Equitable Access

As Robert Kennedy once said, "Like it or not, we live in interesting times. They are times of danger and uncertainty; but they are also the most creative of any time in the history of mankind."

We have all had to shift our thinking and instruction to address our new reality and the new ways in which we must support our students and each other. In an effort to continue our support of teachers and their students, the UC Davis Math Project is changing the design and format of our Saturday Series for 2020-21. The silver lining to this change is our sessions will be shorter, you will not need to leave the comfort of your home, and they will occur more frequently to allow for more interactions between participants.

While there may be uncertainty about how teachers will provide instruction this year, we want to hold steadfast in our core belief:

All students must be provided with a mathematical education that allows them to make sense of the world quantitatively and to appreciate their own power to reason. This includes making sense of mathematics through active engagement in problem solving and grappling with increasingly challenging tasks in an interactive way, where challenging and critiquing the thinking of others is safe and valued.

The overarching focus for this year’s Saturday Series is Equitable Access. Individual seminars will address the following topics in support of our attention:

9/26/2020
Expressing, Engaging, and Energizing students; starting the year right. These sessions focus on ways to use online instructional methods to excite and engage students in their mathematical learning by utilizing strategies and lessons that provide opportunities for students to work, share, and develop a growth mindset around math.

10/24/2020
Identifying essential learning and instructional priorities; articulating the big math ideas. These sessions investigate mathematical focal points by prioritizing the concepts and skills needed for students to access grade-level work. A well-articulated math program gives teachers guidance regarding what is most important to teach at each grade level. For teachers and students, curriculum is more than a collection of activities: it must be coherent, focused on important mathematics, and logically-sequenced within and across grade spans.

12/12/2020
Understanding and utilizing formative assessment; unlocking what students know. These sessions focus on methods to determine what students know, understand, and where to go from there. Formative assessment involves providing “in-the-moment” feedback and adjusting instruction, but doing that using an online platform may need to look very different.

1/23/2021
Concrete-Representational-Abstract (C-R-A); the 411 on implementing in your classroom. These sessions focus on how to use and implement C-R-A into your online or in-person instruction. The focus on which concrete, representation, and abstract models will support your students and how to teach them virtually.

2/27/2021
“But this is HARD”: inspiring productive struggle. These sessions focus on the importance and value of providing opportunities for students to “struggle” with math concepts both in person and virtually. Studies show that struggling to make sense of mathematics is an essential part of the learning process, and the most efficient way to get students to “really understand” topics.

3/13/2021
Math Discourse and Collaboration; giving students “something to talk about”. These sessions focus on structuring opportunities for students to collaborate, discuss, and share their ideas and mathematical thinking. Fostering and ensuring students have opportunities to articulate their ideas and work with others with diverse strategies is key to developing mathematical language and literacy both online and in the classroom.

4/17/2021
Problem solving and critical thinking; building a “Can do” attitude. These sessions focus on teaching multiple math concepts simultaneously through engaging problems that promote creative thinking and mathematical flexibility. Problem solving encourages students to believe in themselves and their ability to think mathematically.

5/15/2021
Mathematical Modeling and Data Science; the numbers don’t lie! These sessions focus on integrating data science and statistics into the mathematics classroom. Understanding and using data is a critical skill and one that can be engaging and inspiring for students and teachers.

Seminars are designed for all TK-12 teachers of mathematics. Sessions will begin with a whole group exploration of the day’s topic and then move to smaller breakout sessions. During the self-selected grade alike breakouts, groups will continue to focus on the same subject with a specific eye towards the following grade spans: TK-2, 3-5, 6-8, 9-12. In the spirit of community and collaboration, we encourage you to register for the entire series.

Pending approval, Continuing Education Units (CEU) will be available for purchase.
2020-21 UCDMP Saturday Seminars
Registration Form

First name:_________________________M.I.:______Last name:_________________________

Primary email:_______________________Alternate email: ___________________________

Home phone:_______________________Work phone: ________________________________

School:____________________________District: _________________________________

Entire Seminar: ☐

Single Session ☐ Date/s: _______________________________________________________

Grade group selection: ☐ Grades TK-2 ☐ Grades 3-5 ☐ Grades 6-8 ☐ Grades 9-12

Enrollment: ✓ Enroll online at http://mathproject.ucdavis.edu and pay by credit card, or
✓ Scan completed paper registration form with approved purchase order and email to
  Trudi Banko at tjbanko@ucdavis.edu, or
✓ Mail or hand-deliver completed application and check payment to the following address.

Make check payable to “The Regents of UC.” Allow up to 10 days for USPS mail to reach our department. Packet must be RECEIVED by September 12th, 2020.

Attention: Trudi Banko
Department of Mathematics
University of California,
Davis One Shields Avenue
Davis, CA 95616

Registration and Cancellation Policy: I understand that upon submission of this registration, I am responsible for the full registration fee payment -- of $295(Entire Seminar) or $50(Single Session). Single Session late price of $70 applies when registering 14 days or less prior to a session. Single Session cancellations must be received in writing via email by 12:00 Noon the Wednesday before the session and are subject to a $15 cancellation fee. After that date, substitutions are allowed but no refunds will be made. If a substitution is being made, please notify our office the Friday before your session. Unpaid no-shows or late cancellations will be billed the full late registration amount. To cancel, please email Trudi Banko at tjbanko@ucdavis.edu.

Registrant signature (required) Date:

Payment enclosed: ☐ APPROVED Purchase Order #___________

****MANDATORY****

By Signing below I have read, understand and agree to the terms stated in the Project Participation Policies on the next page:

Registrant signature (required) Date:
PLEASE READ CAREFULLY

UC Davis Math Project (UCDMP) Participation Policies

Research shows that active participation and engagement are an essential component of learning, therefore UCDMP has established the following norms for participation at all UCDMP events. As a participant in this UCDMP workshop,

• I understand that active participation supports the learning of both myself and others. Therefore, I agree to actively engage in all workshop activities and discussions.
• I agree to work together with the presenters and other participants to make the workshop successful for everyone by valuing the opinions and knowledge of all presenters and participants and by respecting that each presenter and participant brings different learning styles and backgrounds to the discussion.

In order to provide a safe, comfortable, and harassment-free learning environment, UCDMP reserves the right to

• remove any participant who disrupts the learning environment.
• prohibit any participant who disrupts the learning environment from attending any future UCDMP event.

At the end of the workshop, all workshop participants will receive a certificate that represents the number of hours that they participated in the professional development activities. These hours do not include lunch and breaks. Participants who arrive late, leave early, or leave during the workshop will have their hours adjusted to reflect the actual time that they participate in the professional development activities.

As part of your attendance at a UCDMP workshop you agree to give UCDMP permission to place photographs of yourself on their website, social media and other related publications.

These workshops are designed to meet the specific needs of educators. We respectfully request that you do not bring children, babies, or pets to the sessions.

Content questions? - Contact Denise Brown @ denise.ucdmp@gmail.com
Registration questions? - Call Trudi Banko at (530) 752-8467 or email tjbanko@ucdavis.edu.

Additional flyers and registration forms may be downloaded from our web-site, http://mathproject.ucdavis.edu