

Mitch Bandick

Move on!

remain idealistic

Flexible
Inspired
Realistic
Excellent
Upbeat
Professional

Fire up!

Cultivate with spirit & humility

Have it

**WELCOME TO THE
STUDENT TEACHER FIRE UP CONFERENCE!**

GMA = Determination
Aquinas College
Monday, October 21, 2013

Itec-wm

The purpose of this event is for you to participate in a professional conference. We hope that during this day you will learn new information from our presentations that will help you become a more effective educator, as well as meet and interact with colleagues from other universities and colleges. Presenters at this conference volunteer their time and expertise. Please take a minute to thank them as you leave each session.

There are five sessions during the day. You have the opportunity to select four sessions and either A (10:30-11:30), or B (11:45-12:45) lunch. Lunch is provided in the Cafeteria, located in the Wege Student Center (C on the campus map) and you may choose to eat there or take your lunch along with you to your next session.

As you network with peers and colleagues, choose those sessions which appeal to you and take the opportunity to share information about topics you are not able to attend. Check out: www.itec-wm.org for handouts that presenters have posted for your use.

Expanding Your Horizons!

Out of State Teacher Job Fair

March 3, 2014
GVSU

Details will be available at www.gvsu.edu/careers and at your university career center.

Please select alternate choices in case the session you choose is overcrowded; due to fire regulations, we must abide by room capacity sizes. A map of the buildings where sessions are held is on the reverse side. The program will help you locate the sessions you wish to attend.

Note: Lost & Found will be located at the Hospitality Table in the foyer. Please remember to submit your overall conference evaluation at the close of Session 5.

This conference is presented by—  **itec-wm**
Institutional Teacher Education Council of West Michigan

21 things 4 Teachers,
net.
↳ content area

Don't have social media? ← How do you make that time? → "How do I teach to those kids?"

Strategic Impact, Starting Now:

Tips for Impact as a First-Year Teacher



Fire Up Conference, October 21, 2013

Dave Stuart Jr., regular dude teaching regular kids and freaking loving it

@davestuartjr | davestuartjr@gmail.com | facebook.com/teachingthecore | teachingthecore.com | davestuartjr.com

pollev.com / Dave Stuart Jr.

teach school as a whole

Why should you listen to me?

- I've been a new teacher multiple times, and I've survived burnout. Since 2006, I have taught in an urban middle school (Baltimore, MD), a rural high school (Cedar Springs, MI), and some of the richest and poorest schools in New York City. I've taught grades 6-12, ELA and History.
- I've **failed** a lot. And **failure = progress** in my book.
- I've **happened to succeed**: I was named Rookie Teacher of the Year in a district of 7,000 teachers during my first year of teaching. I was asked to give Commencement after 3 yrs at current school. I started a blog in June 2012 that, within 1.5 years, has been viewed 191,197 times. These things don't happen without knowing how to expand your impact outside of your classroom.

Balance life

How can you show appreciation for me? :)

- Prepare for this session's Q & A by jotting down questions, submitting them at pollev.com/davestuartjr, or texting them (and 758411) to the number 37607
 - (e.g., "700283 Could you expand on parent contact?")
- Leave specific feedback on your forms -- I want these sessions to be worth every minute of participants' time. See the back of this packet for prompts.
- Visit teachingthecore.com/impact or BuildABallerEdublog.com and show some love.

→ Find hobbies + devote your time to your passions

Key ideas about impact in and beyond your school building:

1. Schools exist to promote human flourishing. Therefore, I define impact as **the promotion of long-term student flourishing**. I believe teachers do this by developing cognitive and non-cognitive skills in our kids.
2. **Impact, as defined above, is strategic, not magic.** I believe anyone with reasonable intelligence and grit can create a high-impact teaching career, and that that high impact can begin quickly.
3. It's common for exceptional teachers to do the "close your door" thing. Don't do that.

Ask Questions

Common Sense

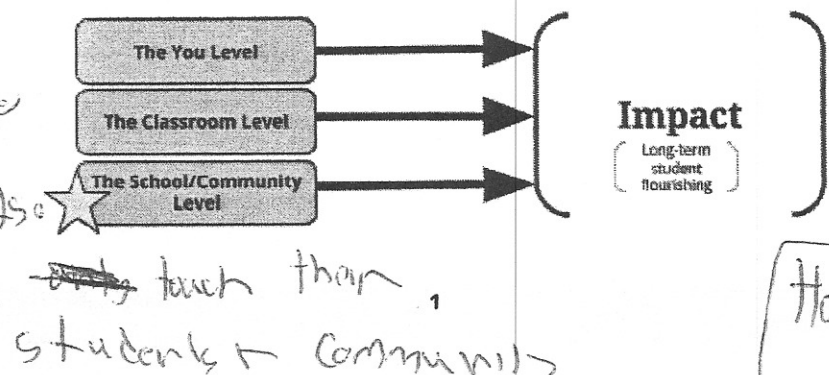
Promoting student flourishing

A three-tiered strategy for impact (remember, impact is strategic):

- **The You Level:** From your heart flows your career (dealt with in Session 1).
- **The Classroom Level:** The realm in which we have most influence (dealt with in Session 2).
- **The School Level:** An argument against simply shutting your door (dealt with in this session).

taking seriously

Talk realities to the students



Adds help them out. treat everyone same respect.
Honest Feedback

only teach their students + community

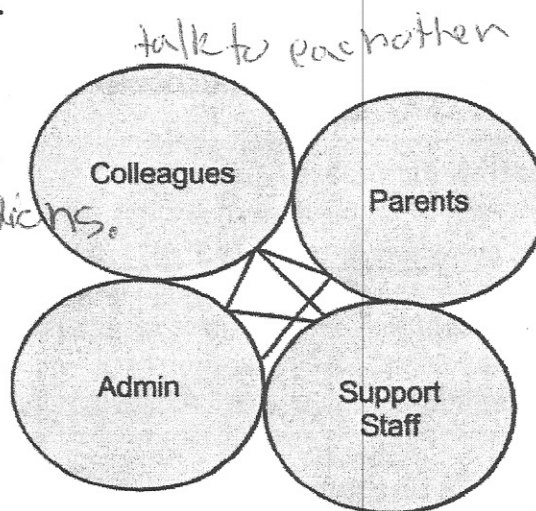
The School/Community Level: Adding Exponents to Your Impact

Think about every person in or connected to the school as **someone who can promote the long-term flourishing of students**. From a building maintenance worker to a bus driver to a principal to a parent, everyone can interact with students in a manner that promotes cognitive and non-cognitive growth.

This is exciting because **every single one of your interactions** with an adult throughout the day can indirectly impact students.

And then it gets really exciting when you realize that, as you work to develop good, encouraging relationships with these folks, eventually they start to have a positive impression of you, and they start to spread that positive impression.

- Support Staff
- capitalize on small interactions.



Fellow Teachers

- give them time

① Develop humility

- Caring for others

- what are you good at?

- It's about you.

② Encourage everyone

This eventually creates:

- 1) a more encouraged group of adults who work with your students, and
- 2) a greater level of impact for you and more "ins" for you to make a powerful impression on students (because, as they say, your reputation begins to precede you).

So that's the gameplan: making every interaction count.

Now how do we do it?

Key, overarching principles for getting "in" with other teachers as a first-year:

1. **Develop humility:** think of yourself less and of others more; consider others better than yourself. Toot **their horns** rather than yours. Trust that word of mouth will spread when and where it needs to. Never brag about you **OR** your students (b/c this is pretty much just bragging about you).
 - a. A humble teacher is a remarkable thing to watch because humility is not valued or common in our culture. Students have **pride** modeled for them constantly, but not humility.
 - b. Also, this differentiates you from typical first-years who overcompensate for insecurities.

(*) Beware of autobiographical listening.

c. Take seriously the truth that no one in your building is operating out of ill intent, and that 95% of them are smarter than you and more experienced. I **still** believe this.

2. **Develop humble-boldness:** "A burning, passionate, obsessed ambition for the cause, for the [school], for the work--not for themselves--and an utterly stoic will to make good on that ambition." Jim Collins, *Good to Great*

a. Basically, become passionate about seeing your school's students flourish.

4. **Encourage others:**

- o If they have a pulse, they need encouragement (genuine affirmation).
- o "The tongue has the power of life and death, and those who love it will eat its fruit" (Proverbs 18:21)

2. Be **quick to listen, slow to speak**. Impact is not about talking.

b. Watch out for autobiographical talking/listening!

i. "Oh, that reminds me of what happened in my class today!" (Barf)

3. **Speak well of people when they are away** rather than speaking ill of them. Call out the excellence (or hints of excellence) you see in your building. This makes you trustworthy.

4. Remember that **people are not their job, nor are they their job performance**. It's unacceptable to speak ill of someone simply because they do a poor job.

6. When someone is acting in a way that frustrates you, view it as a puzzle. **It's rarely personal.**

7. **Keep a stash of thank-you notes in your desk drawer** and write one per week. Be specific.

actively listen

↳ practice

↓ gossip. Develop

own culture.

Key ideas for getting "in" with admins:

1. **Same as above!**

2. **Figure out your admin type.** Some like honest feedback. Some don't. Some like communicating via email. Some prefer face to face. Some like you to be out of sight, out of mind; some don't.

3. **Send misbehaving kids to the office with far-below-average frequency.** In Baltimore, this meant not sending a kid down more than once or twice per quarter. In Cedar Springs, this means not sending a kid down more than once or twice a year (or not at all).

a. Basically, you've got to figure out how to deal with 99% of issues in your room **in your room**. *Or in the hallway!

4. **Make positive assumptions.** You see only sliver of their thoughts and actions and pressures.

5. **Play nicely with parents.**

write out thank you notes!

↳ simple 1 min. excuse.

↓ engaged in

discussion

BLOG

↑ status.

learning game

↳ grading policy. → comp hungry for learning.

↳ sense with your own grading policy

Key ideas for getting "in" with parents:

1. This **isn't** about bending to parents' every whim; it **is** about figuring out how to communicate to any parent a few basic facts:

a. They are the biggest factor in a kid's development, and therefore anything good in the student is likely from them;

b. You are joining them on their quest for providing their kid with a good future; it's a privilege to be on their team.

c. Your class is all about two things:

i. Getting their student one year closer to college/career readiness in your subject area;

ii. Getting their student one year stronger in character. "Character growth"

2. **Positive parent phone calls** at the start of the year (or any time, really) are unbelievably freaking powerful.

3. Try to set your class / grading up to **reward grit**.

a. E.g., most grades in my class aren't final **IF** students will put the work in to master the skills and do it right. At the same time, I'm not really an extra credit guy -- I want kids to do the

mention

watch class. mins

+ handle

class

Issues: grading systems.

reward efforts

Simplify /

fairness with classroom discipline.

- Not case by case.

spread the legend

parents of Mr. Barwick

- make calls

Pick up garbage → everyone in the

work I assign with proficiency.

Small classes building matters.

4. Strive for fairness and simplicity in your classroom management plan--disdain creativity and fuzzy-wuzziness and inconsistency.
5. Consider doing a semi-regular parent email that explains the top 1-2 things you're seeing or doing in your class right now (I'm trying this out for the first time this year).

Key ideas for getting "in" with support staff:

Not your fault.

1. Treat them like dignified humans, whether they're around or not.
 - a. Ex: Picking up garbage in the halls.
 - b. Ex: Not freaking out when the standardized test goes wrong.

↳ it theirs → tech.
↳ support staff?

Expanding your impact outside of your building:

- Do a session at Fire Up! Annie Kim did one her first fall on the job.
- Start a blog:
 - It's interesting how much starting a blog for teachers has actually increased my impact in my own school. A blog is a great place to share your thoughts and fully develop them without talking someone's ear off or taking up their time.
 - Subscribe at BuildABallerEdublog.com for how to get started.

↳ Murphy's law
- stress level

- Do a session at a conference

Start NOW

Build a Blog

Now is the exact time to begin practicing **whatever is standing out to you from this session**. Our impact outside of the classroom is through encouraging other adults, teaming up with them, and, interaction by interaction, constructing a culture that promotes long-term student flourishing.

Remember: I am at Fire Up today because I want you to have the impactful career you desire. That means **I'd be honored to serve you in any way from here on out, whether that's through email, Facebook, teachingthecore.com, (see contact info on front page) or an actual visit to my classroom to a see if I actually walk the talk.**

poll everywhere, com

Be in touch:

I am here because I want you to flourish; when you do, your students will. If you'd like to bounce a question off of me or troubleshoot an issue or whatever, I would be honored to return the favor that my mentors have given me over the years. Check out teachingthecore.com/impact for ways to get in touch.

For your feedback form:

- What topic(s) do you wish Dave had gone into greater depth on? What topic(s) did Dave go too deep on?
- What topic(s) would you find helpful from Dave in the future?
- How could Dave have improved this session?
- What was the most useful topic or idea or aspect of this session?
- What did you appreciate about Dave or his talk?

Project Majority

impact others

↳ Joyful Place

↳ none on

↳ Learn from other teachers & learn

read comments

colleagues

relocate students
never change exps

Smart Classroom Management www.smartclassroommanagement.com - read

Get there early!

FIRE UP!

Print off another map of Aquinas + goyle maps.

STUDENT TEACHER CONFERENCE

General Session

- 8:00—8:20 *Registration in the Performing Arts Center: Coffee and Pastry*
- 8:20 **Welcome to Aquinas College!**
Nanette Clatterbuck M.Ed., Dean of Education, Aquinas College
Dr. Elizabeth Knepper-Muller, President, Inter-Institutional Teacher Education Council of West MI
 An introduction to the Inter-Institutional Teacher Education Council of West Michigan, and an explanation of facilities and program logistics.
- 8:30—8:50 *Keynote Address: Dave Stuart Jr., HS History/English Teacher*
- 9:15 **First workshop starts**

—Program Key—

- AB:** Academic Building
- Wege Ballroom and Loutit:** Wege Student Center, Second Floor
- Cafeteria:** Wege Student Center, First Floor
- AB 151:** Hospitality Room (for presenters only)
- * denotes multiple presentations
- EE:** Early Elementary, **E:** Elementary, **M:** Middle/Junior High, **H:** Senior High, **G:** General

—LUNCH OPTIONS—

Bag lunches are available in the Wege Center Cafeteria during the second session (10:30-11:30) and third session (11:45-12:45).
Pick one up to take along to your session, or dine in the cafeteria.

Conference Planning Committee

Liz Storey, *Grand Valley State University, Conference Chair*

- | | |
|---|--|
| Dan Diedrich, <i>Aquinas College</i> | Debra Warwick, <i>Amy Kavanaugh, Ferris State University</i> |
| Ed Bailey, <i>Baker College</i> | Cindy Todd, <i>Kendall College</i> |
| Darla England, <i>Vicki Conrad, Cornerstone University</i> | Connie VanBelois, <i>Michigan State University</i> |
| Megan Freudigmann, <i>Dennis Schultz, Sheryl Vlietstra,</i> | Lynn Lee, <i>Western Michigan University</i> |
| Raul Ysasi, <i>Grand Valley State University</i> | |

The committee wishes to express special thanks to Aquinas College for their assistance in sponsoring this conference.

Mr. Lang & math staff, Uasssel.com

tel lang
+ lang @ wk parish.net

9:15 - 10:15

**MINI SESSION #1
CHOOSE ONE TO ATTEND**

9:15 - 10:15

M/H
AB 154

Learning Invasion Games Concepts and Strategies Through Small-Side Games

Dr. Duane Ambrose, Assistant Professor, Kinesiology, Aquinas College

This session will examine how to increase student learning in invasion games through the use of small side games. Participation in several small side games will happen during this session after a presentation on the history and origins of small side games and how to manipulate the parameters to achieve a desired outcome.

G
AB 303

*** Eric's Story...**

Sandy Baker, Retired Special Education Teacher, with Eric Baker

Sessions 1,2,4,5

Sandy and Eric will entertain you and educate you with their story - their journey from birth to present day! Eric is a 21 year old young man with Down Syndrome. Sandy is a retired Special Education Teacher and Adjunct Professor at Muskegon Community College. She was an Elementary Administrator in the early 1990's and currently supervises Student Teachers for GVSU/HOPE. You will thoroughly enjoy their presentation! Don't miss it!

E
AB 101

*** Teaching Elementary Science: What a R.I.O.T.!!**

Michael Fillman, Fifth Grade Teacher, Lowell Area Schools

Sessions 1,2

In this session, many hands-on demonstrations, experiments and ideas will be presented to use in the classroom, making science fun to teach and learning easier for your students. You won't be afraid to teach science after this session!

2

G
AB 156

*** Teaching in the Digital Age: Get Noticed to Get Hired**

Ron Houtman, Education Technology Consultant

Sessions 1,2,3

Want to get noticed during the hiring process? Schools today are looking for much more than just your ability to deliver content. In this session you will learn some secrets about building your professional learning network, learning about technology enhanced teaching, and how to stand out from the crowd during interviews.

4

M/H
AB 257

*** Creating the Caring and Sharing Classroom**

Dave Kampfschulte, Amazing Circles Workshops

Sessions 1,2

In a caring classroom, learning soars as students feel comfortable participating and are more apt to relate life experiences to the lessons at hand. Through this experiential workshop participants explore techniques and activities designed to create or enhance a classroom atmosphere of respect and community. Warning - be ready to participate. This is not a lecture.

1

M/H
AB 102

Using Technology to Turn Students' Interests to Math

Ted Lang, Math Teacher

Students' interests lie in social settings, the newest technologies, video games, and sports. Why learn to multiply decimals when I can ask SIRI to do it for me? With just a few free computer and iPad apps, you can change this trend. Learn about these resources, and how you can get your students' minds excited about math.

G
AB 155

*** Grants and Grant Writing**

Kristen Morrison, Student Teacher Placement Officer, Kendall College of Art & Design of Ferris State University

Sessions 1,2

Millions of dollars in grant money are available to teachers every year! Learn about funding sources for equipment, classroom activities, research, and overseas study. Local and national funding sources will be discussed as well as tips on how to complete the application and impress the interview committee.

3

G
AB 315

*** Teacher Websites - The Ultimate Communication Tool**

Taru Nieminen, Author, Teacher

Sessions 1, 2

Teacher websites: why every teacher needs one. This one hour session will give you tools and tips for creating a teacher website. You will walk away with the power and confidence to tackle the job whether you are a novice or seasoned computer user. Get simple and easy to use tips to provide your students, parents, and administrators the ultimate communication tool.

o Univ. Design
↳ proactive
- find alternate support

Never have
↑ relationship
(parent)
↳ code ok conduct →

All to same
↑ conduct
discuss in lin

Kids & safety
- think on you too
in education

- M/H**
AB 119 **Learn History By Doing History: The Michigan History Day Contest**
Sean O'Neill, Professor of History, History Day Regional Coordinator, Grand Valley State University
Learn how to have your students exercise historical thinking by entering the National History Day contest in Michigan. Excite your students about studying history, while applying authentic assessments. Contest materials will be available.
- G**
AB 231 *** We Are After Your Heart Not Your Job**
Mike Paskewicz, Superintendent, Northview Public Schools
Do you understand that you have chosen a profession that is also a vocation? Do you have the heart and the courage to be a public school teacher? Have you defined your core beliefs and values? If you can answer these questions honestly, then consider attending the session.
- G**
AB 304 *** A Classroom Community – built with Research Based Strategies**
Amy Sheridan, Teacher, Spring Lake Public Schools, Trainer
Create a classroom learning community using research based classroom management strategies endorsed by Marzano and Madelyn Hunter. Discover techniques that can cut down on as much as 70% of low-level discipline problems in the classroom. Enjoy a calmer teaching environment that helps you regain 5-9 hours of lost instruction time per week. Engage, Inspire and Teach with the management skills you need in your toolbox!
- E/M/H/G**
AB 112 *** Blooms Taxonomy is Blooming Digitally**
Maryly Skallos, Instructional Designer
Bloom's Taxonomy is a foundational piece for teaching and finding appropriate free apps to use this critical thinking tool is very important. Come and try various web 2.0 applications that address the different levels within Bloom's Taxonomy. If you have a laptop, tablet, or some other Internet capable device, you might be surprised at how you use the device for great learning opportunities.
- G**
AB 306 *** Flipped Learning: Letting Students Learn at Their Pace**
Dan Spencer, Educational Technology Consultant
The "Flipped Classroom" has been a huge buzzword in education circles the last few years but many teachers are still wondering how it would work in their classrooms. Come see how, when used correctly, this concept allows students to learn at their own pace while also untethering teachers from the front of the classroom so they can be available when students need them the most. Attendees will experience a "flipped" lesson, discuss flipping in different subject areas and grade levels, and learn about available resources for making this happen in their own classrooms.
- G**
Ballroom **Jedi Mind Tricks for Avoiding First-Year Burnout**
Dave Stuart Jr., High School History/English Teacher, Founder of www.teachingthecore.com
We've all met burnt out teachers, and our first instinct is to disdain them. However, not one of them entered teaching hoping to one day burn out. So how does it happen, and how can we avoid it during the much-discussed first year of teaching? Participants will leave with practical ideas and generous encouragement.
- H**
AB 227 *** Thriving, Not Just Surviving Teaching**
Paul Terpstra, Retired English/Psychology Instructor
Strategies that work, techniques that succeed, words that motivate, and quotes that inspire. Tips from a teacher chosen many times as the most influential educator by Cum Laude graduates.
- EE/E**
AB 153 *** Classroom Management for Elementary Teachers**
Dan VandenBerg, Student Teacher Field Coordinator, Grand Valley State University
Strategies for establishing and maintaining a joyful and effective elementary classroom will be the focus of this seminar. Procedures for establishing a pleasant and appropriate physical environment, curriculum development, discipline plan, daily schedule and other strategies will be presented and discussed.

- start small

- "situational" ex

- video time

↳ practice

- tech in teaching

↳ supports

- help students

connect & collaborate
together online.edutopia.org

- "Everyone makes mistakes."

"Not very smart?"

- Terry Stockton

risk Big

↳ break stereotype.

lose kids
Teach what the teacher should teach

• Big bird - "makes mistakes" - Notes - youtube

• how to approach mistakes

- Family intervention

- human audience

Make rules
↳ safety, prepare

Academic Minimalism
- 2nd stage

- "I don't get it"

- time management

live up
Medicine

↳ say it again → directions/instructions

- asking same questions.

- Teachers know everything.

• Be careful how we give grades.

• writing famous → shame

- doesn't go as I plan.

Read, write, risk
- strategies in receptive.

- "Not for me" → I'm terrible.

how would a 7th grader think about this?

Prep. Better

- consider audience

Wrongs = Morally Deficiency, = Failure
- tell them how horrible they were.

- written down instructions

↳ Break ourselves up!

• Continuum to Success - AB

- Makes us stupid

Adventure - stabilize our fears

• student assumption

- lie to tell truth

↳ stupid = bad

- benefits

• Use Tools

- good student / smart

↳ Human nature

• "off day" or "Judging"

Continuum of Failure

• 5 R's of us.
grades

• How risk work you take to learn from Year mistakes.

- lack intelligent gifts.

- No Motivation.

- Family History / Personal life²⁰

• My dream etc

- Draw picture

- learn something

• trust teacher

• Figured out the system.

- learn the material

Teaching to get hired (4) Mentorship  - facilitate their learning guided to that place.

Run H. MCAWL → March
 Kids d. P. works, com

Inquiry

Pro-active - how can we make it relevant to them?
 Notes

Help kids achieve GREATNESS!

- What's the mission of ed. and schools?
- Interview communities
- 100 - 400 for 1 job - reality
- grammar → Not interview
- No night teacher cent.
- Not night materials

(3) Interview classrooms

Students growth learning.

are you? google

(5) Blended Learning

online & face/face cont./content.
 access outside of class. cross - curriculum → CCSS
 open to other resources

(6) Shift to Project Based Learning

↳ Real world Expo

Pen assess.

Driving Question

authentic

↳ Tech. differentiated - hands on
Assessment / change classroom

(1) Learn & study whenever and wherever

they want to.

- online tools
- YouTube/google it.

Self-organizing projects by students own interest.

(1) Practical - 16 weeks

- haven't been in classroom lately.

↳ gross interview
 ↳ conversations
 ↳ good fit?
 ↳ good fit?

(2) Cloud Computing

- collaborative platforms.
- stored
- conversion tool

(2) Network

↳ any device

↳ connections

(3) Professional Dev.

↳ Blog

↳ Twitter - connect & collaborate.

(3) Collaborative

↳ students projects are structured

- Skype/2k
 ↳ show google ressource.
 ↳ hangout
 ↳ student

- folk great educators.

* ED Camp & K. org

"Using Tech. in Math Classrooms"

exponential growth

object 1/2

- I-pads → textbooks

adapters

↳ Motivated

↳ we iPad.

-Notes-

→ take iPads home.

- Takes notes with

elec. textbook

• Excitement

McGraw Hill

ED.

• Personalization

• Time Saver → grade saver

• Cosmic Voyage

Edu Creators

↳ screenshot

→ white board

• Youtube Tube

- import photo/files

- Draw + save it

• Condinate plane save

- Draw on it.

Khams account

• Google Calendar
- check out the cart.

• You just have

• McGraw Hill connect

• I pads, iPhone ...

- e-book

• Apple TV

Scratch Quiz

- extra resources

• Geo Getra app = #1

↳ compil ab for lessons.

- Visual → graph lines for a * How many groups ...

reason 22

* Year Rd app.

Maths

• Stellarium

- 3D view

* teaching

- calc. distance to stars

with I pads, → teaching

Links for Technology Use in Mathematics Classroom

Mr. Ted Lang

tlang@olcparish.net

Teacher Blog:

<http://www.mrlangsmathstuff.blogspot.com/>

Everything Solver...(Quite Literally):

<http://www.wolframalpha.com/>

Free Online Graphing Calculator:

<http://www.meta-calculator.com/online/>

iPad iBooks Textbooks:

<http://www.apple.com/education/ipad/ibooks-textbooks/>

<http://connected.mcgraw-hill.com/connected/login.do>

Quick Graph for iPad: (Free) Does Exactly What the Name says

<http://www.imore.com/how-i-use-my-iphone-and-ipad-college-math-teacher>

GeoGebra: (Free) Graphing and manipulating Graphs

<http://www.geogebra.org/cms/en/>

Stellarium: (Free)

<http://www.stellarium.org/>

Youtube Fun:

<http://www.youtube.com/watch?v=0HJpGF5yaDc> <http://www.youtube.com/watch?v=qxXf7AJZ73A>

<http://www.youtube.com/watch?v=vXGhvoekY44> <http://www.youtube.com/watch?v=DJ6CcEOmIYU>

Coordinate Plane: (bookmark it)

<http://putnam.k12tn.net/cms/Probo/Coordplane.png>

Extra Apps Links:

<http://www.teachthought.com/apps-2/12-of-the-best-math-ipad-apps-of-2012/>

<http://www.mathsinsider.com/16-cool-ipad-math-apps-that-your-child-might-actually-love/>

<http://teachwithyouripad.wikispaces.com/Math+Apps>

<http://appsineducation.blogspot.com/p/maths-ipad-apps.html?m=1>

<https://itunes.apple.com/us/app/scratchquiz/id576486512?mt=8&ign-mpt=uo%3D4> (Scratch Quiz)

Extra Lesson Links:

<http://lessonplanspage.com/mathciwordproblemsandtechnology12-htm/>

<http://lessonplanspage.com/math/>

http://mathforum.org/library/resource_types/lesson_plans/

<http://www.lessonplanet.com/search?keywords=math+technology>

<http://powayusd.sdcoe.k12.ca.us/projects/edtechcentral/TechForMath.htm>

Fire Up Conference Session Summary Sheet

Note the sessions that you attended throughout the day and write a brief summary of your reactions or learning for each one.

Session #1 - Title: Using Technology in a Math Classroom

Reactions / Learning:

Have ~~it~~ use their brain to the fullest. Folio = liquid gold. You have Twitter to communicate to their level. Used ~~idea~~ to group the class for discussion. Need to grab their attention - hook. Use YouTube video engagement.

Session #2 - Title: Everyone Makes Mistake

Reactions / Learning:

Terry's session motivated to accept I will ~~not~~ make mistakes in the classroom. He said take big risk. Also, learn how to move the students from mediocre to successful.

Session #3 - Title: Teaching to get hired

Reactions / Learning:

— Mike told us to build our digital publications and how to integrate project-based learning, blended learning and flipped classroom. He told

us how to stand up and twitter is a good way to communicate your ideas.

Session #4 - Title: Tips for Becoming a High Impact First Year

Reactions / Learning:

Dave talked about how to collaborate online and creating a blog to connect with other colleagues. He also mentioned to build your rapport, and how universal

Session #5 - Title: Design can be a proactive approach.

Reactions / Learning:

Had permission to host the Parent Teacher Conference at Oakridge.

List your first, second, and third choices for each hour			
1 st		"Using Technology ... in Math	M/H AB 257
		Teaching in Digital age	1/G AB 158
		Teaching Websites	AB 315
2 nd	1	Teaching in Digital age	AB 158
	3	Math Myans	AB 105
	2	A classroom community -	G AB 304
3 rd	2	Working to get noticed	G AB 231
	1	Everyone Makes Mistakes	AB 103
	3	What can you do?	E/G AB 157
4 th	1	Tip for Becoming...	G Ballroom
	2	Working to get noticed	G AB 305
	3	Do's/Don't in Class; Disc.	AB 231
5 th	2	strat. for Solving.	AB 256
	1	LGP - Views of Interv.	AB 308
	3	Creating a Successful	