

Featured Speakers

Opening Session



Pedro Noguera
*Metropolitan Center for
Urban Education*

Challenging Racial
Inequity in Our Schools

Pedro Noguera is an urban sociologist whose research focuses on the ways in which schools are influenced by social and economic conditions in the urban environment.

Closing Event



Ron Clark
The Ron Clark Academy

Teaching Through
Adversity: Facing
Challenges and Making
a Difference

Known as “America’s Educator”, Ron Clark is a bestselling author and founder of the Ron Clark Academy in Atlanta Georgia.

Keynote



**Henry (Hank) S.
Kepner, Jr.**
NCTM President

Engaging Students in
Significant Mathematics



Francis (Skip) Fennell
NCTM Past President

Coherence, Connections,
and Communication
AND Fraction Sense



James Rubillo
NCTM Executive Director

Is Math Real? Sure, It
Pops Up Everyday!



Lee Stiff
NCTM Past President

Never Could Have Made
It: A Tribute to Iris Carl
*Iris M. Carl Equity
Address*



Marilyn Burns
*Math Solutions Profes-
sional Development*

Using Assessment to
Guide K–6 Mathematics
Instruction: A Focus on
Number and Operations



Rick DuFour
Education Consultant

Confronting Hard Facts,
Half-Truths, and Total
Nonsense in Education



Leanne Ketterlin-Geller
University of Oregon

Dividing Fractions:
A Cognitive-Based
Approach to Instruction
and Assessment



John Hoven
Education Consultant

Singapore Math 6th
Graders Solve Harder
Problems Than the 8th
Grade NAEP



Arthur Hyde
National-Louis University

The Missing Ingredients
in Mathematics Teaching:
Language and Cognition



Miriam Leiva
*TODOS: Mathematics
for ALL*

Differentiated Instruction:
Specific Strategies for ALL
Students, Including ELL
and Other Learners



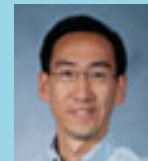
Carol Malloy
*University of North Carolina
at Chapel Hill*

Framing Questions to
Engage All Students
in Making Sense of
Mathematics



Ruby Payne
aha! Process, Inc.

A Framework for
Understanding Poverty



Greg Tang
*Houghton Mifflin
Harcourt Math*

Algebraic Teaching: An
End to the Math Wars?



Zalman Usiskin
University of Chicago

Forty-Five Years of
International Comparisons
in School Mathematics:
What Have We Learned?