



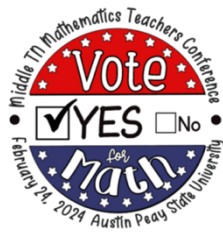
MIDDLE TENNESSEE MATHEMATICS TEACHERS ANNUAL CONFERENCE

AUSTIN PEAY STATE UNIVERSITY

FEBRUARY 24, 2024

8:00 AM

<p>Start Time 08:00</p> <p>Room: TB 232</p>	<p><i>Persevere in Problem Solving Using Interactive Activities</i> Rebecca Darrough & Jennifer Yantz</p> <p>In this session, you will learn about different interactive activities that will engage your students and encourage them to persevere in problem solving. It is said that it takes 8-15 days to move from a mathematics concept to a skill. Let's make at least one of those days be an interactive activity!</p> <p style="text-align: right;">E M H PS</p>
<p>Start Time 08:00</p> <p>Room: TB 234</p>	<p><i>Revitalizing a First Level Calculus Course</i> Ben Ntatin</p> <p>In this session, we will consider the different ways in which inquiry-based learning techniques can be incorporated into a calculus course. The active learning student-centered approach that introduces students to inquiry and exploration. How to base it on perceived knowledge, skills, and abilities of students with respect to the inquiry process</p> <p style="text-align: right;">HC G PS</p>
<p>Start Time 08:00</p> <p>Room: TB 104</p>	<p><i>Regression Activities with CODAP</i> Lisa Elliott</p> <p>We will explore how to collect, organize, and model data using free sites and applets to support teachers in our lesson development of Statistics standards. Be prepared to engage in the activity, share ideas, and bring questions. Please bring your laptop.</p> <p style="text-align: right;">M H</p>
<p>Start Time 08:00</p> <p>Room: MMCS 130</p>	<p><i>Enough said</i> Dr. Nick Kirby</p> <p>Conventional methods of presentation of material can leave students feeling alienated and unaware of the creativity in mathematics. In reaction to this sad state, educators have developed inquiry-based, active learning strategies. In this presentation, I will share my experiences adopting these strategies in both upper level collegiate mathematics and entry-level courses.</p> <p style="text-align: right;">H C</p>
<p>Start Time 08:00</p> <p>Room: MMCS 242</p>	<p><i>Learning through 3 Act Math Tasks</i> Sarah Fox</p> <p>Want to do a 3 Act Math but don't know where to start? This session will go through a 3 Act Math for teaching conditional probability.</p> <p style="text-align: right;">H G</p>
<p>Start Time 08:00</p> <p>Room: MMCS 243</p>	<p><i>Road to Educator Wellness: Self-care in a Selfless Profession</i> Kimberly Dennis</p> <p>It is vital that we take care of ourselves in order to better support the students and teachers we work with each day. In this session, educators will be able to reflect on their current educator wellness and explore strategies and best practices to grow in dimensions of educator well-being.</p> <p style="text-align: right;">P K E M H C G PS</p>



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9:00 AM

<p>Start Time 09:00</p> <p>Room: TB 232</p>	<p><i>Supporting Mathematics Instruction Through the Use of Contextual Problems</i></p> <p>Hannah Olson & Peyton Pope</p> <p>We will explore the importance of teaching mathematics with real-life contextual problems while looking at data from two research studies supporting our claim.</p> <p style="text-align: right;">E</p>
<p>Start Time 09:00</p> <p>Room: TB 234</p>	<p><i>Using Algebra Tiles in the Middle Grades</i></p> <p>Cecily Gaither & Shelby Hicks</p> <p>Through hands on activity, this session will provide experience using algebra tiles in the classroom and provide online resources to help when using algebra tiles.</p> <p style="text-align: right;">M H</p>
<p>Start Time 09:00</p> <p>Room: TB 104</p>	<p><i>Making Sense of Cross Multiplying</i></p> <p>Lakisha Williams & Christina Ploeckelman</p> <p>Using tasks to promote conceptual understanding of proportional relationships</p> <p style="text-align: right;">M</p>
<p>Start Time 09:00</p> <p>Room: MMCS 130</p>	<p><i>Dishes, Musical Notes, Planes, Arcs, and More - Fascinating Applications of Math</i></p> <p>Dr. Sam Narimetla</p> <p>Why are satellite dishes parabolic? How much higher is the C# note compared to C? Why do planes fly in curvy paths? We will answer these and address many more fascinating applications of math.</p> <p style="text-align: right;">M H C G</p>
<p>Start Time 09:00</p> <p>Room: MMCS 242</p>	<p><i>Introduction to the Desmos Activity Builder</i></p> <p>Sharon Glenn</p> <p>Bring a laptop with you! This session will get your feet wet so that you are ready to explore the Desmos Activity Builder and even modify and/or create some of your own activities.</p> <p style="text-align: right;">M H P S C</p>
<p>Start Time 09:00</p> <p>Room: MMCS 243</p>	<p><i>Collaborating on Research between Local High School Students and Universities</i></p> <p>Ari Vaknin, Carrie Joyce, Jackie Vogel, Jennifer Yantz, & Marylu Dalton</p> <p>This session will contain a brief overview of mathematics education research completed by a local high school student followed by a discussion about how to collaborate and structure a research class at your high school. Come join us and become part of the collaboration!</p> <p style="text-align: right;">H C G</p>

BE SURE TO VISIT OUR VENDORS BETWEEN SESSIONS AND DURING LUNCH

SPECIAL THANKS TO:

- HEINEMANN PUBLISHING
- AUSTIN PEAY STATE UNIVERSITY
- EAI EDUCATION
- TENNESSEE TECHNOLOGICAL UNIVERSITY COLLEGE OF EDUCATION



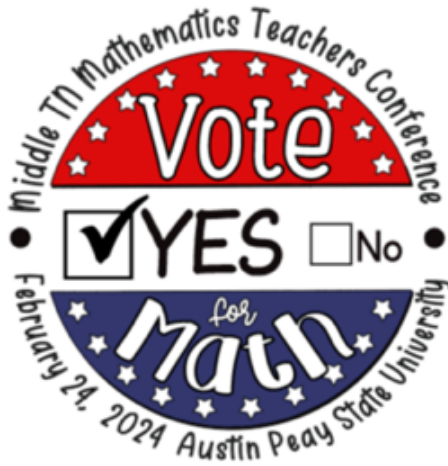
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AUSTIN PEAY STATE UNIVERSITY

FEBRUARY 24, 2024

10:20 AM

<p><i>Start Time</i> 10:20</p> <p><i>Room:</i> TB 232</p>	<p><i>Effective Teaching While Culturally Aware</i> Renensia Smith</p> <p>Effective Teaching While Culturally Aware focuses to explain the importance of maintaining classroom engagement by using teaching methods students understand. During this session, I'll share teaching strategies I've used to help reach level 5 in growth, Teacher of the Month, and The Ultimate Educator in my district.</p> <p style="text-align: right;">E</p>
<p><i>Start Time</i> 10:20</p> <p><i>Room:</i> TB 234</p>	<p><i>Purposeful Questioning in the Mathematics Classroom</i> Christina Ploeckelman</p> <p>Gain a better understanding of effective questioning and walk away with an actionable strategy to strengthen your questioning practice. We will use NCTM's best practices for questioning to further define the Questioning criteria on the TEAM Rubric. And, practice using a questioning grid to write a variety of high quality purposeful questions that advance student understanding and promote discourse.</p> <p style="text-align: right;">E M H P S</p>
<p><i>Start Time</i> 10:20</p> <p><i>Room:</i> TB 104</p>	<p><i>The Paradox of Math Vocabulary</i> Monica Laird & Kelsie Willingham-Jones</p> <p>Applicable vocabulary and note taking strategies for math students to use in and out of the classroom!</p> <p style="text-align: right;">M H G</p>
<p><i>Start Time</i> 10:20</p> <p><i>Room:</i> MMCS 130</p>	<p><i>Precalculus- AP or honors?</i> Teresa Agee</p> <p>Let's look at the differences between AP Precalculus and what I used to teach for Honors Precalculus -the content and the intent of both courses. This is the first year of the course, and there are a huge number of students that will be taking the exam in May. There is a vibrant and helpful teacher community for those of us on this journey.</p> <p style="text-align: right;">H C P S</p>
<p><i>Start Time</i> 10:20</p> <p><i>Room:</i> MMCS 242</p>	<p><i>Desmos Tips and Tricks for High School</i> Amy Penny & Karen Dodd</p> <p>Throw away those TI84 calculators! You don't need them anymore. Join us for a session on Desmos. Whether you are a beginner or a pro at Desmos, this will be informative AND we will have a share session. Bring your laptops and join in on the fun! We hope to show you a few tips to use in your classroom and tips to share with your students.</p> <p style="text-align: right;">H</p>
<p><i>Start Time</i> 10:20</p> <p><i>Room:</i> MMCS 243</p>	<p><i>What does Number Sense and Math Anxiety have in common?</i> Aiden Funches, Grace Holt, Allison Crawford, & Jackie Vogel</p> <p>What does Number Sense and Math Anxiety have in common? Both are topics being researched by Middle College students in the Partners Engaged with Emerging Researchers (PEER) Program. Come learn more about number sense and math anxiety and the PEER Program and cheer on our future mathematics researchers!</p> <p style="text-align: right;">G P S</p>



MIDDLE TENNESSEE MATHEMATICS TEACHERS ANNUAL CONFERENCE

AUSTIN PEAY STATE UNIVERSITY
FEBRUARY 24, 2024

11:15 – MMCS 244

LUNCH, BUSINESS MEETING, KEYNOTE

(DOOR PRIZES! ALL TEACHERS ARE WELCOME!)

Dr. Brad Fox, Professor of Mathematics at APSU

"How Democratic Is Our Democracy? Using Math to Measure Fairness in Politics"

In this talk, I will discuss how we can use numerical, statistical, and geometric measures to identify unfairness within our political world. Particularly, we will consider the issue of gerrymandering as well as flaws in our voting methods.

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AND DURING LUNCH

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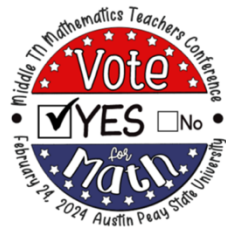
MIDDLE TENNESSEE MATHEMATICS TEACHERS ANNUAL CONFERENCE

AUSTIN PEAY STATE UNIVERSITY

FEBRUARY 24, 2024

1:00 PM

<p>Start Time 01:00</p> <p>Room: TB 232</p>	<p><i>Math Literacy Fusion: Integrating STEM Concepts through Children's Literature</i></p> <p>Jennifer Meadows</p> <p>This session will provide teachers with practical strategies to seamlessly integrate children's literature into math and STEM education. We will explore math and STEM activities connected directly to children's literature based on unsung heroes in the world of STEM.</p> <p style="text-align: right;">PK E M G PS</p>
<p>Start Time 01:00</p> <p>Room: TB 234</p>	<p><i>3 Strikes, 3-ish Acts: A Probability Task</i></p> <p>Ryan Fox</p> <p>A classic game show provides a probability investigation. Come play along and learn how to implement this task in your classroom!</p> <p style="text-align: right;">G</p>
<p>Start Time 01:00</p> <p>Room: TB 104</p>	<p><i>Exploring New Ways to Formatively Assess Students by Navigating an Escape Room</i></p> <p>Cory Yeomans & Main Im</p> <p>In order to provide teachers with additional resources and ideas on creative ways to formatively assess students, a short demonstration on how to connect an example unit in precalculus to real-world situations will be given via an escape room.</p> <p style="text-align: right;">M H</p>
<p>Start Time 01:00</p> <p>Room: MMCS 130</p>	<p><i>Time to Teach</i></p> <p>Jeran Tenpenny</p> <p>Are you running your math classroom or in your classroom running you? Conflict is inevitable; combustion is not. In one short session, learn simple, proven strategies to diffuse and amuse not confuse. Alleviate up to 80% of classroom discipline problems and walk away with effective techniques that you can use to get back to heart of the matter: teaching the greatest subject in world, mathematics! It's time to reclaim your Time to Teach!</p> <p style="text-align: right;">E M H G PS</p>
<p>Start Time 01:00</p> <p>Room: MMCS 242</p>	<p><i>Introduction to the Desmos Activity Builder</i></p> <p>Sharon Glenn</p> <p>Bring a laptop with you! This session will get your feet wet so that you are ready to explore the Desmos Activity Builder and even modify and/or create some of your own activities.</p> <p style="text-align: right;">M H C PS</p>
<p>Start Time 01:00</p> <p>Room: MMCS 243</p>	<p><i>Data, Data, Everywhere</i></p> <p>Markie Keith</p> <p>This session will focus on how to look at and analyze data in your classroom AND how to talk to students about it in a way that they will understand.</p> <p style="text-align: right;">M H C G PS</p>



MIDDLE TENNESSEE MATHEMATICS TEACHERS ANNUAL CONFERENCE

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FEBRUARY 24, 2024

2:00 PM

<p>Start Time 02:00</p> <p>Room: TB 232</p>	<p><i>Integer Discovery Lesson</i> Sherri Gray Tired of feeling like your students still aren't understanding integers? Come learn about a hands on approach to help students make connections to the integer rules. M</p>
<p>Start Time 02:00</p> <p>Room: TB 234</p>	<p><i>Definitely Different Digits, Division Done Deeply</i> Ryan Fox Come learn about the Kaktovik numbers and how they can be used to model whole-number division in both new and familiar ways! G</p>
<p>Start Time 02:00</p> <p>Room: TB 104</p>	<p><i>Assessment Overload?</i> Kelsie Willingham-Jones, Erin Sullivan, & Lis Story Do you feel like we assess our students too much? How can we assess our students to make sure we are hitting the entirety of the standard without overloading them? Come listen and participate with an instructional coach, teacher, and SPED teacher to learn how we've changed our practices to meet the needs of our students, standards, and create purposeful instructional practices. E M H</p>
<p>Start Time 02:00</p> <p>Room: MMCS 130</p>	<p><i>Incorporating Coding Fundamentals in Mathematics Classes</i> Heather Bertram We will share information about coding in mathematics classes, connections to standards, and engage in exploratory activities (with robots)! M H</p>
<p>Start Time 02:00</p> <p>Room: MMCS 242</p>	<p><i>Using Charty Party to Develop Students' Ability to Read/Interpret Graphs</i> Holly Anthony We will explore the Charty Party game and ways to adapt it to help students develop skills with reading and interpreting data presented in graphs. M H C P S</p>
<p>Start Time 02:00</p> <p>Room: MMCS 243</p>	<p><i>Free Open Digital Math Support Resources For Gr 4-8? Yes!</i> Monique Zhou In an effort to address teachers' needs for digital practice materials in math that support learning and engagement, the GeoGebra Team has created their own set of free digital resources that teachers may use immediately in their classrooms (grades 4-8) as warm-ups, practice, and/or exit tickets. Previously, all GeoGebra resources were community created, but in order to transform their historic practices GeoGebra has taken on the work to develop their own resources to ensure high quality materials for schools. Supporting current theories on engagement, many resources include elements of gamification, and all of the resources are student-centered and discovery-based in that they allow the student to make choices (digitally), get help (again, digitally), and control their learning. These tools have been designed for teachers to use in their math classes and have been developed through extensive teacher input and feedback. E M</p>

PARKING

Lot numbers are for lot identification and location. Lot outline and number color indicate the APSU permit required.

- Faculty & Staff Parking
- Residential Parking
- Commuter Parking
- ANY valid APSU permit
- Public overflow lot, no APSU permit required
- ADA Accessible Parking
- Visitor*

*Visitor parking spaces are indicated in pink for illustration purposes only and painted white with "Visitor" at each location.

PEAY PICK UP

Peay Pick Up is a Flag Down Service

- Peay Pick Up North Route
- Peay Pick Up South Route
- ★ Peay Pick Up Stops



2024 Campus Parking Map

