



The Central Section of the California Mathematics Council  
and the South Kern Mathematics Partnership



presents the  
**2016 Central Valley  
Common Core Mathematics Symposium**

This year's theme: **Productive Struggle**

Friday, March 11, 2016

11:30 am – 3:00 pm (includes lunch)

**Administrators & Lead Teachers**

**Lori Hamada:** Director, AIMS Center for Math and Science Education  
(Former Principal Central Unified School District)

**Michelle Standlee:** Learning Director at Jefferson Elementary,  
Lindsay Unified School District

CCSS has been out since 2010, but the high stakes assessment is still in flux. Curriculum is still in question in many districts.

As supervisors, our teachers and our colleagues look to us for direction in this new era. What are the policies and structures that we can put in place to support the work of the classroom teacher? Although there is no silver bullet, together, we can find solutions to the most challenging issues.

Come join the discussion on how, as leaders, we can continue to move a staff forward in these times of change.

Tips and strategies will be shared by two site administrators.

Saturday, March 12, 2016

9:00 am – 4:00 pm (includes continental breakfast & lunch)

**Breakout Sessions for Administrators & Teachers**

**Pre K—TK:** You Want My 4 and 5 Year Old to Do What?  
Elizabeth Gamino and Wilma Hashimoto

**K-2:** Choosing The Right Problem Solving Tasks  
Hilda Wright, Erin Dreher, and Keli Puckett

**3-5:** Structuring Tasks to Engage Students in Productive Struggle  
Christine Roberts

**6-8:** Involving Students in the Formative Process to Develop the Mathematical Practices  
Travis Burke

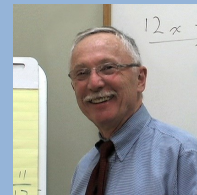
**High School:** Using Modeling to Create a Problem Solving Environment  
Carl Veater

**Special Education:** Engaging ALL learners in productive struggle  
Meagan Dorman and Brandon Dorman

For full session descriptions please visit:  
<http://cmc-math.org/cmccentral/>

**Saturday: Opening and Closing Sessions**

Phil Daro



Co-author of the Common  
Core Mathematics Standards

Using Progressions to make progress

Mathematical concepts build on each other. In writing the Common Core mathematics standards, we put a lot of effort into sequencing concepts that depend on each other in a coherent way. Progressions also must align to cognitive development of children. The Standards lay out progressions across grades, but do not specify progressions of lessons and chapters within a grade. Instructional programs must do that. The toughest job, however, belongs to teachers who must deal with the progressions within each lesson, day in and day out. This session will show how differences among students within each lesson reveal the real progressions along which students travel to learn. The variety of ways students think about a particular problem can and should be used as stepping stones within each lesson to bring students up to grade level thinking each day.

Registration

<http://cmc-math.org/cmccentral/>

Online

(received by March 5<sup>th</sup>)

Friday only: \$110

Fri and Sat: \$225

Saturday only: \$150

On-site

Friday only: \$135

Fri and Sat: \$275

Saturday only: \$180

Student Cost: \$75

CMC Life members: \$50 discount

This symposium is brought to you by the Central Section of the California Mathematics Council and the South Kern Mathematics Partnership

**Dates: March 11-12, 2016**

**Location: California State University Bakersfield, 9001 Stockdale Highway, Bakersfield, CA 93311**

**Student Recreation Center – Building 67 (Campus Map Link)**

For more information, contact: Geoffrey Dean, CMC Central Vice-President: [geoffdean@cusd.com](mailto:geoffdean@cusd.com)