

Our Keynote Speakers for the Conference

Monday, August 11, 2008

James R. Stone III, Director of the National Research Center for Career and Technical Education, called attention to the fact that scores on the National Assessment of Educational Progress (NAEP) have moved very little in thirty years even though students are taking more math and science. Therefore, as he says, “we need to look at how we are teaching math.” The context of CTE courses is rich in math even though these courses do not emphasize development of math skills. A goal of the Math-in-CTE research was to test the possibility that enhancing the embedded mathematics in technical education courses could build math skills without reducing technical skill development.

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Tuesday, August 12, 2008

Richard Evans is a Mathematics faculty member at Plymouth State University. In his keynote address, Activities to Develop Habits of Mind, he will examine activities that require students to “work mathematically.” The activities promote the use of group work, are often open-ended, and allow for several paths to a solution. They also allow students to enter into the activity at different levels and exit at different levels.

Richard Evans, Plymouth State University, evans@plymouth.edu

Wednesday, August 13, 2008

Judith Richardson is currently Associate Director for School Improvement for the National Association of Secondary School Principals. As such, she shares information with school/administrative teams on ways to utilize local school assessment data to drive school reform and on ways to implement the reform strategies and tools from *Breaking Ranks II* and *Breaking Ranks in the Middle* that improve student achievement. Early in her career as program innovator and school administrator, Judith recognized the need to change the culture of numeracy in her school and initiated an award winning pre-engineering program using employment data, student assessment data, and university and technical statistics in the program design.

In 2007, she completed an NASSP publication on *Making the Mathematics Curriculum Count: A guide for Middle Level and High School Principals* and currently shares strategies and tools with school teams to improve student achievement in mathematics by initiating school-wide improvement strategies supported by local school data, needs assessments, inventories, and student profiles. As school principals are increasingly held more accountable by state and federal legislation, systematically collecting and disaggregating data are crucial skills in the principal's tool kit. Effective school change that meets high standards for all students is a collaborative school and community process that must be data-driven. Effective data analysis may be a challenging process, but it is one that is no longer optional.

In her keynote address, **Tools and Strategies to Make the Mathematics**, she asks the question: "What are the 7 action items that will provide school-wide mathematics improvement?" This session is designed to give secondary leaders the best practice strategies and tools to implement mathematics instruction as a whole school improvement effort. Improving the mathematics achievement of every student means engaging every content teacher in the effort. Use the practical strategies and tools to put your students on the road to mathematics mastery and improved mathematics scores.

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