

Dear wonderful educator,

The UArizona Center for Recruitment and Retention of Mathematics Teachers (CRR) has begun preparations for the **18th Annual Mathematics Educator Appreciation Day (MEAD) Conference**, to be held on **Saturday, January 22, 2022**.

This year, the MEAD conference will be **remote**. Therefore we request that each facilitator be able to facilitate a **45-minute or 60-minute session over Zoom**. We will provide the Zoom session host. We also request that each facilitator be willing to facilitate their session twice, to ensure the maximum number of teachers can participate without making group sizes overly large.

We are hopeful that you will share your expertise by facilitating a session. If you are new to facilitating workshops or conference sessions, we encourage you to invite a colleague to facilitate with you. We also encourage you to consider a 45 min session to begin with.

If you know of a teacher that has an excellent idea to share, please send this invitation to them!

Teachers are the primary speakers at MEAD. Effective sessions share a few great examples of an idea, strategy, or understanding that you are using in your classroom and have found success with.

This year we have set up our conference around 4 strands. Alignment to one of the four strands is required. ****Since new facilitators may not have experience proposing an idea in light of conference strands, we are offering conference development mentors. They will help new facilitators in developing their title and description, as well as responding to strand alignment and special interest area questions in the proposal form. If you would like mentorship, please email Melissa Hosten at: mhosten@math.arizona.edu**

This year we have two different lengths of sessions. We are inviting sessions of **45 minutes and 60 minutes**.

We will have four strands at this conference, **your session MUST align with one of the strands.**

Strand 1: DEVELOP DEEP MATHEMATICAL UNDERSTANDING

A deep understanding of fundamental concepts provides access to other disciplines and prepares students to understand and critique their world. Sessions in this strand will model teaching practices that help build a strong foundation of deep mathematical understanding and share tasks that provide rich problem-solving environments for all students.

Strand 2: PROVIDE EQUAL ACCESS AND OPPORTUNITY IN LEARNING MATHEMATICS

The effective use of inclusive practices can be experienced and told through stories that show how intentionality, thoughtfulness, and care ensure that all students are seen and heard in the mathematics classroom. Sessions in this strand may focus on teaching practices that nurture students' positive mathematical identities; disrupt systems of oppression by challenging spaces of marginality and privilege within classrooms; respond to and sustain students' cultural and linguistic resources; and foster all students' mathematical agency, belonging, and joy.

Strand 3 REIMAGINE THE ROLE OF TECHNOLOGY IN MATHEMATICS EDUCATION

The pandemic put technology front and center in education, and we each experienced our own sets of challenges and successes. How have the last two years affected how we see the role of technology in math education? Sessions in this strand will support our community in taking stock of all that we have learned through the pandemic. They may focus on particular technological tools, best practices for teaching with technology, or design considerations for developing high-quality mathematical tasks and assessments for remote settings. A focus on strategies for cultivating equitable access to technology is encouraged.

Strand 4 CREATE EQUITABLE AND ANTI-RACIST STRUCTURES IN SCHOOLS AND SYSTEMS

Educational policies that have the power to shape students' experiences, opportunities, and outcomes must be interrogated and revised as we strive for equitable and anti-racist schools. Sessions in this strand will explore ways teachers can intentionally disrupt systemic barriers to success so that we can ensure high-quality mathematics instruction for all learners. Sessions may focus on strategies for advocating for or effecting change within classroom-, department/grade level team-, or school-level policies and practices. We welcome facilitators to share approaches and lessons learned by educators in advocating for themselves, students, colleagues, or larger communities.

Below are **OPTIONAL special areas of interest**. These will be highlighted in the program book, to help participants plan a coherent experience. Please mark ONE area of interest IF it applies to your session proposal. **You DO NOT NEED to select a special interest area if one does not apply.**

- Reaching Emerging Multilingual Students in the Mathematics Classroom
- Social Justice, Culturally Relevant Learning, and Anti-Racism in the Mathematics Classroom
- Complex Instruction
- Mathematics and Special Education
- Technology Integration
- Math and Computer Science
- Math and Economics/Personal Finance
- STEM with a capital M
- Gardening and Mathematics
- Math and Social Emotional Learning
- Active Learning* in Secondary and Post-Secondary Education, including strategies from "Building Thinking Classrooms"

*"Active learning is the adoption of instructional practices that **engage students** in the learning process (Prince, 2004). The instructor's role is as **expert guide** through activities and situations in which the student must engage in **thinking about the content** toward the desired **learning outcomes** (Mayer, 2004)."
Retrieved from <https://ctl.uga.edu/special-initiatives/active-learning/>

PLEASE NOTE: The following guidance is for the 2022 conference. Please ensure your session and proposal fall within these guidelines.

- 1) **Titles** are limited to **12 words** and cannot contain any profanity or references to profanity. Titles should grab the attention of teachers that would benefit from your workshop.
- 2) **Descriptions** must clearly indicate the content for your session and the goals or outcomes for your sessions. Descriptions should be limited to **50 words** and cannot contain any curse words or references to curse words. Descriptions should help share the interesting and fun aspects of your workshop, as this is how people will decide to select the session.
- 3) All workshops must be designed in a **learning-active format**. A learning-active format requires participants to experience and explore the ideas in a relevant and active participant-centric way. Webinar, lecture, and information-sharing format sessions should not submit, as these formats are not permitted. Please note that having the participants wait until the end of a session to discuss, ask questions, or engage is considered a webinar format.
- 4) In light of significant research on **equitable mathematics learning**, we are not accepting skills-practice-focused sessions. Sessions that encourage the repeated practice of skills in a worksheet format or in a tech-enabled format will not be selected.
- 5) **No vendor/sales** sessions are permitted. No sales of any kind are permitted except as official conference exhibitors (contact CRR if interested). Sessions cannot be focused on sharing a proprietary item, but must be focused on significant mathematics concepts explored through many resources, and not specific to the proprietary resource.
- 6) **No copyrighted material** may be used/shared/copied without explicit written permission stating the event, date, and time interval for approved use. This includes Teachers Pay Teachers items! All items used with permission **MUST** note the permission acquired, from whom, when received, and for what purpose as a footer on every page/slide.
- 7) **Repeat Sessions** are requested since MEAD will be a remote conference this year. By repeating your session one time, more MEAD participants will be able to attend your session, and session sizes can be limited to an appropriate size.
- 8) **Requests** for specific session blocks cannot be accommodated this year, since we are building the conference schedule in a new way that will allow participants to attend 3 conference sessions of their choice.

1 facilitator and 2 co-facilitator are provided free registration if the facilitators are not from Arizona schools. If you come from an Arizona school, all participation is free.

The **tentative schedule** is given below.

- 7:30am-7:50am Log in for conference attendees
- 8:00am-8:45am (45 min) Session A
- 9:00am-10:00am (60 min) Session B
- 10:15am-11:15am (60 min) Session C
- 11:30am-12:15pm (45 min) Session D
- 12:15-12:45pm (30 min) Lunch Preparation Break
- 12:45-2:00pm (75 min) CRR Welcome and Keynote Session
- 2:15-3:15pm (60 min) Session E
- 3:30-4:15pm (45 min) Session F

Proposals are due by Friday, November 5th, 2021.

The link to submit a proposal can be found at the CRR MEAD website at

<https://crr.math.arizona.edu/mead-conference> or the form can be directly accessed at:

<https://forms.gle/XJixkXqBK5ryHqKP9>

Let us know if you have any questions. If you are a new facilitator, we are happy to mentor you through the process.

Hoping to hear from you,

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Co-Directors

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