



Reaching All Students in Math: Mathematics Instruction That Works! K – 5 with Nanci Smith

But math is different!” Maybe, but that only increases the need to understand how to design and differentiate instruction so that all students can be successful – even in math! This workshop addresses the impact of students’ differences on instruction and how those differences can be addressed through math instruction that emphasizes conceptual understanding along with procedural fluency.

In this workshop, Nanci addresses the impact of students’ differences on instruction and how those differences can be addressed through math instruction that emphasizes conceptual understanding along with procedural fluency. Specifically, participants will:

- **Free Materials!**
- Use the National Research Council’s definition of “Mathematical Proficiency” to guide curriculum and instruction.
- Discover what it means to teach math conceptually.
- Learn and use the framework of differentiation to address students’ learning needs.
- Use tools to diagnose their own learning profiles, which can then be used to analyze students’ learning profiles.
- **Share** and learn ways to evaluate students’ readiness and interests that impact learning.
- Explore many different strategies for addressing student differences through rigorous instruction.
- Participate in hands-on activities, many of which come directly out of the presenter’s classroom.

Target Audience: Grades K – 5 teachers of mathematics, mathematics coordinators, and administrators

**Register before December 12, 2008 at
www.regent.edu/mathscience for early-bird discount!**

July 21-22, 2009
8:30 a.m.- 3:30 p.m.
Location: TBA
Regent University

**For more information
contact:**

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Cost: \$175 per person (\$125 for early-bird registration prior to December 12, 2008)

Optional: 1 Graduate credit (30 licensure points) is available through Regent University for reduced tuition (\$185)

