



Making Math Work Far More Effectively for Our Special and Struggling K-6 Students

February 22-23, 2019

Location: Conference Center
Adams 12 Schools
1500 E. 128th Ave
Thornton, CO 80241

Lodging: La Quinta
345 W. 120th Ave
Denver, CO 80234
Hotel Phone: 303-252-9800

Time: 7:30 AM - 3:30 PM

Registration available at www.cocld.org Register early to avoid being waitlisted.

February 22-23, 2019: Target audience: grades K-6 general education and special education teachers, math interventionists, district-level and building-level math leaders

Our focus will be on what Tier 1 classroom instruction and what Tier 2 supplemental instruction must look like to much better serve a far greater proportion of our students. This example-laden, interactive two-day workshop will examine the most common problems with typical special education, intervention and other programs for struggling students in mathematics, and explore a range of research-affirmed strategies for making mathematics instruction for these students far more effective.

Among the topics that we'll explore and model are:

- The critical role of alternative approaches and multiple representations,
- The power of ongoing-cumulative review,
- The use of questioning to shift from "how?" to "why?"
- The need for much more language-rich classrooms,

- Where and how technology can help strengthen our efforts
- Designing equitable lessons, and
- Creating impactful interventions.

Steve Leinwand is a principal research analyst at the American Institutes for Research (AIR) and has over 40 years of leadership positions in mathematics education. He currently serves as mathematics expert on a wide range of AIR projects that focus on high-quality mathematics instruction, turning around underperforming schools, improving adult education, evaluating programs, developing assessments and providing technical assistance. Leinwand's work at AIR has included leadership and change instigator in AIR's school turnaround work; developing specifications and an Algebraic Reasoning item pool for the NCEES High School Longitudinal Study; serving as Implementation Task Leader for the IES Mathematics Professional Development Impact Study; and co-authoring "What the United States Can Learn from Singapore's World-Class Mathematics System (and what Singapore can learn from the United States."

Leinwand has spoken and written about effectively implementing the Common Core State Standards in Mathematics, differentiated learning and "What Every School Leader Needs to Know about Making Math Work for All Students. In addition, Leinwand has provided school and district-level support and technical assistance for the General Electric Foundation's Ensuring Futures in Education project and the Microsoft Math Partnership. As part of AIR's assessment program, Leinwand has overseen the development and quality review of multiple-choice and constructed response items for AIR's contracts with Ohio, Hawaii, Delaware, Minnesota, South Carolina and the Smarter Balanced Assessment Consortium.

Before joining AIR in 2002, Leinwand spent 22 years as Mathematics Consultant with the Connecticut Department of Education where he was responsible for the development and oversight of a broad statewide program of activities in K-12 mathematics education including the provision of technical assistance and professional development, the evaluation of Title 1 and K-12 mathematics programs, the assessment of student achievement and teacher competency, and the coordination of statewide mathematics programs and activities. Steve has also served on the NCTM Board of Directors and has been President of the National Council of Supervisors of Mathematics. Steve is also an author of several mathematics textbooks and has written numerous articles. His books, Sensible Mathematics: A Guide for School Leaders in the Era of Common Core State Standards and Accessible Mathematics: 10 Instructional Shifts That Raise Student Achievement were published by Heinemann in 2012 and 2009 respectively. In addition, Leinwand was the awardee of the 2015 National Council of Supervisors of

Mathematics Glenn Gilbert/Ross Taylor National Leadership Award for outstanding contributions to mathematics education.

Questions: Contact Kyle Hughes kyle.hughes24@gmail.com

For updates on future events, please visit the CCLD website: www.cocld.org

The Colorado Metro Math Intervention Team and the Colorado Council for Teachers of Mathematics provide support for Math on the “Planes”.

CCLD would also like to thank EAI Education for providing, for a second year, math manipulatives for our participants to use during the two-day interactive workshop.

Conference Rates

Conference Rates include breakfast and lunch for each day

SCHOLARSHIPS ARE AVAILABLE! See links on CCLD Home Page.

	Early Rate	Reg. Rate (after 2/4)
*Members of CCLD	\$190	\$220
Non-members	\$240	\$270

Group rates for districts sending a team of 10 or more: \$190 per participant expires 2/10.

Member discounts: *New members may join CCLD/CLD (\$130) as part of the registration process and get all of the additional benefits of being a CCLD member for an entire year (see Benefits of Membership at www.cocld.org). All memberships must be current as of 2/21/2019. New and renewing members may contact Kyle Hughes (kyle.hughes24@gmail.com) for membership verification. If your membership is not current, you will be asked to pay the full amount for non-members.

Registration Policies

Payment: Online registration may be completed for individuals or for district/building teams.

***Individuals** must select credit card payment to complete the registration process.

***School districts** may pay by check. **Make check payable** to: Colorado Council for Learning Disabilities. Mail checks to Cassie Harrelson 1366 Garfield Street, Unit 509 Denver, CO 80206 Contact Cassie Harrelson to request a district W-9 form Cashionh@gmail.com

Refund policy: Refunds will be made 12 days (2/10) prior to the conference with the exception of a \$20.00 nonrefundable registration fee. After day 12, fees are 100% nonrefundable. Attendee may substitute another person at any time for no additional charge.

Credit: Participants will receive a certificate of attendance (15 hours).