audiences of teachers, teams, and administrators. The four context- and content-focused phases of the protocol provide guidance in selecting PtA teaching practices to make instructional shifts that impact all.

Courtney Baker, George Mason University, cbaker@gmu.edu
Melinda Knapp, Oregon State University - Cascades Campus, Melinda.knapp@osucascades.edu

Session: 26

Room: Waldron 225

Target Audience: 6 - 8, 9 - 12+, General Interest
Strand: Enhancing Teaching and Learning

Improving Anxiety in the Math Classroom

The purpose of this session will be to discuss the issue of mathematics anxiety. This session will build an understanding of what mathematics anxiety is, address common issues that teachers can avoid that enhance anxiety, and explore strategies for helping decrease mathematics anxiety in all students.

Anthony Dove, Radford University, adove3@radford.edu

Session: 27

Room: Waldron 226

Target Audience: General Interest
Strand: Enhancing Teaching and Learning

How to Get Published in an Award-Winning Journal

In this session participants will engage in hands-on activities designed to develop skills needed to publish an article. The editors of the Virginia Mathematics Teacher journal (VMT) will share their insights on the review and decision-making process. The rubrics used by VMT will be shared with the participants.

Agida Manizade, Radford University, amanizade@radford.edu
Cameron Leo, Radford University, cleo2@radford.edu

Friday, March 9, 2018
10:00 am – 11:15 am

Session: 28

Room: Waldron 227

Target Audience: General Interest

Strand: Enhancing Teaching and Learning

Beyond Right and Wrong: Three Shifts in Practice for Assessing Student Thinking

Despite teachers planning and teaching the highest quality lessons, students still make mistakes! Learn three shifts to be made in grading and assessment practices that will make time spent grading papers more relevant to instruction, help decipher mistakes and errors, and turn errors into opportunities to plan future lessons.

Kimberly Morrow-Leong, George Mason University, morrowmath@aol.com

Session: 29

Room: Waldron 232

Target Audience: 6 - 8, 9 - 12+, Teacher Preparation

Strand: Enhancing Teaching and Learning

Let's Get Real: Effective Number Talks in Algebra I

In this session, participants will gain a greater knowledge of how to promote mathematical habits of mind by using number talks. This workshop will introduce teachers to number talks, demonstrate several examples for Algebra I, and provide ways to enact number talks specific to their classroom. Participants will leave with ready to use resources.

Tiffany LaCroix, Virginia Tech, tlacroix@vt.edu

Brooke Mullins, Virginia Tech, sbm3@vt.edu

Session: 30

Room: Waldron 233

Target Audience: 9 - 12+, Teacher Preparation

Strand: Enhancing Instruction with Technology

Mystery Data Meets Mathematical Models

Beginning with three sets of mystery data that we'll analyze and categorize as linear, quadratic, exponential, or some other curve, we'll develop analysis skills that will either confirm or reject our initial findings. Then, adding context to the raw data will lead to further analysis. Bring your spirit of adventure. TI-84 Plus CE will be supplied.

Johnny Ashurst, T³ National Instructor, johnny.ashurst@gmail.com

Session: 31

Room: Kyle 340

Target Audience:

Strand: Enhancing Instruction with Technology

GeoGebra: Enhancing Instruction with Technology in 3...2...1...

3...Math can be hard to “get”.

Traditionally, math has often been taught in a dull and uninspiring way that doesn't open the door on what makes it extraordinary. As a result, students can struggle to engage with and understand it.

2...But for those who understand it, math reveals real insights into the world around us.

For those who understand it, math is something tangible, real, and full of stunning revelations into the way our world works. GeoGebra is trying to make that accessible to everyone.

1...GeoGebra gives people the chance to experience the extraordinary insights that math makes possible.

GeoGebra helps students to “get” math by presenting mathematical concepts in accessible formats that make students sit up, take notice, and engage with the possibilities of what math can offer them. By turning math into a fun, interactive, and visual and even physical subject, GeoGebra is a step-change in the way that it is taught and learned. GeoGebra is more than just education software, it switches on insights into the real world.

Stephen Jull, GeoGebra, stephen@geogebra.org

Session: 32

Room: Peters B160

Target Audience: K - 2, 3 - 5, 6 - 8, Math Leaders, General Interest

Strand: Enhancing Teaching and Learning

Model-Eliciting Activities: Maintaining a Math Focus in STEM Integration

Meaningful STEM integration should build connections between math standards and contextualized problem-solving. Participants will: learn about Model-Eliciting Activities (MEAs) in K-6 classrooms, gain hands-on experience, collaboratively modify tasks, and reflect on the use of MEAs to keep math content at the heart of STEM integration.

Janet Graham, Manassas City Public Schools, JanetGraham@mcpsva.org

Melissa Baker, Manassas City Public Schools, MBaker@mcpsva.org

Kelli Huntley, Manassas City Public Schools, KHuntley@mcpsva.org

Alicia Marsh, Manassas City Public Schools, AMarsh@mcpsva.org

Sherita Flake, Manassas City Public Schools, SFlake@mcpsva.org

Courtney Baker, George Mason University, cbaker@gmu.edu

Session: 33

Room: Peters C117

Target Audience: K - 2, 3 - 5, 6 - 8, 9 - 12+, Math Leaders, Teacher Preparation, General Interest

Strand: Enhancing Teaching and Learning

Learn, Write, Repeat: How to Promote Understanding through Writing in Math

When students write and re-write, they are thinking and learning mathematics. Come to this session to learn how to incorporate writing about mathematics into your classroom to cultivate mathematical thinkers. Participants will see examples of student work, collaborate to develop meaningful writing prompts, and discuss differentiation strategies.

Linde Tassell, Village School, ltassell@villageschool.us

Tres Wells, Village School, twells@villageschool.us

Justin Hose, Redbud Run Elementary School, Frederick County Public Schools, masgideon@gmail.com

Friday, March 9, 2018
12:30 pm – 1:15 pm

Session: 34

Room: Peters C143

Target Audience: 6 - 8, General Interest

Strand: Enhancing Instruction with Technology

Coding in Math Class: Using Ozobots to Engage Students in Mathematics

Introduce your students to the exciting world of coding with pocket sized robots called Ozobots. After completing tasks involving perimeter and area and proportional reasoning, participants will utilize visual programming and a free Ozoblockly coding program to maneuver an Ozobot. Please bring a device to access the Ozoblockly website.

Karen Johnson, Chesterfield County Public Schools, karen_johnson@ccpsnet.net

Stephanie Burton, Chesterfield County Public Schools, stephanie_burton@ccpsnet.net

Session: 35

Room: Peters C174

Target Audience: 3 - 5, 6 - 8, Math Leaders, Teacher Preparation, General Interest

Strand: Enhancing Instruction with Technology

Virtual Mathematics Manipulatives for the iPad

Bring your own (or school) iPad to this session. Mathematical Apps of virtual manipulatives will be downloaded and explored.

Ann Wallace, James Madison University, wallacah@jmu.edu

Session: 36

Room: Waldron 200

Target Audience: 6 - 8

Strand: Access and Equity

Let's Build a Math Toolkit for ELLs

With the English Language Learner (ELL) population increasing nationwide and fewer than 50% of ELLs graduating high school in four years in the state of Virginia, classroom teachers and English for Speakers of Other Languages (ESOL) teachers must be equipped with the necessary tools to address the unique needs of these students. Participants will learn, practice, and see strategies that work for all ELL levels.

Camille Burden, Holmes Middle School, Fairfax County Public Schools, cburden@fcps.edu

Session: 37

Room: Waldron 225

Target Audience: 6 - 8, 9 - 12+

Strand: Teaching with the New Standards

Making Connections Using Multiple Representations - 2016 Mathematics SOL

This session will explore making connections between and among multiple representations included in the 2016 Mathematics SOL in grades 6 - Algebra II.

Tina Mazzacane, Virginia Department of Education, Tina.Mazzacane@doe.virginia.gov

Melody Bushley, Virginia Department of Education, melody.bushley@doe.virginia.gov

Friday, March 9, 2018
12:30 pm – 1:15 pm

Session: 38

Room: Waldron 226

Target Audience: 3 - 5, 6 - 8, Math Leaders
Strand: Teaching with the New Standards

Instructional Strategies and Models for Multiplying and Dividing Fractions

Teachers will unpack the 5.6b standard from the VDOE Mathematics Standards of Learning Curriculum Framework 2016 and explore modeling strategies to help students develop conceptualization of multiplication of fractions and a whole number as well as application skills needed to solve practical problems.

Sandra Harris, Dinwiddie Middle School, Dinwiddie County Public Schools, sharris@dcpsnet.org
Katie Cashdollar, Dinwiddie County Schools/Dinwiddie Elementary School, kcashdollar@dcpsnet.org

Session: 39

Room: Waldron 227

Target Audience: K - 2, 3 - 5, 6 - 8, Math Leaders, Teacher Preparation
Strand: Enhancing Teaching and Learning

“I Don’t Get What They Want Me to Do!” Building Students’ Operation Sense

Do your students struggle to solve even the most routine word problems? Careful reads and problem solving strategies help, but do your students have operation sense? Learn strategies for helping students represent the mathematics in situations, identify the action and operator in the problem, and solve word problems with understanding.

Kimberly Morrow-Leong, George Mason University, morrowmath@aol.com

Session: 40

Room: Waldron 232

Target Audience: 6 - 8, 9 - 12+, Teacher Preparation, General Interest
Strand: Enhancing Teaching and Learning

It's a Snap! (Snapology Origami = Math + Art)

Snapology uses folded paper strips or ribbon to create beautiful and intricate 3D objects. In this session, we will review the geometric characteristics of Platonic and Archimedean solids, and each participant will create an icosahedron using snapology. We will discuss ways to include this STEAM activity into the curriculum.

Lynn Foshee Reed, Maggie L. Walker Governor's School, lreed@gsgis.k12.va.us

Session: 41

Room: Waldron 233

Target Audience: K - 2, 3 - 5
Strand: Teaching with the New Standards

Developing Number Operations with Manipulatives

How can I help my students better understand number operations, rather than trying to memorize a series of steps? See how using manipulatives can help your students better understand the concepts, such as number sense and strategies for the number operations. Discover why manipulatives are a powerful tool in developing conceptual understanding

Kevin Dykema, Mattawan Consolidated Schools, kdykema@mattawanschools.org

Friday, March 9, 2018
2:00 pm – 3:15 pm

Gallery Session II

Room: Cook 107

- II-a ***Can Math Homework be Romantic?***
Abimbola Akintounde, Stafford County Public Schools
- II-b ***Old School Geometry***
Johnny Ashurst, Teachers Teaching with Technology (T³)
- II-c ***Melodies, Methods and Models that Make Math Marvelous and Meaningful***
Brenda Barrow, Norfolk City Public Schools, retired
- II-d ***The Power of Using Desmos in a Mathematics Classroom***
Madison Burris, Pearson; Donna Sabeno, Pearson
- II-e ***No Teacher? No Problem! How to Instruct Students When You Can't Be There***
Mandy Collier, York River Academy
- II-f ***Overcoming Barriers to Reach the Mathematical Minds of Elementary Learners***
Annamarie Frost, Sully Elementary School; Pamela Smith, Sully Elementary School
- II-g ***Connecting to Fractions***
Eric Imbrescia, James Madison University
- II-h ***Minute-to-Win-It Statistics***
Karen Jones, Montgomery County Public Schools; Lisa Bissey, Montgomery County Public Schools
- II-i ***Checking Along The Way: Formative Assessments with a HOT***
Catherine Medina-DeVilliers, T.C. Williams High School
- II-j ***Commence Conversing***
Shelly Pine, Clarke County Public Schools; Justin Maffei, Warren County Public Schools
- II-k ***Summit Learning in the Mathematics Classroom***
Chelsea Prue, Bailey Bridge Middle School, Chesterfield County Public Schools
- II-l ***Unravel the Mystery: Proof of Congruence in Triangles***
Elaina Rogers, Stafford County Public Schools; Abimbola Akintounde,
- II-m ***Strategies + Understanding = New Heights in Addition/Subtraction Fluency***
Melinda Schwartz, ORIGO Education
- II-n ***The Power of Decomposing***
Patricia Stouffer, Orange County Schools; Pam Wayne, Orange County Schools

Friday, March 9, 2018
2:00 pm – 3:15 pm

Session: 42

Room: Cook 112

Target Audience: 6 - 8, 9 - 12+

Strand: Enhancing Teaching and Learning

Manipulate and Engage the Geometry Class

Interested in exploring ways to increase student engagement and discourse? In this session, cooperative learning activities and ideas for incorporating group activities, problem-based activities, and games will be explored.

Lear Cook, Hampton City Schools, lcook@hampton.k12.va.us

Session: 43

Room: Cook 125

Target Audience: 3 - 5, 6 - 8

Strand: Enhancing Instruction with Technology

Word Problem Activities and Projects Using Google Suite

Increase student engagement with collaborative and individual projects using Google Suite. Support students as they solve and create problems while making connections between math concepts within your grade level SOL. Instructional strategies shared are meant to activate your creativity and inspire additional ideas.

Gwendolyn Best, Portsmouth Public Schools, ilovechalkdust@gmail.com

Session: 44

Room: Cook 129

Target Audience: K - 2, 3 - 5, 6 - 8

Strand: Enhancing Teaching and Learning

Number Sense Routines in the K-8 Classroom

Boost student participation and proficiency with high-yield, effective mathematical routines. These routines will help teachers build upon existing background knowledge while making connections to the mathematics process goals and 2016 Standards of Learning.

Vickie Bohidar, Henrico County Public Schools, vmbohidar@henrico.k12.va.us

Skip Tyler, Henrico County Public Schools, est Tyler@henrico.k12.va.us

Session: 45

Room: Peters B160

Target Audience: 6 - 8, 9 - 12+

Strand: Enhancing Teaching and Learning

Engaging Activities

Math can be fun and can be engaging. In this session I will show you ideas that will turn the same lessons you were going to do anyway into engaged time with your students. Students will be more invested because they will be having fun. I will share as much with you as I can, and I will send all of it home with you digitally.

Jen Ray, Thomas Dale High School, jennifer_Ray@ccpsnet.net

Friday, March 9, 2018
2:00 pm – 3:15 pm

Session: 46

Room: Peters C117

Target Audience: K - 2, 3 - 5, 6 - 8, 9 - 12+, Math Leaders, Teacher Preparation, General Interest

Strand: Teaching with the New Standards

Inquiry: Ready, Set, Go

Let's plan an inquiry-based lesson together. Tasks will be introduced for varying grade levels. In small groups, we will think through teacher actions and questions from the engagement to the closure of the lesson using the 5E's, Talking Points, and the idea of learning mathematics in a social context.

Pamela Bailey, Mary Baldwin University, prbailey@marybaldwin.edu

Session: 47

Room: Peters C136

Target Audience: 6 - 8, 9 - 12+

Strand: Enhancing Teaching and Learning

Stacking Cups: All About Linear Equations

Manipulatives are not just for elementary school students, nor do they have to be purchased from a company. In this session, participants will use plastic and styrofoam cups to explore algebra concepts including slope, y-intercept, parallel lines, and systems of equations. This activity can be used in grade 8 or Algebra 1.

Katelyn Devine, Plaza Middle School, Katelyn.Devine515@gmail.com

Session: 48

Room: Peters C137

Target Audience: 3 - 5

Strand: Teaching with the New Standards

Fractions and Proportional Reasoning

Come learn hands-on ways to model, compare, and compute with fractions. We will be looking at the changes in the 2016 Standards of Learning and providing activities you can take and teach in your classroom to address these changes. Do not be intimidated by multiplying fractions!

Meghann Cope, Boonsboro Elementary School, mcope@bedford.k12.va.us

Suzanne Coleman, Boonsboro Elementary, scoleman2@bedford.k12.va.us

Session: 49

Room: Peters C142

Target Audience: 3 - 5

Strand: Teaching with the New Standards

Spark the Flame, Ignite Excitement, Conquer New Standards, Reach the Peak!

Does practical, positive change in math class sound AWESOME!? Do you find traditional algorithms stumping your students? Learn how we conquered the new standards, using engagement strategies, increased discourse, and concrete examples to boost our students' number sense and help them develop computational mastery of multiplication and division.

Paul Mallory, Chalkley Elementary School, paul_mallory@ccpsnet.net

Kim Bender, Chalkley Elementary School, kimberlyj_bender@ccpsnet.net

Ashley Queen, Chalkley Elementary, ashleye_queen@ccpsnet.net

Friday, March 9, 2018
2:00 pm – 3:15 pm

Session: 50

Room: Peters C143

Target Audience: K - 2, 3 - 5, 6 - 8, Math Leaders
Strand: Enhancing Teaching and Learning

The Power of "Why?"

It is so easy for anyone - including students and teachers - to simply go through the motions. By regularly and routinely asking "Why?", we can develop the Process Goals of reasoning, problem solving, and communication; promote mastery of specific math content; and ensure that what we as teachers do aligns with our professional vision.

Morgan Saxby, Chesterfield County Public Schools, morgan_saxby@ccpsnet.net

Session: 51

Room: Peters C144

Target Audience: 6 - 8
Strand: Enhancing Instruction with Technology

Blended Learning Tools

In this workshop session participants will use a hyperdoc to learn about different tools to help manage a blended learning environment. Tools discussed will be: EdPuzzle, AnswerGarden, Padlet, Today's Meet, NearPod and Quizlet Live. Participants will see examples of each that I have used in my classroom and then work to create one of their own.

Kate Roscioli, Stonewall Middle School, Prince William County Schools, rosciokm@pwcs.edu

Session: 52

Room: Peters C146

Target Audience: K - 2, 3 - 5, Math Leaders, Teacher Preparation
Strand: Enhancing Teaching and Learning

Fact Fluency: Fundamental to Mathematics

This session focuses on developing basic fact proficiency by teaching the understanding of the operations, teaching computation strategies, and practicing with fun games for all elementary grades.

Ruth Harbin Miles, Mary Baldwin University, rharbin@marybaldwin.edu

Session: 53

Room: Peters C173

Target Audience: K - 2, 3 - 5, Math Leaders, Teacher Preparation, General Interest
Strand: Enhancing Teaching and Learning

Math Coaching to Build a Community of Practice

Participants will first learn how to build critical mass in their PLC teams through powerful content coaching. Participants will engage in an open-ended task around additive thinking, multiplicative thinking, and proportional reasoning. They will observe a portion of the three-part coaching cycle in a fishbowl setting.

Rachelle Farmer, Fort Belvoir Primary, Fairfax County Public Schools, rmfarmer@fcps.edu

Kara Fahy, Fairfax County Public Schools, KSFahy@fcps.edu

Caitlyn West, Fairfax County Public Schools, cwest1@fcps.edu

Sheryl Evans, Fairfax County Public Schools, shevens@fcps.edu

Anna Hines, Fairfax County Public Schools, arhines@fcps.edu

Jessica Luecke, Fairfax County Public Schools, jlluecke@fcps.edu

Sarah Zaazhoa, Fairfax County Public Schools, smzaazhoa@fcps.edu

Friday, March 9, 2018
2:00 pm – 3:15 pm

Session: 54

Room: Peters C174

Target Audience: General Interest

Strand: Enhancing Instruction with Technology

GeoGebra Workshop for Beginners

In this session, participants will engage in hands-on activities designed to develop their basic GeoGebra skills. The handout used in the session will be shared with participants so that they can use it to train other teachers in their and other schools.

Cameron Leo, Radford University, cleo2@radford.edu

Alexandra Largen, Radford University, alargen1@radford.edu

Agida Manizade, Radford University, amanizade@radford.edu

Session: 55

Room: Waldron 200

Target Audience: 3 - 5, 6 - 8, 9 - 12+, General Interest

Strand: Access and Equity

Building Bridges through WIIFM (What's In It For Me)

In 2017, Northern Virginia Magazine ranked Marshall Middle School the number one school in Northern Virginia for school academic quality. Low-income housing has risen, but so have test scores. Case studies and approaches will be discussed to address bridging the gaps. In my five years, the seventh grade math pass rate jumped from 51% - 89% (93% in my classes).

Nancy Klimavicz, Marshall Middle School, Fauquier County Public Schools, nklimavicz@fcps1.org

Session: 56

Room: Waldron 225

Target Audience: General Interest

Strand: Enhancing Teaching and Learning

The State of Geometry Education in the Commonwealth: Special Session

This special session is co-sponsored by VCTM and the Virginia Department of Education. The main purpose of the session is to discuss the State of Geometry Education in the Commonwealth. We would like to hear ideas you may have for improving teachers' preparation for teaching geometry at the middle school and high school level. Both university faculty who are involved in teaching preservice and in-service teachers, school representatives from all regions across the state, as well as experienced Virginia geometry teachers at the middle school and high school levels are invited to attend. We would like to learn more about immediate needs of the schools in the Commonwealth with respect to teaching and learning geometry. Also, if there is anything we can do to better serve our teachers so that their students are taught by faculty who had opportunities to improve both their mathematical knowledge for teaching geometry as well as their pedagogical content knowledge.

Agida Manizade, Radford University, amanizade@radford.edu

Tina Mazzacane, Virginia Department of Education, Tina.Mazzacane@doe.virginia.gov

Friday, March 9, 2018
2:00 pm – 3:15 pm

Session: 57

Room: Waldron 226

Target Audience: K - 2, Math Leaders

Strand: Teaching with the New Standards

Reasoning with Patterns in Grades K-2

Patterns help students organize and make sense of their world. Reasoning with patterns in the early grades forms a foundation for the future study of more abstract mathematical ideas. We will explore strategies that provide opportunities for students to explain their thinking as they create, identify, describe, extend, and transfer patterns.

Debbie Delozier, Virginia Department of Education, debra.delozier@doe.virginia.gov

Session: 58

Room: Waldron 227

Target Audience: 6 - 8, 9 - 12+, Math Leaders, Teacher Preparation, General Interest

Strand: Enhancing Teaching and Learning

Growing Professionally in a Virtual Network of Innovation

Learn how 34 Pre-Algebra and Algebra teachers from 18 rural Virginia school districts collaborate professionally in a virtual network. Project staff and participating teachers will share first year experiences in creating, video recording, and sharing lesson plans with strategies for increasing student self-efficacy and growth mindset toward math.

Veronica Tate, Virginia Advanced Study Strategies, veronicatate@vaadvstudies.org

Mike Lane, Appomattox County Public Schools, mlane@acpsweb.com

Shelby Brown, Mecklenburg County Public Schools, sbrown@mcpsweb.org

Robert Fultz, Norton City Schools, rfultz@nortoncityschools.org

Session: 59

Room: Waldron 232

Target Audience: 6 - 8, 9 - 12+, General Interest

Strand: Enhancing Teaching and Learning

Bisquick® Can Kill You and Other Fun, but WRONG, Facts!

People often believe “facts” they hear and read, without ever investigating whether these facts are true. Usually a quick google search or snopes.com can set the record straight. Why are we so gullible? We will examine many newspaper articles, Facebook entries, and common myths that go viral to see how data is manipulated and misrepresented.

Colleen Watson, James Madison University, watso2ca@jmu.edu

Session: 60

Room: Waldron 233

Target Audience: 3 - 5, Teacher Preparation, General Interest

Strand: Teaching with the New Standards

Millions, Billions and Double Trouble

Discover innovative, hands-on activities to help students understand very large numbers and the effects of doubling using real-world examples from the environment and global population. Presented games and simulations enhance abilities in measurement, data analysis and graphing representation. Receive electronic lesson plans matched to SOLs.

Glenna Gustafson, Radford University, ggustafso@radford.edu

Friday, March 9, 2018
3:30 pm – 4:30 pm

Session: 61
Keynote Address

Room: Kyle 340

Catalyzing Change: Identity, Agency, Positionality and Equitable Instructional Practices

NCTM will be releasing its newest document, *Catalyzing Change In High School Mathematics: Initiating Critical Conversations*, at its annual meeting in April. This session makes connection to *Catalyzing Change* by highlighting equitable instructional practices, identity, agency, and positionality. The discussions of teaching practices that cultivate identity, agency, and positionality is appropriate for all educators and this session will make connections across all grade bands. Specifically, the session uses a vignette to examine how tasks provide opportunities to engage learners in meaning discourse positioning learners as mathematically competent.

Robert Berry, University of Virginia and NCTM President-Elect, robertberry@virginia.edu

Friday, March 9, 2018
4:30 pm – 5:30 pm

Awards Ceremony and Reception

Room: Kyle 340 and Atrium

2018 Edward A. Anderson Scholarship Winners
Samuel Inge, Virginia Tech

2018 Karen Dee Michalowicz First Timers Grant Awardees
Larry Burner, Frederick County Public Schools
Stephen Matthews, Fairfax County Public Schools
Casey McKenna, Suffolk County Public Schools

2018 Professional Development Grant Awardees
Rebecca Davis, Fairfax County Public Schools
Scarlett Kibler, Frederick County Public Schools
Dana Johnson, Lynchburg City Public Schools

2018 Flanagan Innovation in Mathematics Grant Awardee
Jay Bradley, Fairfax County Public Schools

2018 William C. Lowry Mathematics Educator of the Year Winners
Nicole Angella Clarke, Prince William County Public Schools
Kathleen Williams Londeree, Caroline County Public Schools

Presidential Award for Excellence in Mathematics and Science Teacher
2018 Virginia Finalists
Bill Daly, Albemarle Public Schools
Blythe Samuels, Powhatan Public Schools
Elisa Tedona, Chesterfield County Public Schools

Gallery Session III

Room: Cook 107

- III-a ***Can Math Homework be Romantic?***
Abimbola Akintounde, Stafford County Public Schools
- III-b ***Using an Area Model to Solve the Mysteries of Rational Number Division***
Johnny Ashurst, T³ National Instructor
- III-c ***VA-AMTE: Who Are We?***
Pamela Bailey, Mary Baldwin University; Jean Mistele, Radford
- III-d ***Deeper Learning Using the Five Cs in Math Class***
Gwendolyn Best, Portsmouth Public Schools
- III-e ***Beyond Flashcards: Ensuring Fact Fluency in a Systematic Self-Paced Way***
Candice Bowes, Facilitate Learning K-12
- III-f ***PBL in Action Featuring Virginia Native Wildlife***
Sheryl Evans, Fort Belvoir Primary school; Kara Fahy, Fort Belvoir Primary & Upper School
- III-g ***One and Done ...Now Teaching is Fun!***
David Frongillo, Retired teacher
- III-h ***Artificial Intelligence Math Instruction: The Future of Math Instruction!***
Zach James, McGraw-Hill Education; Colette Retrosi, McGraw-Hill Education
- III-i ***Differentiated Instruction: From Theory to Practice***
Nakasha Kirkland, Prince William County Schools
- III-j ***Desmos: Unleash the Power of Learning through Creativity***
Monica Lang, Princess Anne High School
- III-k ***Teaching Sub-Questions: The Role Student Questions Play in Problem Solving***
Sam Rhodes, College of William and Mary
- III-l ***Teaching and Learning in Early Childhood Classrooms: Full STEAM Ahead***
Kim Rygas, Montgomery County Public Schools; Tess Brooke, Montgomery County Public Schools
- III-m ***No Problem at All! Problem Based Learning for All***
Donna Sabeno, Pearson
- III-n ***Moving Mountains by Utilizing the Process Goals***
Melinda Schwartz, ORIGO Education
- III-o ***When Will I Use This in Real Life?***
Elisa Tedona, Chesterfield County Public Schools
- III-p ***How to Teach an Old Card New Tricks***
Amelia Woodall, Nottoway County Public Schools

Saturday March 10, 2018
8:15 am – 9:30 am

Session: 62

Room: Cook 112

Target Audience: 9 - 12+, Math Leaders, Teacher Preparation, General Interest
Strand: Enhancing Teaching and Learning

The Shape of Ordered Pairs: Connecting Graphing to Big Ideas

With an article in the current issue of the Virginia Mathematics Teacher, we complete and expand on our unique method for looking at the process of graphing by transformations. Focusing on ordered pairs and using "magic eye training" one will be able to connect graphing tasks to big ideas (such as inverse.) A great session for teachers as learners!

Ben Bazak, Patrick Henry High School, Roanoke City Public Schools, bbazak@rcps.info
Harold Mick, Virginia Tech (Retired), mick@vt.edu

Session: 63

Room: Cook 125

Target Audience: 9 - 12+
Strand: Enhancing Instruction with Technology

Cold, Warmer, HOT: Playing Digital Hide-and-Seek in Precalculus and Calculus

Graphs programmed with adaptive "Cold, Warmer, HOT" hints allow students to play hide-and-seek in Precalculus and Calculus. These dynamic interactive graphs, created with Desmos, purposefully guide students as they explore concepts, make conjectures, and build intuition. Many graphs will be shared. Stop by to check it out – you are getting warmer!

Dave Cesa, Charlotte Latin School, North Carolina, dcesa@charlottelatin.net

Session: 64

Room: Cook 129

Target Audience: General Interest

VCTM Local Affiliates Meeting

Grab your breakfast and join affiliate representatives from around the state and VCTM board members for the annual caucus meeting. Come for an exchange of ideas and to learn more about VCTM and NCTM. Representatives from the affiliates that received support for the NCTM Leadership Conference and this year's affiliate grant will share information. Ruth Harbin Miles, chair of the Affiliates and Membership Committee for NCTM, will be the special guest.

Anita Lockett, Fairfax County Public Schools, alockett@fcps.edu

Session: 65

Room: Peters C136

Target Audience: 6 - 8, Math Leaders, Teacher Preparation, General Interest
Strand: Access and Equity

Equal Access to Subtracting Integers: Teaching Subtraction by Comparison

We often teach addition of integers using many models, but stall when it comes to teaching subtraction. This session will challenge teachers to nix the mnemonics "L-C-O" or "Keep-Change-Flip" for subtracting integers and allow students to practice comparing integers on a number line. If students know right from left, they can be successful!

Susan Stanbery, Campbell County Schools, sstanbery@campbell.k12.va.us

Saturday, March 10, 2018
8:15 am – 9:30 am

Session: 66

Room: Peters C142

Target Audience: 6 - 8

Strand: Teaching with the New Standards

Integer Operations that Matter, Continued

This builds on the session Integer Operations that Matter: Addition. Teaching students how to compute with integers is a pivotal point in math. This session will focus on using addition to determine the rules for subtraction, multiplication, and division using models through a real-world context to bridge the gap between concrete and abstract.

Katelyn Devine, Plaza Middle School, Katelyn.Devine515@gmail.com

Session: 67

Room: Peters C143

Target Audience: K - 2, 3 - 5, 6 - 8, 9 - 12+, Math Leaders, Teacher Preparation, General Interest

Strand: Enhancing Teaching and Learning

Help Them Love What They Hate

At the core of being student obsessed is implementing innovative strategies that influence students' behaviors and foster success. Attendees will be challenged to identify what their students hate and be provided innovative tools/strategies to help them love what they hate, by empowering students to become powerful agents in the learning process.

Cindy Norton, Western Governors University, ccbn1@myclariti.net

Session: 68

Room: Peters C144

Target Audience: General Interest

Strand: Enhancing Instruction with Technology

GeoGebra Workshop for Intermediate Users

In this session, participants will engage in hands-on activities designed to develop their intermediate GeoGebra skills. The handout used in the session will be shared with participants so that they can use it to train other teachers in their and other schools.

Alexandra Largen, Radford University, alargen1@radford.edu

Cameron Leo, Radford University, cleo2@radford.edu

Agida Manizade, Radford University, amanizade@radford.edu

Session: 69

Room: Peters C146

Target Audience: Math Leaders, General Interest

Strand: Enhancing Teaching and Learning

Positive and Productive Coaching

Are you a math coach who could use strategies to keep your coaching positive and productive? This session will give you resources for keeping conversations positive. We will explore different rationales for choosing a topic to coach. You will leave feeling confident and prepared.

Theresa Wills, George Mason University, twills@gmu.edu

Saturday, March 10, 2018
8:15 am – 9:30 am

Session: 70

Room: Peters C173

Target Audience: K - 2

Strand: Teaching with the New Standards

Focusing on Fluency: Restoring Sanity to Standard 7

Transform the dreaded Standard 7 goal-setting process by focusing on the new K-3 fluency standards in a way that is good for kids and realistic for teachers. Assess students with high-quality strategies you are probably already using and track their progress efficiently - all without a single timed test. It will make you (and your principal) happier.

Jonathan Schulz, Montgomery County Public Schools, jschulz@mcps.org

Session: 71

Room: Peters C174

Target Audience: K - 2, 3 - 5, 6 - 8, Teacher Preparation, General Interest

Strand: Enhancing Teaching and Learning

Differentiation and Individualized Instruction through Guided Math

Learners will explore components of guided math so they can individualize instruction and engage students in developing their conceptual understanding and fluency. Learners will deepen their pedagogical understanding of building a strong classroom community and how to address student understanding throughout the mathematical learning progression.

Anna Hines, Fort Belvoir Primary School, Fairfax County Public Schools, arhines@fcps.edu

Chelsea Ruffli, Fort Belvoir Primary, cruffli@fcps.edu

Saturday, March 10, 2018
9:45 am – 11:00 am

Session: 72

Room: Cook 107

Target Audience:

Strand: Access and Equity

Culturally Relevant Mathematics Practices

In this session, mathematics educators will explore the tenets of culturally relevant teaching. Participants will critically examine and solve mathematics tasks as well as brainstorm ways to become more culturally responsive in their day-to-day pedagogical practices. Finally, participants will share culturally relevant practices to bolster access and equitable learning outcomes for mathematics students.

Christopher Jett, University of West Georgia, cjett@westga.edu

Saturday, March 10, 2018
9:45 am – 11:00 am

Session: 73

Room: Cook 125

Target Audience: 6 - 8

Strand: Enhancing Instruction with Technology

Increase the Percent of Students who LOVE Fractions, Decimals, and Percents

Using Explore Learning's Gizmos, teachers will see how student exploration can improve understanding of Fractions, Decimals, and Percents and help them apply the concepts better. Exploration guides, teacher guides, and assessments are already created for you. Best practices will be discussed.

Susan Stanbery, Campbell County Schools, sstanbery@campbell.k12.va.us

Session: 74

Room: Cook 129

Target Audience: K - 2, 3 - 5, Math Leaders, Teacher Preparation

Strand: Enhancing Teaching and Learning

Early Number Sense with Multiple Representations

Open ended tasks in early primary grades promote high leverage opportunities for student authority, agency and identity through exploration and problem solving. Participants will learn how to develop early number sense by expecting students to connect representations using rekenreks, ten frames, and part-part-whole mats.

Jessica Luecke, Fort Belvoir Primary School, JLLuecke@fcps.edu

Sarah Zaazhoa, Fort Belvoir Primary School, smzaazhoa@fcps.edu

Rachelle Farmer, Fort Belvoir Primary, rmfarmer@fcps.edu

Session: 75

Room: Peters C136

Target Audience: K - 2, 3 - 5, 6 - 8, 9 - 12+, Math Leaders, Teacher Preparation, General Interest

Strand: Access and Equity

Hidden Stories of Women, Mathematics, Computing & WWII

Seventy-five years ago, the US Army recruited women who were math majors to perform top secret calculations during WWII. Their story, like the later "Hidden Figures" story, has been lost, yet the women's work at the cutting edge of mathematics and programming is inspiring to students and to everyone!

Kathryn Kleiman, ENIAC Programmers Project, kathy@eniacprogrammers.org

Session: 76

Room: Peters C142

Target Audience: K - 2, 3 - 5, 6 - 8, Teacher Preparation

Strand: Teaching with the New Standards

Algebra Tasks for the New Standards that Promote Discourse

Solve engaging algebra tasks that align to your grade level's new standards. Learn how to modify these tasks for different learners in your class. Analyze student work to determine how to promote mathematical discourse around these rich tasks.

Theresa Wills, George Mason University, twills@gmu.edu

Saturday, March 10, 2018
9:45 am – 11:00 am

Session: 77

Room: Peters C143

Target Audience: 6 - 8, 9 - 12+

Strand: Enhancing Teaching and Learning

Get Moving in Secondary Math

Get your hardest-to-reach students to move and stay engaged! In this session, you will walk away with practical ways to apply movement in your own classroom through scavenger hunts, questioning strategies, games, easy-to-make fidget supports, and more. Bring your ideas and questions, as this will be an interactive session.

Emily Redding, Christiansburg High School, emilyredding@mcps.org

Session: 78

Room: Peters C144

Target Audience: 6 - 8

Strand: Enhancing Instruction with Technology

Using Technology with Problems of the Week

Using Google Classroom and Google Docs to teach and assess mathematical communication and problem solving through Problems of the Week.

Julia Diefenderfer, Browne Academy, juliedief@comcast.net

Session: 79

Room: Peters C146

Target Audience: 6 - 8, 9 - 12+, Teacher Preparation, General Interest

Strand: Enhancing Teaching and Learning

Have You Lost Your "Y"? An Inspirational Rediscovery of Why Teachers Teach.

An interactive discussion designed to assist teachers in rediscovering the "why" of their careers, and how they can become even better educators.

Victor Smith, Thomas Dale High School, Chesterfield County Public Schools, victor_smith@ccpsnet.net

Session: 80

Room: Peters C173

Target Audience: 6 - 8, 9 - 12+

Strand: Teaching with the New Standards

Let's Work Out the Kinks!

Presentation of lesson material (includes the new Standards) and brainstorming more!

Wendy Hageman Smith, Longwood University, smithwh@longwood.edu

Session: 81

Room: Peters C174

Target Audience: 6 - 8, 9 - 12+, General Interest

Strand: Enhancing Instruction with Technology

STEAM into the Amazon Drone Delivery Problem

In this session you will be exposed using drones to explore the engineering design process with a mathematical analysis of the data collected during the activity.

Rupert Cox, Blacksburg Middle School, rcox@mcps.org

Saturday, March 10, 2018
11:15 am – 12:30 pm

Session: 82

Room: Cook 112

Target Audience: K - 2, 3 - 5, 6 - 8, 9 - 12+, Math Leaders
Strand: Enhancing Teaching and Learning

Encouraging a Growth Mindset in the Mathematics Classroom

One myth that we need to overcome in our society is the myth that “Some people are math people and some are not.” Join as we explore what it means to possess a growth mindset and engage in practical classroom strategies and activities that help to overcome math anxiety and give students of all ages an opportunity to be successful.

Suzanne Bazak, Roanoke City Public Schools, sbazak@rcps.info
Virginia Morris, Roanoke City Public Schools, vmorris@rcps.info

Session: 83

Room: Cook 125

Target Audience: 9 - 12+
Strand: Enhancing Instruction with Technology

How Much Should I Save for Retirement? Modelling Series in Spreadsheets

To succeed in our world, students will need to know how to save for retirement and how to use spreadsheets. Explore how these topics can be the basis for a rewarding high school mathematics lesson. Learn how spreadsheet software provides a fresh approach to teaching functions, variables, and geometric series by using them to retirement savings.

Philip Dituri, Fordham University, pdituri@fordham.edu
Jack Marley-Payne, FiCycle, jack@ficycle.org
Andrew Davidson, FiCycle, andy@ficycle.org

Session: 84

Room: Cook 129

Target Audience: 9 - 12+, General Interest
Strand: Access and Equity

Influencing Students' Beliefs about Math

How do students think about math? How does this affect the ways they approach their homework and work in class? In this session, we will explore previous research on students' beliefs and small interventions we can do in our classrooms to foster more beneficial beliefs for students.

Rachel Rupnow, Virginia Tech, rachr15@vt.edu

Session: 85

Room: Peters C136

Target Audience: 6 - 8
Strand: Enhancing Teaching and Learning

Math in Motion

The session will focus on using the physical classroom space to advance learning using Active Learning Strategies (ALS) that offer high level engagement along with student ownership and accountability. The session will showcase hands-on activities that highlight the teacher as a facilitator. Educators will experience ALS from a student's perspective.

Kristin Oswald, Ni River Middle School, kweltonoswalt@spotsylvania.k12.va.us
Melissa Feeley, Ni River Middle School, mfeeley@spotsylvania.k12.va.us

Saturday, March 10, 2018
11:15 am – 12:30 pm

Session: 86

Room: Peters C142

Target Audience: K - 2, 3 - 5, 6 - 8, Teacher Preparation, General Interest
Strand: Teaching with the New Standards

Probability and Statistics Tasks for the New Standards that Promote Discourse

Solve engaging probability and statistics tasks that align to your grade level's new standards. Learn how to modify these tasks for different learners in your class. Analyze student work to determine how to promote mathematical discourse around these rich tasks.

Theresa Wills, George Mason University, twills@gmu.edu

Session: 87

Room: Peters C143

Target Audience: 3 - 5
Strand: Enhancing Teaching and Learning

Problem Solving Strategies in Mathematics

In this session participants will learn about the research project that joins together reading comprehension strategies with mathematics problem solving strategies. The participants will engage in these strategies and discuss the strengths and weaknesses. The goal is to provide students with useful tools to enhance their mathematics skills.

Jean Mistele, Radford University, jmistele@radford.edu
Katie Hilden-Clouse, Radford University, kclouse@radford.edu
Jennifer Jones Powell, Radford University, jjones292@radford.edu

Session: 88

Room: Peters C144

Target Audience: K - 2, 3 - 5, 6 - 8, 9 - 12+, Math Leaders, General Interest
Strand: Enhancing Instruction with Technology

Personalized Learning with a Pyramid-wide Workshop Approach

What results are possible when you commit to a pyramid wide workshop approach infused with personalized learning? We will discuss the story of schools working together, explore the personal learning aspect of TenMarks and work through an example of how one standard develops across grades and enables all students to learn at their just right level.

Jennifer Walker, West Springfield High School, Fairfax County Public Schools, jlwalker1@fcps.edu
Jill Florant, Amazon Education, florantj@amazon.com

Session: 89

Room: Peters C146

Target Audience: K - 2, 3 - 5, Math Leaders, Teacher Preparation, General Interest
Strand: Enhancing Teaching and Learning

Add the POWer of Growth Mindset to Your Math Class!

Learn about the power of developing a growth mindset in your students, especially in math instruction. We will share the research, our experiences, and a wealth of ideas and materials for embracing growth mindset instruction with your colleagues and your students.

Terri Davis, Chesterfield County Public Schools, Terri_Davis@ccpsnet.net
Tracey Curcio, Chesterfield County Public Schools, Tracey_Curcio@ccpsnet.net

Saturday, March 10, 2018
11:15 am – 12:30 pm

Session: 90

Room: Peters C173

Target Audience: 6 - 8, Teacher Preparation
Strand: Teaching with the New Standards

Looking at the New Proportional Reasoning Standard - SOL 7.10

This session will provide participants with an opportunity to look at and participate in activities aligned to the new proportional reasoning standards in 7th grade focusing on additive and proportional relationships. Participants will leave with resources and activities that are ready to take back and use in their classrooms.

Julia West, Providence Middle School, Chesterfield County Public Schools, Julia_West@ccpsnet.net

Session: 91

Room: Peters C174

Target Audience: 6 - 8, 9 - 12+, Math Leaders, Teacher Preparation
Strand: Enhancing Instruction with Technology

Using Fidelity to Analyze and Evaluate Mathematics Technologies

Technology can support students' learning and understanding of mathematical concepts, but its effectiveness depends on the teacher. In this presentation, we will examine a framework for evaluating technology that focuses on whether the tool is mathematically sound, meaningfully engages students, and affords opportunities to develop ideas.

Ryan Smith, Radford University, rsmith630@radford.edu

Save the Date!
VCTM 2019
March 8-9, 2019

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Speaker Index by Session Number

| | | | |
|----------------------|-------------------|------------------------------|------------------|
| Akintounde, Abimbola | II-a, II-l, III-a | Ferguson, Allison | 11 |
| Allen, Khalilah | 10 | Flake, Sherita | 32 |
| Ashurst, Johnny | II-b, III-b, 30 | Florant, Jill | 88 |
| Bailey, Pamela | III-c, 46 | Frazier, Clarisse | 10 |
| Baker, Courtney | 25, 32 | Frongillo, David | III-g |
| Baker, Melissa | 32 | Frost, Annamarie | II-f |
| Barker, Jaime | 12 | George, Candie | 22 |
| Barrow, Brenda | II-c | Graham, Janet | 32 |
| Bazak, Ben | 62 | Gustafson, Glenna | 60 |
| Bazak, Suzanne | 82 | Hageman Smith, Wendy | 80 |
| Bender, Kim | 49 | Hakkenberg, Dawn | 21 |
| Berry, Robert | 61 | Halpin, Kelly | I-f |
| Best, Gwendolyn | III-d, 43 | Harbin Miles, Ruth | 19, 52 |
| Bissey, Lisa | II-h | Harris, Sandra | 38 |
| Bohidar, Vickie | 44 | Hatch, Jennifer | 12 |
| Bowes, Candice | III-e | Heitfield, Jessica | I-g |
| Brooke, Tess | III-l | Hines, Anna | 53, 71 |
| Burden, Camille | 36 | Hose, Justin | 33 |
| Burris, Madison | I-a, II-d | Huntley, Kelli | 32 |
| Burton, Stephanie | 34 | Imbrescia, Eric | II-g |
| Bushley, Melody | 1, 37 | James, Zach | III-h |
| Carpenter, Robin | 8 | Jett, Christopher | 72 |
| Carter, Shelly | 9 | Johnson, Karen | 34 |
| Cashdollar, Katie | 38 | Jones, Karen | II-h |
| Cesa, Dave | 63 | Jull, Stephen | 31 |
| Childress, Della | I-k | Kirkland, Nakasha | III-i |
| Coleman, Suzanne | 18, 48 | Kleiman, Kathryn | 75 |
| Collier, Mandy | II-e | Klimawicz, Nancy | 55 |
| Cook, Lear | 42 | Knapp, Melinda | 25 |
| Cope, Meghann | 18, 48 | Kreye, Betti | 2 |
| Cox, Rupert | 81 | LaCroix, Tiffany | 29 |
| Crowson, Holly | I-b | Lamb, Jared | 13 |
| Curcio, Tracey | 89 | Lang, Monica | III-j |
| Davidson, Andrew | 83 | Largen, Alexandra | 54, 68 |
| Davis, Rebecca | 17 | Leo, Cameron | 27, 54, 68 |
| Davis, Terri | 89 | Lockett, Anita | 64 |
| Delozier, Debbie | 23, 57 | Luecke, Jessica | 53, 74 |
| Devine, Katelyn | 7, 47, 66 | Maffei, Justin | I-m, II-j |
| Diefenderfer, Julia | 78 | Mallory, Paul | 49 |
| Disharoon, Grant | 16 | Manizade, Agida | 27, 54, 56, 68 |
| Dituri, Philip | 83 | Marley-Payne, Jack | 83 |
| Dove, Anthony | 26 | Marsh, Alicia | 32 |
| Doyle, Nolan | 4 | Mazzacane, Tina | 1, 37, 56 |
| Duffy, Amy | 8 | McGuigan, Erin | 14 |
| Dykema, Kevin | I-c, 41 | Medina-DeVilliers, Catherine | II-i |
| Ehlen, Sarah | I-d | Mick, Harold | 62 |
| Ettere, Damien | I-f | Mistele, Jean | 2, 14, 87, III-c |
| Evans, Sheryl | III-f, 53 | Morris, Virginia | 82 |
| Fahy, Kara | III-f, 15, 53 | Morrow-Leong, Kimberly | 6, 28, 39 |
| Farmer, Rachelle | I-e, 15, 53, 74 | Mullins, Brooke | 29 |
| Feeley, Melissa | 85 | Munson, Kathryn | 23 |

Speaker Index by Session Number, continued

| | |
|-----------------------------|------------------|
| Norton, Cindy | 67 |
| Oswalt, Kristin | 85 |
| Pittard, Joanna | 22 |
| Pine, Shelly | I-m, II-j |
| Price, Amy | I-i |
| Prue, Chelsea | II-k |
| Queen, Ashley | 49 |
| Ray, Jen | 45 |
| Redding, Emily | 77 |
| Reed, Lynn Foshee | 40 |
| Retrosi, Colette | III-h |
| Rhodes, Sam | III-k |
| Richardson, Jerry | 17 |
| Rogers, Elaina | II-l |
| Roscioli, Kate | 51 |
| Rufli, Chelsea | 71 |
| Rupnow, Rachel | 84 |
| Rygas, Kim | III-l, 14 |
| Sabeno, Donna | II-d, III-m |
| Samuels, Blythe | 5, 24 |
| Saxby, Morgan | 50 |
| Schulz, Jonathan | 70 |
| Schwartz, Melinda | I-n, II-m, III-n |
| Seneca, Jeffery | I-j |
| Smith, Pamela | II-f |
| Smith, Ryan | 91 |
| Smith, Victor | 79 |
| Sorrell, Toni | I-k |
| Southworth, Amy | 11 |
| Stanberry, Susan | 65, 73 |
| Stouffer, Patricia | II-n |
| Tassell, Linde | 33 |
| Tate, Veronica | 58 |
| Taylor, Nancy | 5, 24 |
| Tedona, Elisa | III-o |
| Timmerman, Maria | 22 |
| Turner, Catherine | 14 |
| Tyler, Skip | 44 |
| Walker, Jennifer | 88 |
| Wallace, Ann | 35 |
| Watson, Colleen | 59 |
| Wayne, Pam | II-n |
| Wells, Tres | 33 |
| West, Caitlyn | I-e, 15, 53 |
| West, Julia | 90 |
| Williams Londeree, Kathleen | I-h |
| Wills, Theresa | I-l, 69, 76, 86 |
| Woodall, Amelia | III-p |
| Zaazhoa, Sarah | I-e, 53, 74 |
| Zabloski, Linda | 20 |
| Zahraoui, Aziz | 3 |