Alabama Council of Teachers of Mathematics presents their annual

ACTM FALL FORUM 2015

With Liberty And Mathematics For All.

FALL FORUM

October 22-October 23, 2015
McWane Science Center • Birmingham, Alabama

www.actm.education
http://acotom.wildapricot.org
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Thursday, October 22, Featured Sessions

Program for Friday, October 23, 2015

Major Grade Band Focus, General Interest Sessions

Early Childhood  K-2  Focused Sessions

Elementary  K-5  Focused Sessions

Elementary  3-6  Focused Sessions

Upper Elementary & Middle School  3-8  Focused Session

Middle School  6-8  Focused Sessions

Secondary  6-12  Focused Sessions

High School  9-12  Focused Sessions

FALL FORUM CLOSING SESSION

Special Interest Sessions – Post-Closing Session

LEAD SPEAKER INDEX

ACTM and NCTM Membership Benefits
2015 ACTM Fall Forum Committees

Conference Chair           Jeremy Zelkowski
Program Chair              Cathy Jones
Conference Membership Chair Rebecca Brown
Finance Chair              Michele Matin
ACTM Materials             Catherine Sperando
Signs and Printing         Jeremy Zelkowski
Registration               Sandy McCarthy
Hospitality                Sandra Walker
Vendor Exhibits            Beverly Kimes
McWane Science Center      Lyndsie Garrett
Equipment                  McWane IT Support
Speaker Support            McWane IT Support
Volunteer Organizers       Joel White
                           Ethan Richardson
Reception Chair            ?

ACTM expresses sincere appreciation to the McWane Science Center Events Staff and Leadership for assisting with the 2015 Fall Forum!
Conference Highlights

Thursday, October 22, 2015

9:30a  Registration Opens – Events Center Entrance Area

10:30a-11:45p  Conference Pre-session

12:00p—5:30p  Exhibits Open – Events Center Vendor & Exhibit Area

1:00p—2:15p  Keynote Speaker—Linda Gojak
2012-14 NCTM President
Events Center Banquet Hall

2:30p—3:45p  Power Sessions
Principles to Actions: Ensuring Mathematical Success for All—Grades 7-12
by Christopher Parrish
Rushton Theater (Level 1)

Moving Principles into Actions: Focus on Access and Grades K-12
by Dr. Marilyn Strutchens
Events Center Banquet Room (Level 3)

4:30p—5:30p  Praise and Graze Reception and Business Meeting
Events Center Banquet Room

Friday, October 24, 2014

7:30a  Registration Opens–Events Center Entrance (Level C- Parking)

7:45a—2:30p  Exhibits open – Events Center

9:00a  Regular, 50-minute morning sessions begin

9:00a  Extended, 75-minute morning workshops begin

12:00p—1:00p  Lunch served in Events Center Banquet Room

1:10p  Extended, 75-minute afternoon workshops begin

1:10p  Regular, 50-minute afternoon sessions begin

2:15p  Vendors & Exhibits Close

2:30—2:45p  Closing Session in Events Center Banquet Hall (Level 3)

***Door Prizes*** (must be present to win)

2:45—3:45p  Special Interest Sessions, End of Fall 2015 Forum
ACTM attendees should park on Level C and higher in the McWane Center Parking Garage.

On level C in the parking garage, the EVENTS CENTER entrance is located about 20 yards from the elevator bank. Look for signs on level C in the parking garage for guidance!

Level 3:
- Banquet Hall
- Classroom 301
- Classroom 302
- Classroom 303
- Classroom 304

Level 2:
- Explore Lab

Mezzanine Level:
- Regions Room
- Science Workshop

Level 1:
- Ruston Science Theatre
- GENEius Lab

Lower Level:
- AquaSpace Theatre
- Lunch Room A
McWane Science Center Information

Registration—Enter through glass doors on parking garage level C.

Vendors & Exhibits—Level 3, by registration

Thursday Reception—Level 3, Banquet Hall

Highlighted Workshops Thursday:
Events Center & Rushton Theatre

Regular Workshops & Sessions on Friday:
Classrooms 301, 302, 303, 304 (Level 3)
   Explore Lab (Level 2)
   Regions Room (Mezzanine-by stairs)
   Science Classroom (Mezzanine-by stairs)
   Rushton Theatre (Level 1)
   GENEiuos Lab (Level 1)
   AquaScape Theatre (Lower Level)
   Lunchroom Area Room A (Lower Level)

   Friday Lunch
   Events Center Banquet Hall (Level 3)

Parking at McWane will be complimentary in their garage
   Park on Level C and higher
Registration & Check-in WILL BE through the “Events Center” entrance in the parking garage located on Level C.
Announcements

McWane Science Center
All facilities are smoke free.

Registration Dates of Interest
Information is located on the ACTM website. The deadline for early registration is through October 10, 2015. Extended sessions, which require tickets, will be assigned on a first come, first serve basis as registrations are received. All registrations will be conducted online at http://ACTM.education or on-site at McWane.

Parking Locations
Parking will be free in the McWane Science Center lot on Levels C and higher. Attendees will be provided a “token” to exit the garage for free. The tokens will be given to attendees at registration/check-in upon arrival to the ACTM forum.

Registration
Registration and check-in for Thursday, October 22 will be at the end of the entrance hallway to the Events Center on Level 3 in the parking garage. Registration and check-in for Friday October 23 will be the same.

Meal Functions
A complimentary Praise and Graze reception will follow the last session on Thursday in the Events Center Banquet Hall.

The Praise and Graze reception is sponsored by Heinemann Publishing!
Each participant will receive a lunch ticket at check-in/registration. Lunch will be served Friday in the Events Center Banquet Hall from 12-1pm.

Vendor Exhibits
Vendor Exhibits will be in Events Center Exhibit Area outside the Banquet Hall.

Lunch, Friday, October 23th.
Lunch will be served Friday in the Events Center.
Ticketed and Non-Ticketed Sessions

Extended Sessions – Ticketed Workshops: The workshops last 75 minutes and usually consist of some type of hands-on experience. Enrollment is limited. Spaces in workshops are reserved on a first come, first serve basis during registration. You will receive a notice confirming your registration and any workshop spaces that have been reserved for you. Those who register on site will participate in workshops on a space available basis only and will be issued tickets for such sessions in the registration area. Remaining tickets for the extended sessions will be available on-site at the registration desk if tickets remain. Un-requested tickets will be available at the registration desk.

Regular Sessions: The sessions last 50 minutes and are open without tickets or reservations up to room capacity. Space availability is based on room occupancy size and available computers (for computer labs).

Color-Coded Grade Bands (for online program only)
Early Childhood Sessions K-2 are highlighted in ORANGE
Elementary Sessions 3-6 are highlighted RED
Middle Grades Sessions 6-8 are highlighted GREEN
High School Sessions 9-12 are highlighted BLUE
Cross-over grade band and/or General interest sessions are in Bold Black

Special Needs
It is the policy of McWane Science Center to provide reasonable accommodations for environmental and program accessibility for persons with disabilities. Individuals in need of other services should contact McWane Science Center two weeks prior to the conference. Elevators are on site for navigating floor to floor.

Certificate of Attendance
All conference attendees may pick up a certificate of attendance at the registration/check-in location. It is the responsibility of each attendee to register his or her own professional development hours with their school system.

***ACTM is not providing CEU credits***
Vendors and Exhibitors

Vendors and exhibitors will be located in Events Center Exhibit Area. The exhibit area will be open Thursday after 12:00 noon. Friday from 7:45 a.m. until 2:30 p.m., Exhibits will be open.

<table>
<thead>
<tr>
<th>ACTM Exhibitors 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alabama Education Association</strong></td>
</tr>
<tr>
<td><strong>Alabama GRIT</strong></td>
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<tr>
<td><strong>Graduate Ready, Impact Tomorrow</strong></td>
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<tr>
<td><strong>Bby Publications at UWA</strong></td>
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<tr>
<td><strong>Collaborative Partnership to teach mathematical Reasoning through Computer Programming (CPR^2)</strong></td>
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<tr>
<td><strong>Curriculum Associates</strong></td>
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<tr>
<td><strong>Educational Epiphany</strong></td>
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<td><strong>Heinemann Publishing</strong></td>
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<td><strong>Houghton Mifflin Harcourt Publishing</strong></td>
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<td><strong>McGraw-Hill Education</strong></td>
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<td><strong>McWane Science Center</strong></td>
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<td><strong>Pearson Publishing</strong></td>
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<td><strong>Sadlier</strong></td>
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<td><strong>Stenhouse Publishers</strong></td>
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<td><strong>Think Through Learning</strong></td>
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<td><strong>Teachers ‘N Tools</strong></td>
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<td><strong>Texas Instruments</strong></td>
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<td><strong>The Silver Trunk</strong></td>
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<td><strong>Triumph Learning</strong></td>
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<td><strong>The University of Alabama</strong></td>
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<td><strong>Math Science Partnership Project IMPACT</strong></td>
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<td><strong>The University of Alabama Gadsden Center</strong></td>
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<td><strong>The University of North Alabama</strong></td>
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<tr>
<td><strong>Alabama Mathematics Contest INFO!</strong></td>
</tr>
</tbody>
</table>
ACTM 2015 Fall Forum

Program for Thursday, October 22, 2015

10:00 a.m.—11:00 a.m.

Pre-session  Association of Mathematics Teacher Educators of Alabama (AMTEA)  Events Center
Grades K-16, Teacher Education  Banquet Hall
Level 3

Join us as we work together to improve the teacher education and professional development in Alabama. This is a diverse group of individuals including master teachers, professional development leaders, college and university math faculty, and education faculty. We encourage all those who help educate future K-12 mathematics teachers and improve existing teachers’ knowledge and practices to join AMTEA and participate.

This will be just an informal gathering for which folks can collaborate and discuss future meetings across the state.

Stefanie Livers
President, AMTEA
The University of Alabama

Topics worthy of discussion
1. Elementary Mathematics Specialist advanced degree programs & certification
2. AMSTI certification for preservice secondary (6-12) mathematics teachers
3. Mathematics Education Teacher – Partnership, update
4. Mathematics Praxis Tests (Secondary & Elementary)

Pre-session  Developing Number Sense through Small Group Instruction in Grades K-2  302
DeeDee Hendrix  Level 3

This training will deepen the foundational building block for number sense routines that will empower students to be more critical thinkers. Come explore how we can use strategies, games, and activities in meaningful ways to develop number sense. Participants can email presenter for packet of materials.
This will be just an informal gathering for which folks can collaborate and discuss future meetings across the state.
A blended classroom presents a host of unique challenges and opportunities. This workshop will present five essential strategies to help educators transition to an effective blended math classroom. Combining teacher-led instruction with computer-delivered instruction, blended instruction provides teachers with data to plan and implement practices that best meet the needs of all students, while providing students with personalized content that adapts to their learning needs. The ultimate goal of blended learning is to provide a richer, more differentiated learning experience for students. One of the happy results is that teaching can also become more effective – and rewarding.

This researcher is a current fourth grade teacher for the Hoover City Schools and a doctoral student at The University of Alabama. A study was conducted to see if traditional or non-traditional mathematics instruction have a positive impact on the performance of fourth grade students. One group of students was presented a unit on fractions using a traditional textbook and a second group was taught without a textbook, in a more inquiry-based setting. The results showed that an inquiry based setting produced the most progress among the students. The presenter will share her findings and offer suggestions on how to incorporate different types of teaching into the intermediate level classroom.

Meaningful games have a positive impact on mathematics achievement. Learn how to maximize this positive impact by strategically using math games for formative assessment and differentiation. Key themes will include the balance between procedural and conceptual development, manipulative use, and strategies for moving from concrete to abstract.
Pre-session  Title: But My Students Can't Think: Building Mental Math Capacity through Number Talks in the African American Community Grades K-5 Johanna Massey LaTesa Willis-Sanders

Rushton Theater  Level 1

Good mathematics teaching allows students to collaborate, problem solve, and have rich mathematics discourse. Number Talks allows students the opportunity to express their mathematics thinking. The presenters for this session will discuss how the addition of Number Talks empowered their African American students to engage in rich mathematics discussion. The presenters will also emphasize how the math practice standards and the math content standards can be developed through Number Talks.

Pre-session  Providing Opportunity for Student Advancement Grades 6-12 Basil Conway

GENEius Lab  Level 1

Opportunities for rigorous mathematics courses are often restricted to what teachers deem as the best and brightest students. These judgements often lead to segregation of race and socio-economic status. Recent work will be presented from a school in Alabama that has worked to break these barriers at the high school setting. Student scoring and affection towards mathematics have shown positive signs.

Thursday Registration is from 9:00 AM - 5:00 PM
Event Center Entrance (Level C from Parking Garage)

***All Forum Attendees Must Register***
Thursday, October 23, Featured Sessions

1:00—2:15 PM

Featured Session

F1  Keynote Speaker  Events Center Banquet Room
    Level 3

Linda Gojak
National Council of Teachers of Mathematics Past President (2012-2014)

“Mathematics: Everything You Do Should Make Sense
(except trapezoids!)”

The first Standard for Mathematical Practice calls for our students to make sense of the mathematics they learn and do. Does our teaching support or hinder sense making? From the language we use to the tricks we teach, how can we be more purposeful in the actions we take each day in the classroom?

Thursday, October 22, Featured Sessions

2:30—3:45 PM

Featured Power Sessions

Session F2  Principles to Actions: Mathematical Success for All
            Grades 7-12
            Christopher Parrish—Auburn University
            Rushton Theatre (Level 1)

Within the National Council of Teachers of Mathematics’ (NCTM, 2014) latest publication, Principles to Actions: Ensuring Mathematical Success for All, two of the eight Mathematical Teaching Practices relate to discussion in the mathematics classroom. The two practices, facilitate meaningful discourse and pose purposeful questions, combine to advance student learning (NCTM, 2014). During the Spring of 2015, the presenters completed action research to in efforts to make both practices a reality in the mathematics classroom. Within the session, research related to discourse and questioning will be examined alongside practices and suggestions for ensuring one’s own students have the opportunities to learn through conversations.
In Principles to Actions, NCTM sets forth a vision to support the goal of ensuring the mathematical success of all students. This session introduces professional learning resources designed to support teachers and other stakeholders as they strive to achieve the vision outlined in the principles, with a particular emphasis on access and equity.

**Vendor exhibits open from 12:00 Noon until 5:30.**

Graze the Vendors at 3:45. Then help us Praise ACTM members who serve mathematics teachers across Alabama and join us for the ACTM Business Meeting.

All attendees are invited to the *Praise* Reception in the Events Center Banquet Room at 4:30.

The ACTM Executive Board will hold its business meeting during the Praise and Graze Candidates for offices will be presented and voted upon Nominations for positions will be accepted from the floor

****Executive Committee Members Required****

*ACTM Annual Business Meeting*

*All ACTM Members Are Invited!*

*Election of officers for 2015-2017*

*Announcement of Scholarship and Teacher Grant Winners*
Program for Friday, October 23, 2015

Please join us for a wonderful LUNCH on FRIDAY!
12:00 PM – 12:50 PM
Events Center Banquet Room
Level-3 by the VENDORS!
Included in your Friday registration!

Find out how YOU can be involved in ACTM!

Events Center Banquet Room
Level-3 by the VENDORS!

***Vendor Exhibits will be closing at 2:30 PM***

Don’t forget to visit the VENDORS & Exhibits before the closing session begins at 2:30!

Level-3 Events Center
<table>
<thead>
<tr>
<th>Lead Speaker</th>
<th>TITLE OF PROPOSED SESSION FRIDAY, OCT 23</th>
<th>Grade Band Focus</th>
<th>Start Time</th>
<th>Session length (mins)</th>
<th>Room &amp; Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly Roper</td>
<td>Putting Fractions in Action.. Increase fractional understanding through real life application, modeling, and Manipulatives.</td>
<td>X</td>
<td>9am</td>
<td>50</td>
<td>302 Level 3</td>
</tr>
<tr>
<td>Tamra Counts</td>
<td>Math Teacher Hacks: Strategies and Technology for All</td>
<td>X</td>
<td>9am</td>
<td>50</td>
<td>301 Level 3</td>
</tr>
<tr>
<td>Kitty Morgan</td>
<td>Do I have to be Rational? Rational functions in the high school curriculum</td>
<td>X</td>
<td>9am</td>
<td>75</td>
<td>Explore Lab Level 2</td>
</tr>
<tr>
<td>Tina Rye Sloan</td>
<td>Engaging Math Games for K-2 Classroom... Reinforce mastery, develop mathematical reasoning, and foster an interest in mathematics</td>
<td>X</td>
<td>9am</td>
<td>50</td>
<td>Rushton Theatre Level 1</td>
</tr>
<tr>
<td>Lisa Lishak</td>
<td>Grant Writing... Get classroom equipment and technology</td>
<td>X X X X X X</td>
<td>9am</td>
<td>50</td>
<td>AquaSpace Lower Level LL</td>
</tr>
<tr>
<td>Keri Flowers</td>
<td>Teaching Math through ACCESS Distance Learning: Connecting classrooms, Educators, and Students in an Online Platform</td>
<td>X X</td>
<td>9am</td>
<td>50</td>
<td>Lunch Area Room A Level 1</td>
</tr>
<tr>
<td>Leslie Hilderbrand</td>
<td>Outstanding Math Guide – OMG 1 ... Make an OMG</td>
<td>X X</td>
<td>9am</td>
<td>75</td>
<td>GENiEious Lab Level 1</td>
</tr>
<tr>
<td>Speaker</td>
<td>Topic</td>
<td>Session Time</td>
<td>Location</td>
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<tr>
<td>Gary Kubina</td>
<td>Using Music in Math</td>
<td>9am 75</td>
<td>Regions Room Mezzanine Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheila Varner</td>
<td>Understanding Fractions Through Estimating and Number Lines</td>
<td>9am 75</td>
<td>304 Level 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cara Burnette</td>
<td>With Liberty and Mathematics for All</td>
<td>9am 75</td>
<td>303 Level 3</td>
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</tr>
<tr>
<td>Meg Craig</td>
<td>The MathTwitterBlogosphere (MTBoS)</td>
<td>9am 75</td>
<td>Science Classroom Mezzanine Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeanne Simpson</td>
<td>What Instructional Coaches Need to Know About Teaching Mathematics</td>
<td>10am 50</td>
<td>Explore Lab Level 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kyoko Johns</td>
<td>Math and Economics: An Integrated Look at Life</td>
<td>10am 50</td>
<td>301 Level 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brittany Wilson</td>
<td>Practical Ways to Implement Online Software in Middle and High School Math Courses</td>
<td>10am 50</td>
<td>302 Level 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kirby Webb</td>
<td>Cooperative Learning in the Elementary Classroom</td>
<td>10am 50</td>
<td>Rushton Theatre Level 1</td>
<td></td>
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</tr>
<tr>
<td>Adam Coulter Johnson</td>
<td>What’s Everyone Flipping Out About?</td>
<td>10am 50</td>
<td>AquaSpace Lower Level LL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>James A. Jerkins</td>
<td>Conceptualizing Direct Variation Using Computer Programming Exercises</td>
<td>1030am 75</td>
<td>Science Classroom Mezzanine Level</td>
<td></td>
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</tr>
<tr>
<td>Beverly Kubina</td>
<td>Math Pair-a-Dice</td>
<td>1030am 75</td>
<td>Regions Room Mezzanine Level</td>
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<tr>
<td>John Abby Khalilian</td>
<td>Investigating Linear and Quadratic Functions</td>
<td>1030am 75</td>
<td>304 Level 3</td>
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<tr>
<td>Name</td>
<td>Title</td>
<td>Time</td>
<td>Room</td>
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<tr>
<td>Denise Peppers</td>
<td>From Concrete Models to Mathematical Models</td>
<td>X</td>
<td>X</td>
<td>1030am 75 Level 3</td>
<td></td>
</tr>
<tr>
<td>Jim Gleason</td>
<td>Teaching with GeoGebra</td>
<td>X</td>
<td>X X X</td>
<td>1030am 75 GENEious Lab Level 1</td>
<td></td>
</tr>
<tr>
<td>Andrea Shane</td>
<td>Free Resources to Support Alabama College and Career Ready Standards</td>
<td>X</td>
<td>X X</td>
<td>11am 50 301 Level 3</td>
<td></td>
</tr>
<tr>
<td>Amber Trantham</td>
<td>Access, Equity, and Identity in a K-5 Math Classroom</td>
<td>X</td>
<td>X</td>
<td>11am 50 302 Level 3</td>
<td></td>
</tr>
<tr>
<td>Leslie Hilderbrand</td>
<td>Outstanding Math Guide - OMG 2... Make an OMG student reference with graphic organizers steps, examples, and vocabulary</td>
<td>X</td>
<td>X X X</td>
<td>11am 50 AquaSpace Lower Level LL</td>
<td></td>
</tr>
<tr>
<td>Loria Allen</td>
<td>It's All About the Task!</td>
<td>X</td>
<td></td>
<td>11am 50 Explore Lab Level 2</td>
<td></td>
</tr>
<tr>
<td>Joanne Wells</td>
<td>Give me integers, or give me death!</td>
<td>X</td>
<td>X</td>
<td>11am 50 Lunch Area, Room A Lower Level LL</td>
<td></td>
</tr>
<tr>
<td>Amanda Haskins</td>
<td>Number Sense Routines</td>
<td>X</td>
<td></td>
<td>11am 50 Rushton Theatre Level 1</td>
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</table>

**Lunch 12-1 Level 3 Banquet Room**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Time</th>
<th>Room</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer S. Towles</td>
<td>Counting Collections: Math in Practice</td>
<td>X</td>
<td></td>
<td>110pm 50 GENEious Lab Level 1</td>
</tr>
<tr>
<td>Athina Ryals</td>
<td>Revolutionary battle plan: Coordinate graphing</td>
<td>X</td>
<td>X</td>
<td>110pm 50 Lunch Area, Room A Lower Level LL</td>
</tr>
<tr>
<td>Nicolette Nalu</td>
<td>Geometry and Fractions Progressions-Yes, you can do this!</td>
<td>X</td>
<td></td>
<td>110pm 50 301 Level 3</td>
</tr>
<tr>
<td>Madison Hutto</td>
<td>One Preservice Teacher’s Journey</td>
<td>X</td>
<td>X</td>
<td>110 50 AquaSpace Lower Level</td>
</tr>
<tr>
<td>Zach Tubinis</td>
<td>Real World Math</td>
<td>X</td>
<td>X X X</td>
<td>110pm 50 302 Level 3</td>
</tr>
<tr>
<td>Presenter</td>
<td>Title</td>
<td>Time</td>
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<tr>
<td>Sheila Holt</td>
<td>RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn</td>
<td>110pm</td>
<td>Rushton Theatre Level 1</td>
<td></td>
</tr>
<tr>
<td>Melinda Staubs</td>
<td>Calculating our Future Math Lessons on the Environment and Society</td>
<td>110pm</td>
<td>303 Level 3</td>
<td></td>
</tr>
<tr>
<td>Teri Owens</td>
<td>Do &quot;Alice in Wonderland,&quot; &quot;High Dive,&quot; and “Cookies&quot; sound like math units?</td>
<td>110pm</td>
<td>Science Classroom Mezzanine Level</td>
<td></td>
</tr>
<tr>
<td>Stefanie Livers</td>
<td>Beyond Classroom Walls: &quot;Doing Mathematics&quot; on a Nature Trail</td>
<td>110pm</td>
<td>Explore Lab Level 2</td>
<td></td>
</tr>
<tr>
<td>Brenda Buckley</td>
<td>Why don't my students &quot;get it&quot;?</td>
<td>110pm</td>
<td>304 Level 3</td>
<td></td>
</tr>
<tr>
<td>Denise Peppers</td>
<td>Hexagon Tiling</td>
<td>110pm</td>
<td>Regions Room Mezzanine Level</td>
<td></td>
</tr>
<tr>
<td>Stefanie Livers</td>
<td>Association of Mathematics Teacher Educators of Alabama (AMTEA) Business Meeting</td>
<td>300pm</td>
<td>302 Level 3</td>
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**CLOSING SESSION, PRIZES, 2:30-2:45 Level 3 Banquet Room**

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Title</th>
<th>Time</th>
<th>Room</th>
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<tbody>
<tr>
<td>Stefanie Livers</td>
<td>Association of Mathematics Teacher Educators of Alabama (AMTEA) Business Meeting</td>
<td>300pm</td>
<td>302 Level 3</td>
</tr>
</tbody>
</table>
Major Grade Band Focus, General Interest Sessions

9:00-9:50a Grant Writing: Get Classroom Equipment and Technology  AquaSpace Lower Level

Would you like technological equipment for your classroom such as a media projector? Or, perhaps you would like to have a classroom set of graphing calculators or other manipulatives for your students to use. Need money to implement an idea? The focus of this workshop will be on how to write a grant as well as common mistakes to avoid.

Lisa Lishak
Beulah High School
Auburn, AL

9:00-10:15a The MathTwitterBlogosphere (MTBoS)  Science Classroom Mezzanine Level

Ticketed

The MathTwitterBlogosphere (MTBoS) is a community of mathematics teachers who engage across both Twitter and blogs. The MTBoS is invested in helping all teachers move forward in their practices. The MTBoS was recently describe by one member as follows, “from blog posts, to new resources, to shoulders to lean on, the #MTBoS has done more for my career than any course, PD, or training.” The best part? It’s free and open 24/7. In this session, educators will be provided with time and support to get started (or delve deeper) in the MTBoS community and leave with resources for finding valuable classroom materials, community members, and opportunities to learn.

Meg Craig  Christopher Parrish
Thompson High School  Auburn University
Auburn, AL

9:00-10:15a Using Music in Math  Regions Room Mezzanine Level

Ticketed

"Music is a more potent instrument than any other for education" - Plato

Walk into a mall, a church, a doctor's office, or a gym and you hear music. Walk into a school and you hear bells, announcements, and kids. Music is everywhere . . . except schools. Explore the benefits of music based on brain research. Learn how music affects the brain and the body. Find out about the powerful connection of memory and music. Participate in some fun music/math activities.

"Music and math together satisfied a sort of abstract ‘appetite,’ a desire that was partly intellectual, partly aesthetic, partly emotional, partly, even, physical." - Edward Rothstein

Gary Kubina
Baldwin County Board of Education
Major Grade Band Focus, General Interest Sessions

10:00-10:50a  What Instructional Coaches Need to Know about Teaching Mathematics  Explore Lab  Level 2

Participants will learn where to focus their efforts as they seek to impact student learning through coaching. They will look at ways to make the Standards for Mathematical Practice a part of the school culture, discuss how to have productive conversations with teachers and administrators, and receive resources for modelling lessons, co-teaching, and helping teachers plan.

Jeanne Simpson  LeShell Smith
AMSTI-UAH UAH-AMSTI

10:00-10:50a  What's Everyone Flipping Out About?  AquaSpace  Lower Level

Have you heard about Flipped Learning but not sure what the buzz is all about? Have you considered Flipping a lesson but not sure how to start? Participants who attend this session will learn about the foundational pieces that are critical to a successful Flipped Lesson. This session is for any teacher who is familiar with the principles of Flipped Learning and have tried, or are considering trying to Flip a lesson(s) this school year. Participants will walk away with a deeper understanding of how to prepare their students, parents, administrators and themselves in order to get the most from the Flipped Learning Model.

Adam Coulter Johnson
Mountain Brook Junior High

10:30-11:50a  Conceptualizing Direct Variation Using Computer Programming Exercises  Science Classroom  Mezzanine Level

This workshop will engage middle and high school teachers in Computer programming exercises designed to teach mathematical reasoning skills. Participants will write mini programs to explore the concept of direct variation. They will make conjectures based on the exploration and write convincing arguments for their conjectures. No prior programming experience is necessary.

James A. Jerkins  Cynthia Stenger
University of North Alabama University of North Alabama
Curriculum Associates has built materials for the rigorous Alabama College and Career Readiness standards. This session we will share free resources that support for the Standards of Mathematical Practice and Math fluency. We will introduce our instructional materials for grades K-8 and our new common assessment for grades 2-8. Our editorial team has been trained to build the coherence and spirit of DOK 2 and DOK3 by Dr. Norman Webb to ensure proper rigor.

Andrea Shane  
Curriculum Associates

RTI, Professional Learning Communities, and How to Respond When Kids Don’t Learn  
Rushton Theater  
Level 1

Schools and districts are confronting the challenge of responding to the legislative initiative known as Response to Intervention. Are we responding to this with a spirit of compliance or do we truly understand this initiative and respond with commitment? This session investigates the ‘why’ behind RTI and thinking about the right questions and wrong questions to ask ourselves. Participants will explore ways to transform the tiers for mathematics instruction. Behavioral and academic achievement will also be addressed.

Sheila Holt  
AMSTI-UAH

Why Don’t My Students “Get It?”  
Ticketed  
Level 3

Teachers’ (4-12) who use this analysis of each new math concept before lesson presentation will insure that students “get it”. Teachers can take the lead in their students’ learning process by employing this instructional strategy, which they can easily grasp and incorporate into their daily communication of new information. Presenters share a six step Lesson Development Strategy that enables teachers’ clear development of lesson plans prior to actual presentation of a new concept to their students. Presenters will distribute detailed sample analyses of concepts. Following the initial presentation, participants will work in groups to apply these six questions to math concepts. Worksheets with steps and guidelines will be provided.

Brenda Buckley  
Fort Myers, Florida
**Early Childhood K-2 Focused Sessions**

**9:00-9:50a**  
**Nine Engaging Math Games for the K-2 Classroom**  
Rushton Theater  
Level 1

Engaging students in hands-on math games reinforces mastery of basic facts, develops mathematical reasoning, and fosters an interest in the subject of mathematics. Participants will play myriad games based on skills and concepts taught in kindergarten through second grade.  
*Tina Rye Sloan*  
Athens State University

**11:00-11:50a**  
**It’s All About the Task!**  
Explore Lab  
Level 2

Participants will glimpse inside K-2 classrooms to see the impact that mathematical tasks, small group instruction, lesson debriefs, and formative assessments have on the development of number sense and mathematical reasoning. Video clips, work samples, and interviews will be used to highlight this journey. K-2 tasks provided.  
*Loria Allen*  
AMSTI-UAH

**11:00-11:50a**  
**Counting Collections: Math in Practice**  
GENEious Lab  
Level 1

One of the new aspects of the Common Core is the Math Practice Standards. Teachers in the primary grades are often unsure about what the Math Practice Standards should look like in the early childhood classroom. This presentation focuses on a first grade teacher’s year long journey to implement the standards through Counting Collections. You will see video footage of a diverse group of students engaging in the Math Practice Standards as well as video of the teacher planning for instruction. You will leave the presentation with helpful planning documents, student support materials, and a better understanding of how the Math Practice Standards can and should be a major part of early childhood mathematics.  
*Jennifer S. Towles*  
*Cindy Baily*  
AMSTI-UM  
Birmingham City Schools

**11:00-11:50a**  
**Number Sense Routines**  
Rushton Theater  
Level 1

Participants will get a glimpse inside a K-2 classroom and observe routines being used to develop number sense and mathematical reasoning. This will include walking through a typical day in math (number talk, whole group, small group, and debriefing). The BIG question to answer is how can we fit it all in?  
*Amanda Haskins*  
*DeeDee Hendrix*  
Priceville Elementary
### Elementary K-5 Focused Sessions

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Level</th>
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<tbody>
<tr>
<td>9:00-10:15a</td>
<td>Outstanding Math Guide—OMG1</td>
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<td>OMG1</td>
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<td>Ticketed</td>
<td>GENEious Lab</td>
<td>Level 1</td>
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<td></td>
<td>Come make an OMG student reference containing graphic organizers with steps, examples, and vocabulary for key concepts taught throughout the year. This creative guide will transform your classroom and help students become self-sufficient learners! You must see it to believe it!</td>
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<td></td>
<td>Leslie Hilderbrand</td>
<td>Fairplay Middle School</td>
<td>Douglasville, GA</td>
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<td>10:00-10:50a</td>
<td>Cooperative Learning in the Elementary Classroom</td>
<td>Rushton Theater</td>
<td>Level 1</td>
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<td>Come learn some strategies for incorporating cooperative learning within an elementary school mathematics classroom. This session focuses on defining, planning, and implementing group work. Through hands on experiences and information shared, come explore the benefits of cooperative learning and ways to use this strategy to increase student understanding.</td>
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<td></td>
<td>Kirby Webb</td>
<td>Auburn University</td>
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<td></td>
<td>Megan Burton</td>
<td>Auburn University</td>
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<tr>
<td>11:00-11:50a</td>
<td>Access, Equity, and Identity in a K-5 Math Classroom</td>
<td>302</td>
<td>Level 3</td>
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<td>Meeting the needs of our diverse and unique populations is an essential element in effective math instruction. Learn to promote and foster a growth mindset in your students and colleagues. Find interesting ways to engage all learners in problem solving. Examine productive beliefs and practices and learn to narrow the gaps through context, culture, and language.</td>
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<td></td>
<td>Amber Trantham</td>
<td>AMSTI-JSU</td>
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**ACTM is now on Facebook!**

**Like** the Alabama Council of Teachers of Mathematics page
Come learn about one pre-service teacher’s project to explore teacher perceptions of students who are struggling with specific mathematical content during summer school. This session will share specific struggles that were observed, information about ways to support students struggling with mathematical concepts, formative assessment strategies, and lessons learned by a preservice teacher from her peers and her elementary students.

Madison Hutto  
Auburn University

Megan Burton  
Auburn University

Beyond the classroom walls, there is a real world full of mathematical opportunities. This session will highlight an e-STEM project that infused a nature trail with mathematics tasks. This project clearly took mathematics principles and put them into action through faculty professional development, task writing, and the creation of a math trail.

Stefanie Livers  
University of Alabama

Terri North-Byrts  
Diana Marchant  
Sandra Langdon
<table>
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<tr>
<td>9:00-9:50a</td>
<td>Putting Fractions in Action</td>
<td>302</td>
<td>Kelly Roper</td>
<td>AMSTI-JSU</td>
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<td>[Detailed description of the session content]</td>
<td>Level 3</td>
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<tr>
<td>9:00-10:15</td>
<td>Understanding Fractions Through Estimating and Number Lines</td>
<td>304</td>
<td>Sheila Varner</td>
<td>Millbrook Middle School, Elmore County</td>
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<tr>
<td>9:00-10:15a</td>
<td>With Liberty and Mathematics for All</td>
<td>303</td>
<td>Cara Burnette, Amanda Kelley</td>
<td>Opelika Middle School</td>
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<td>Level 3</td>
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</table>
10:00-10:50a  Math and Economics: An Integrated Look at Life  Level 3

In this hands-on presentation, participants will see how easy it is to integrate social studies, science, and language arts activities while teaching math. Presenters will use the theme of popcorn to “pop up some fun” while teaching important math and economic concepts and skills that are applicable to all students!

Kyoko Johns  Melinda Staubs
Jacksonville State University  Jacksonville State University

11:00-11:50a  Give Me Integers or Give Me Death  Lunch Area, Room A

These five scaffolded activities take fifth and sixth graders from an understanding in the difference of positive/negative, to adding and subtracting with ease. Activities are fun and combine a simple story and games, moving to students creating their own tale.

Joanne Wells  Athina Ryals
Eclectic Middle School  Eclectic Middle School
Elmore County  Elmore County

1:10-2:00p  Revolutionary Battle Plan: Coordinate Graphing  Lunch Area, Room A

Rate My Music for fifth and sixth grades, create your own picture, and Battleship will have students begging to do more math. From group games to individual creativity, students will learn about all four Quadrants and be prepared for seventh grade.

Athina Ryals  Joanne Wells
Eclectic Middle School  Eclectic Middle School
Elmore County  Elmore County

1:10-2:00p  Geometry and Fractions Progressions—Yes, you can do this!  Level 3

Teacher candidates enter elementary mathematics methods with beliefs and procedural content knowledge. Many lack a conceptual lens. This session will focus on teaching problems conceptually within the 3-5 band. Participants will engage in discussions and practice of teaching geometry and fractions, and will gain information, ideas, and strategies. Participants will use a selection of manipulatives to solve fraction problems conceptually, and will learn about the Numbers and Operations-Fractions and Geometry progressions within the domains. With intentionality and productive struggle, the process and procedure will be emphasized rather than the result.

Nicolette Nalu
AMSTI
University of Alabama
In a world of standardized tests and textbook practice problems, we can change the way our students investigate the world around us. As educators, we need to sharpen the 4 C’s of 21st century learning, and help them understand the importance of asking the right questions. Students need to work collaboratively to determine what information is important to solve real world problems. We need to stop preparing our students for the test and start preparing them to be responsible members of our community. Communication, collaboration, creativity and critical thought are crucial aspects of solving real world problems. We can help our students more by giving them less.

Zach Tubinis
Highlands School

Dice can be used in many ways in the math classroom. Dice are most commonly used to explore probability, but have you ever considered using them to teach basic math facts? What about using double dice to teach graphing points or finding slope? In this session, we will do those activities and more such as comparing fractions, finding area, and maybe a little magic. This workshop is to di(c)e for.

Beverly Kubina    Gary Kubina
Retired Teacher/Math Consultant    Retired Teacher/Math Consultant

Please join us for a wonderful LUNCH!
12:00 PM – 1:00 PM
Events Center Banquet Room
Level-3 by the VENDORS!
Included in your Friday registration!
Participants will be given strategies and technology ideas to help all students be successful in math class. From organization to activities to Pinterest, each participant will leave with ideas to implement immediately in his/her classroom.

**Tamra Counts**  
Muscle Shoals High School

As global citizens, students need to be mathematically literate. Understanding budget deficits, environmental challenges, changing demographics and more requires command of basic middle school math skills. Engage in hands-on activities that integrate math with social studies and science to grasp issues shaping our future. The presented hands-on activities build students' understanding and skills in algebraic patterns and functions, decimals, fractions and ratios, as well as number operations and problem solving. The activities incorporate data on trends in the environment, economy, and global demographics. Manipulatives are used to illustrate concepts for visual learners. Free CD-ROM of activities!

**Melinda Staubs**  
Jacksonville State University
### Secondary 6-12 Focused Sessions

**10:00-10:50a**  
**Practical Ways to Implement Online Software in Middle and High School Math Courses**  
*302  Level 3*

Come see how this ninth grade geometry and Algebra I teacher implements Google Apps for Education, Geogebra, Kahoot!, and many other online tools to promote discovery and collaboration.

**Brittany Wilson**  
Mountain Brook Junior High School

**10:30-11:50a**  
**Problem-based Learning (PBL) in the Geometry Classroom**  
*GENEious Lab  Level 1*

BYOC. GeoGebra is a multi-platform mathematics software that helps students explore the connections across mathematics. In this workshop we will demonstrate how to install GeoGebra onto your own device and work through some sample mathematical tasks that demonstrate how this free software can be used to show students the interconnections between Geometry, Algebra, Functions, and Data Analysis.

**Jim Gleason**  
University of Alabama

**10:30-11:50a**  
**From Concrete Models to Mathematical Models**  
*303  Level 3*

Not all students are procedurally savvy enough to create mathematical models for patterns problems using only a table of values. Join us as we explore linear and non-linear patterns problems using manipulatives and write mathematical models that help students to understand coefficients, variables, and constants in a conceptual way.

**Denise Peppers**  
Auburn University  
Columbus Regional Mathematics Collaborative
11:00-11:50a  Outstanding Math Guide—OMG 2  
AquaSpace
Lower Level

Come make an OMG student reference containing graphic organizers with steps, examples, and vocabulary for key concepts taught throughout the year. This creative guide will transform your classroom and help students become self-sufficient learners! You must see it to believe it!

Leslie Hilderbrand  
Fairplay Middle School

1:10-2:25p  Do "Alice in Wonderland," "High Dive," and "Cookies" sound like math units?  
Science Classroom
Mezzanine Level

Learn to use real-life situations to make mathematics relevant and compelling. Problem-based learning helps students develop the ability to transfer their learning and reasoning skills to new problems. Learning mathematics through real-life situations prepares the students for the challenges encountered in business and industry careers by developing problem-solving and communication skills as well as an in-depth, conceptual understanding of mathematics. Come to this session to hear a teacher’s first year journey on transitioning from teaching a traditional algorithm to teaching mathematics through real-life situations. You will have the opportunity to experience using mathematics to solve a real-world problem.

Teri Owens  
Tanya Barnes
Etowah High School  
AMSTI

1:10-2:25p  Hexagon Tiling  
Regions Room
Mezzanine Level

Manipulatives aren't just for elementary students. Join us as we explore a hexagon tiling problem using a hands-on model that will leave you impressed and wanting to try this in your own classroom. Come with an open mind and eager to learn.

Denise Peppers  
Columbus Regional Mathematics Collaborative

Help us stay connected to you!
Update your contact information at the ACTM membership table.
How does the math and digital world collide? ACCESS (Alabama Connecting Classrooms, Educators, and Students Statewide) is an online distance-learning platform provided free to all public high schools in the state of Alabama. ACCESS offers over 70 courses, 11 of which are math courses. In this session teachers will discover various methods of teaching mathematics online through the digital platforms offered by ACCESS Distance Learning. Would you like to expand your subject knowledge and teaching experience by teaching for ACCESS part time? Or, are you confused about what ACCESS really is and how the classes work? If so, this session is for you!

Keri Flowers
AMSTI-Troy

Participants will take a look at how rational functions show up in the high school curriculum courses from Algebra I to Precalculus. The focus of the session will be on the Algebra II and Precalculus content and discussing characteristics that rational functions have that let us sketch them without plotting a lot of points. Can you give the equation of the rational function graphed? Let's find out! Bring your graphing calculator or graphing app to check your work.

Kitty Morgan
A+ College Ready

During this session participants will take a closer look at linear functions and its characteristics. Utilizing tables and graphs, they will also explore the relationships between linear functions and quadratic functions that build conceptual understanding. Participants will have the opportunity to experience this lesson and discuss the implications it will have on student’s learning. Also, participants will examine the ACCRS content standards and mathematical practices that this lesson addresses. Attendees will receive two versions of this ready to use lesson plus an application of a quadratic task that they can use in the classroom.

John Abby Khalilian
AMSTI Math Specialist
University of Alabama
HIGH SCHOOL TEACHERS, Do you have a Math Team?
Participate in the Alabama Statewide High School Mathematics Contest!
Deadline for registration for next contest is February 10, 2016.
First round competition will be held on February 27, 2016.
Second round (at UNA) on April 9, 2016.
Check out the website: http://mcis.jsu.edu/mathcontest/
For information contact
Professor Cynthia Stenger, University of North Alabama, clstenger@una.edu

***Vendor Exhibits will be closing at 2:15 PM***
Before the closing session begins at 2:30 in the Banquet Hall

Don’t forget to visit the VENDORS before the closing session’s awarding of prizes.
Grand prize to be awarded!

Level-3 Events Center

Fall Forum Closing Session

Friday, October 23\textsuperscript{rd}, 2:30 – 2:45

Special Events Center, Level 3, Banquet Hall

Get a ticket when entering the room!

Door Prizes and \textit{Major Prize Give-away}

Must be present to WIN!!!

Are you an ACTM member? Are you a K-12 Teacher?
Apply for an ACTM Teacher Grant

Go to the ACTM website, \url{www.actm.education}, for information on how to apply for a teacher grant, and for the application.
The deadline is December 12, 2015.
**Special Interest Sessions – Post-Closing Session**

**Session S1**  
Association of Mathematics Teacher Educators of Alabama  
Annual Business Meeting  
Grades K-16  
Classroom 301  
Level 3

AMTEA is open to all mathematics teacher educators from education, the sciences, and school specialists from Alabama. Those interested in becoming members are encouraged to attend. This will conclude the ACTM conference and AMTEA pre-session. The session is open to all members and those interested in being part of AMTEA. Come find out what we are all about!

Stefanie Livers  
AMTEA President  
The University of Alabama

JOIN AMTEA, read up at [http://amtea.net/](http://amtea.net/)
<table>
<thead>
<tr>
<th>Lead Speaker</th>
<th>City, State</th>
<th>Preferred Email Address</th>
<th>Affiliation</th>
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<td><a href="mailto:johnsonad@mtnbrook.k12.al.us">johnsonad@mtnbrook.k12.al.us</a></td>
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<td>Mobile, AL</td>
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<td>Baldwin County Board of Education</td>
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- Classroom 302
- Classroom 303
- Classroom 304

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