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*Front Cover: OML 2022 Logo Design by Joe Spooner*
Welcome

Welcome to Oregon Math Leaders (OML) 2022! We’re excited you’re here to help us learn and grow as one big mathematics education community. This year’s theme is “Diversity not Division.” We hope this year’s conference will give you the opportunity to experience mathematics from different perspectives and learn how to engage your students in high level mathematics that values their culture and identity.

This year we are back at Linfield University. We have a variety of sessions for you, as well as opportunities to network with other educators from your area, as well as statewide. In addition, we have a fabulous awards ceremony and social event on Friday night. Please remember to fill out the survey again this year (see page 21 for information about the Survey) to let us know how your experience was. Your comments and feedback are looked at closely and are very much appreciated.

We hope you enjoy this year’s OML, make some new friends/contacts, and, most importantly, share your passion for teaching mathematics.

Cindy Townsend, Elaine Rozell and Kerry Morton
OML Co-Chairs
For your information

1) **Campus Security**: 503 – 883 - 7233
2) **Campus Alcohol Policy**: In a nutshell, private consumption in dorm rooms is okay, anything else is not.
3) **Wi-Fi**: Select Linfield_Public network, the password is “inspiring!”.
4) **Handouts from presentations** can be found in the google folder. The link is: [https://tinyurl.com/OML2022presentations](https://tinyurl.com/OML2022presentations)
# Conference Schedule

<table>
<thead>
<tr>
<th>Friday Aug 5th</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 – 8:15</td>
<td>Breakfast</td>
<td>Dillin</td>
</tr>
<tr>
<td>8:30 – 9:00</td>
<td>Welcome - OCTM President Jerry Young</td>
<td>Melrose - Jonasson Hall</td>
</tr>
<tr>
<td>9:00 – 9:45</td>
<td>Keynote - Nicole Rigelman</td>
<td>Melrose - Jonasson Hall</td>
</tr>
<tr>
<td>9:45 – 9:50</td>
<td>Nuts and Bolts</td>
<td>Melrose - Jonasson Hall</td>
</tr>
<tr>
<td>9:50 – 10:00</td>
<td>Break with coffee</td>
<td></td>
</tr>
<tr>
<td>10:00 – 11:30</td>
<td>Session 1</td>
<td>TJ Day</td>
</tr>
<tr>
<td>11:45 – 12:45</td>
<td>Lunch</td>
<td>Dillin</td>
</tr>
<tr>
<td>1:00 - 2:30</td>
<td>Session 2</td>
<td>TJ Day</td>
</tr>
<tr>
<td>2:30-2:45</td>
<td>Break with snacks</td>
<td></td>
</tr>
<tr>
<td>2:45-4:15</td>
<td>Session 3</td>
<td>TJ Day</td>
</tr>
<tr>
<td>4:30 – 5:30</td>
<td>Oregon Math Leaders Networking Cadre</td>
<td>TJ Day</td>
</tr>
<tr>
<td>6:00 – 7:00</td>
<td>Dinner</td>
<td>Dillin</td>
</tr>
<tr>
<td>7:00 – 9:00</td>
<td>Awards and Social</td>
<td>Dillin</td>
</tr>
</tbody>
</table>
## Conference Schedule

<table>
<thead>
<tr>
<th>Sat Aug 6&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Event</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>7:00 – 8:15</td>
<td>Breakfast</td>
<td>Dillin</td>
</tr>
<tr>
<td>8:45 – 9:00</td>
<td>Nuts and Bolts - OCTM Vice-President Marla Baber</td>
<td>Melrose - Jonasson Hall</td>
</tr>
<tr>
<td>9:00 – 9:45</td>
<td>Keynote – Louise Wilmes</td>
<td>Melrose - Jonasson Hall</td>
</tr>
<tr>
<td>9:45 – 9:50</td>
<td>Nuts and Bolts</td>
<td>Melrose - Jonasson Hall</td>
</tr>
<tr>
<td>9:50 – 10:00</td>
<td>Break with coffee</td>
<td></td>
</tr>
<tr>
<td>10:00 – 11:30</td>
<td>Session 4</td>
<td>TJ Day</td>
</tr>
<tr>
<td>11:45 – 1:15</td>
<td>Lunch and Area Meetings</td>
<td>TJ Day</td>
</tr>
<tr>
<td>1:30 – 3:00</td>
<td>State of the State K-8</td>
<td>TJ Day</td>
</tr>
<tr>
<td></td>
<td>State of the State 9-14</td>
<td>TJ Day</td>
</tr>
<tr>
<td>3:00 – 3:15</td>
<td>Break with snacks</td>
<td></td>
</tr>
<tr>
<td>3:30 – 5:00</td>
<td>Session 5</td>
<td>TJ Day</td>
</tr>
<tr>
<td>Keynote Speaker</td>
<td>Friday 9:00 – 9:45</td>
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<td>-----------------</td>
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</tr>
<tr>
<td><strong>Nicole Rigelman</strong></td>
<td>Email: <a href="mailto:rigelman@pdx.edu">rigelman@pdx.edu</a></td>
<td></td>
</tr>
<tr>
<td>Grades: K – 12</td>
<td>Location: Melrose – Jonasson Hall</td>
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**Supporting Teachers and Students with Seeing Joy, Wonder, and Beauty in Mathematics**

Consider the importance of prioritizing joy, wonder, and beauty in mathematics while creating just, equitable, and inclusive learning environments. Examine the potential of tasks and discourse to inspire each and every student's deep mathematics learning.

Nicole Rigelman is a professor of mathematics education in the Department of Curriculum and Instruction at Portland State University and the Chief Academic Officer for the Math Learning Center. She is a former middle school mathematics teacher and K-12 district mathematics specialist. At the university level, she has taught mathematics methods and content courses for preservice teachers. Rigelman currently serves as coordinator of Portland State University's Mathematics Instructional Leader Program where she supports content, pedagogy, and leadership development for practicing teachers and teacher leaders. She is passionate about developing partnerships with schools and supporting instruction focused on deepening each and every student's mathematical thinking and discourse and increasing agency and enthusiasm for problem solving. Rigelman has authored many articles and book chapters, and was co-author for *Catalyzing Change in Early Childhood and Elementary Mathematics: Initiating Critical Conversations.*
Session 1   Friday 10:00 - 11:30

**Nancy Anderson Session Part 1**
Presenters: Mandy Wedel and Melissa Hancock
Emails: wedelm@hsd.k12.or.us and hancockm@hsd.k12.or.us
Grades: K - 2  Location: TJ Day 219

Join us for the 2022 Nancy Anderson Workshop at the OML Conference as we explore the four number relationships that build Number Sense, Fluency, and a positive identity and agency in our youngest mathematicians. Leave the workshop with "Tiny Polka Dot" games to play with your students as their number sense is “caught” through these engaging experiences.

**What is Mathematics?**
Presenter: Eva Thanheiser
Email: evat@pdx.edu
Grades: K - 12  Location: TJ Day 222

In this talk I tackle the question What is mathematics? By providing three different frames for the word mathematics.
- Frame 1: Mathematics as an abstract body of knowledge/ideas, the organization of that into systems and structures, and a set of methods for reaching conclusions.
- Frame 2: Mathematics as contextual, ever present, as a language to make sense of the world.
- Frame 3: Mathematics as a verb (not a noun), a human activity, part of one's identity.
After introducing the frames I discuss their implication with respect to student-centered classroom, context, and culture.
The Impact of Language in the Math Classroom
Presenter: Ann DeChenne
Email: dechennea@gmail.com
Grades: 6 - 12
Location: TJ Day 104

"Math is a universal language" is a myth that continues to persist today. Learning math language involves more than a list of vocabulary words. Using evidence based math practices, this session will cover how to work with math teachers or implement a math language focus in the classroom that will aid all students in learning math.

Learning Objective #1:
Participants will learn how to identify language functions of math standards and assignments.

Learning Objective #2:
Participants will learn how to identify both mathematical academic language as well as general language to support students in the mathematics classroom.

Learning Objective #3:
Participants will gain tips and tools to work with evidence based math practices that can be used in the classroom by the Educator, Coaches and Mentors.

Finding the Knowledge in the Room
Presenter: Derek Duman
Email: derek.duman@albany.k12.or.us
coachduman@gmail.com
Grades: 6 - 12
Location: TJ Day 108

This presentation discusses strategies used to help students draw on previous knowledge to solve problems in a new concept. Why tell students what to do when they already know?! Diversify the knowledge in the room, help students make connections and take ownership of their learning.
Session 2  Friday  1:00 – 2:30

Nancy Anderson Session Part 2:
Presenters: Mandy Wedel and Melissa Hancock
Emails: wedelm@hsd.k12.or.us and hancockm@hsd.k12.or.us
Grades: K - 2  Location: TJ Day 219

Join us for the 2022 Nancy Anderson Workshop at the OML Conference as we explore the four number relationships that build Number Sense, Fluency, and a positive identity and agency in our youngest mathematicians. Leave the workshop with “Tiny Polka Dot” games to play with your students as their number sense is “caught” through these engaging experiences.

Celebrate Diversity, Respect Others More; Seeing the Cultural Aspects of Math Learning
Presenter: Linda Adams
Email: linda.adams@bend.k12.or.us
Grades: 6 - 12  Location: TJ Day 104

Students make sense of their learning within their cultural context, this brings them meaning and relevance. How can teachers engage students and help them notice cultural connections as well as different ways of solving problems? Let’s come together and celebrate our unique ways of thinking and being in a culturally rich mathematical environment.
Using Photovoice to Explore Mathematics with Middle School Students
Presenter: Tara Heikila
Email: theikila@msn.com
Grades: 3 - 12
Location: TJ Day 222

As a picture is worth a thousand words, photovoice creates an opportunity for silenced participants to tell their stories and honor their knowledge, doubts, and excitement. This participatory action research methodology can be summarized by allowing participants to photograph ideas related to questions, that are then discussed in group discussions, and ultimately shared with decision makers. Come explore how one middle school math teacher utilized photovoice for all of her students to share their stories of what mathematics means to them.

Innovative elements of leadership: Three little known traits that can make or break your endeavors
Presenter: Sean Nank
Email: mathcoachnank@gmail.com
Grades: K - 12, Postsecondary
Location: TJ Day 108

The traditional view of leadership suggests leaders are born of a certain personality, taking charge with the loudest voice in the room while commanding respect with decisive actions. However, effective leaders inspire individuals and teams, embrace three innovative elements, and ensure their actions align with their personality and purpose. Come identify your purpose, hone your voice, truly embrace social justice, and learn how to foster meaningful relationships in any leadership role. Leave with concrete strategies to identify group and individual languages so you can effectively communicate, build relationships, and invoke passion in shared endeavors while realizing diversity means having a seat at the table AND including everyone’s voice, thus enacting a true sense of belonging.
### Session 3  
**Friday 2:45 – 4:15**

<table>
<thead>
<tr>
<th>(Re)humanizing Assessment: “Sitting Beside” Students to Make Sense of Their Thinking</th>
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</thead>
</table>
| **Presenter:** Nicole Rigelman  
| **Email:** rigelman@pdx.edu  
| **Grades:** 3 - 5  
| **Location:** Tj Day 219 |

This session focuses on rehumanizing assessment by developing a habit of “sitting beside” students to learn what they understand rather than just confirming that they understand. We will examine an assets-focused tool that supports teacher noticing of the broad range of insightful mathematical thinking that emerges from students when solving problems. The Trends in Student Thinking Tool provides a structure for systematic documentation of student thinking to understand trends and inform next instructional steps.

<table>
<thead>
<tr>
<th>Customizing Digital Open Educational Resources for Formative Assessment Monitoring w/ GeoGebra</th>
</tr>
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</table>
| **Presenter:** Monique Zhou  
| **Email:** monique.zhou@geogebra.org  
| **Grades:** 6 - 12  
| **Location:** Tj Day 104 |

In this session, participants will explore how to search, copy, curate, and customize digitally interactive online OER (Open Educational Resources). This will empower teachers to personalize existing quality math lessons for their particular classroom needs alongside a tool to help distribute lessons and monitor individual student work in real time. Additional topics we will discuss are virtual vs in-person facilitation, collaboration, gamification, visual and motor accessibility, and translation capabilities. Attendees are encouraged to bring their own laptops to participate.
**Free Games, Activities, etc.**

Presenter: Aleta Doss  
Email: aleta.doss@ortrail.k12.or.us  
Grades: 6 - 12  
Location: TJ Day 108  

We will play games and discuss free or inexpensive activities for middle and high school math courses. Teaching with a variety of activities helps to engage students from diverse backgrounds. Materials for current and new standards will be included. Elementary and special education teachers are welcome, as ideas may relate to some of their students.  
*Participants should have their own devices.*

**Sustainable Detracking: Normative, Technical & Political Dimensions**

Presenter: Maddy Ahearn  
Email: mahearn@lesd.k12.or.us  
Grades: K - 12  
Location: TJ Day 222  

The Oregon Math Project's cornerstone of belonging asks schools to dismantle gatekeeping practices: like tracking. But research tells us sustainable detracking takes normative, technical and political work and math leaders must consider all three dimensions if we are going to do this right! Come learn about these dimensions and lessons from research and then share your experience and plans for detracking with other math leaders.
OML Networking Cadre  Friday 4:30 – 5:30

<table>
<thead>
<tr>
<th>Shaping the Oregon Math Leaders Network in 2022-23</th>
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<tbody>
<tr>
<td>Grades: K - 12</td>
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<tr>
<td>Presenter: Mark Freed                      Presenter: Andy Byerley</td>
</tr>
<tr>
<td><a href="mailto:mark.freed@ode.oregon.gov">mark.freed@ode.oregon.gov</a>               <a href="mailto:andrew.byerley@ode.oregon.gov">andrew.byerley@ode.oregon.gov</a></td>
</tr>
<tr>
<td>Location: TJ Day 222               Location: TJ Day 219</td>
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</tbody>
</table>

Building on a long-standing Math TOSA meeting, the Oregon Math Leaders network began as a virtual monthly gathering during the COVID-19 pandemic. The name of the network was intentionally chosen to match the name of the Oregon Math Leaders Conference, because the ongoing support of leaders is vital to our shared work. This active and participatory session will generate ideas for our meetings in 2022-23 and continue to create a supportive network for math leaders across Oregon. Remember, if you think you’re a math leader, you are!
### Keynote Speaker  Saturday 9:00 – 9:45

<table>
<thead>
<tr>
<th>Louise Wilmes</th>
<th>Location: Melrose – Jonasson Hall</th>
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<tbody>
<tr>
<td>Grades: K – 12</td>
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</table>

**Tribal History/Shared History: Fostering and strengthening Native identity with math as a storyteller.**

"It is important that all humans be allowed feelings of identity and pride. It connects who we are and who we identify to develop self-esteem and self confidence that will enhance our development. It’s and it is important to foster identity and pride." (ODE. Essential Understandings of Native Americans in Oregon) Can math tell the story of honor and tradition? The story of pain and termination? The story of restoration and sustainability? We must create stories that have comprehensive understandings of Native history, identity, and sovereignty using math language. We need to create a knowledge bank of diverse methods and processes to redirect the Native narrative for positive change.

Louise Wilmes identifies as Native Hawaiian and is a member of the Otoe-Missouria Tribe of Oklahoma. She is from Honolulu, Hawaii and is a proud haumana from The Kamehameha Schools. She graduated from Pacific University ‘75 with a BA in Elementary Education and from George Fox University ‘01 with a MA in Education Administration. Throughout her 41 years of teaching, primarily in grades K-6, she served on curriculum committees and provided professional development in science, reading, and writing for young learners; mentoring student teachers, and loving teaching 1st grade the most!! The last 4 years, she was Title VI Indian Education Coordinator for Beaverton School District. In her retirement, Louise is developing and providing professional development with The Confluence Project and Portland Metro STEM Partnership in Native American curriculum and program and STEM Equity with state community allies.
### Session 4  Saturday 10:00 – 11:30

#### Mathways: Opportunities in the High School Geometry Standards

**Presenter:** Steven Boyce & Maddy Ahearn  
**Email:** sboyce@pdx.edu & mahearn@lesd.k12.or.us  
**Grades:** 9 - 12  
**Location:** TJ Day 108

The new High School Geometry standards offer an opportunity to think about integration and conceptual understanding. Come learn about one of the state funded Mathways grant projects that will be doing just that. Experience a taste of the professional learning that will be offered and the curriculum that will be developed over the next year - and most importantly, learn how you can be involved!

#### Utilizing "Tools for Teachers" as Formative Assessment

**Presenter:** Andy Byerley  
**Email:** andrew.byerley@ode.oregon.gov  
**Grades:** 3 – 12  
**Location:** TJ Day 219

This session will provide an introduction to the Tools for Teachers platform, which offers formative assessment strategies, instructional resources, and "Playlists" that connect to Oregon's interim assessment system. Participants will deepen their understanding of the formative assessment process, select strategies to support formative assessment in their classroom, and utilize student performance progressions to plan a unit for the upcoming school year. Part of the formative assessment process is honoring students’ cultural and linguistic funds of knowledge in ways that allow them to provide evidence of their thinking. Tools for Teachers is aligned to Oregon's statewide assessment system and is available at no cost to educators in Oregon.

*This session will require participants to have their own devices.*
### Writers Workshop for TOMT
**Presenter:** Cheri Clausen & Marie Cramer  
**Email:** cclausenmath@gmail.com; cramer.marie27@gmail.com  
**Grades:** K - 12  
**Location:** TJ Day 103

This session of Writers Workshop will provide a pre-selected group of teachers with an opportunity to prepare a series of articles for The Oregon Mathematics Teacher (TOMT) magazine. Writers Workshop will enable both early-career and veteran teachers to “polish” their articles with the help of writing coaches. These articles are based on successful classroom activities and pedagogy that would be useful for other Oregon teachers, especially in the area of diversity, rather than division.

*This session will require participants to have their own devices.*

### Empowering Students Through Number Talks
**Presenter:** Patty Lofgren  
**Email:** patty55@earthlink.net  
**Grades:** K - 12  
**Location:** TJ Day 104

Number Talks are designed to nurture discourse-rich classrooms in diverse settings while, at the same time, advancing the mathematical knowledge of every student and every teacher across grades K-16. This 15-minute routine has a lot to offer every teacher, at every level, who is working to cultivate a vibrant, relevant and inclusive mathematics classroom. Participants will experience Number Talks as learners and we will review what we have learned over the last two years during online learning.
“Crafting” Cultural Connections in Math Class
Presenter: Kayla Field & Nancy Swarat
Email: kaylasheldonfield@gmail.com & swaratn@umatillasd.org
Grades: K - 12 Location: TJ Day 222

Spark ideas for bringing culturally relevant hands-on craft projects into your math instruction. Ideas for crafts that could be used to introduce a standard, to teach a standard or review and apply multiple standards will be featured. Art and hands-on activities are one of the first things that have been pushed aside or eliminated in the focus on ELA and Mathematics standards at all levels. Authentic use of cultural connections to not just reinforce mathematical standards, but to teach them, allows for both to remain strong in a student’s educational experience within the limited time frame.

State of the State Saturday 1:30 – 3:00
Grades: K – 8 Location: TJ Day 219
Grades: 9 – 14 Location: TJ Day 222

Presenter: Mark Freed Email: mark.freed@ode.oregon.gov
ODE’s mathematics specialist Mark Freed will update K – 6 teachers on all the latest in curriculum and instruction.

Presenter: Andy Byerley Email: andrew.byerley@ode.oregon.gov
This session will feature updates on Oregon’s statewide assessment system, from summative assessments to interim assessments to instructional resources in support of the formative assessment process.
### Session 5  Saturday  3:30 – 5:00

**Tribal history/Shared history: The Oregon Department of Education (ODE) American Indian education curriculum K-12**

Presenter: Louise Wilmes  
Email: lwilmes411@gmail.com  
Grades: K - 12, Postsecondary  
Location: TJ Day 219

In 2017 the Oregon Legislature enacted Senate Bill 13 that directed ODE to create a Native American curriculum for grades K through 12 and provide funds for each of the nine federally recognized tribes of Oregon to create their own curriculums.

In this workshop there will be an overview of the foundation framework called The Nine Essential Understandings and how these understandings are embedded in the lesson plans. Participants will have an opportunity to review, discuss and how to implement math lessons in the upcoming school year.

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### Integrating Data Science into Secondary Mathematics Courses

Presenter: Steven Boyce  
Email: sboyce@pdx.edu  
Grades: 9 – 12, Postsecondary  
Location: TJ Day 108

Adjusting to and planning for curricular changes in mathematics education in response to the growing demand for data science skills requires diverse and multiple approaches that take into account teachers’ varieties of knowledge, resources, experiences, and affinities. This session will focus on a project exploring how four mathematics instructors collaboratively learned about data science (via an interactive open-source online text) and then created lessons integrating data science topics within their existing secondary and community college curricula (with the goal of expanding opportunities for all groups of students to be exposed to data science). Session participants will engage in discussions about teachers’ learning, including the outcomes of teaching the lessons, as well as further opportunities for engagement.
<table>
<thead>
<tr>
<th><strong>Writing for TOMT</strong></th>
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<tbody>
<tr>
<td><strong>Presenter:</strong> Cheri Clausen &amp; Marie Cramer</td>
<td><strong>Email:</strong> <a href="mailto:cclausenmath@gmail.com">cclausenmath@gmail.com</a>; <a href="mailto:cramer.marie27@gmail.com">cramer.marie27@gmail.com</a></td>
</tr>
<tr>
<td><strong>Grades:</strong> K - 12</td>
<td><strong>Location:</strong> TJ Day 103</td>
</tr>
</tbody>
</table>

This session is for teachers interested in writing for The Oregon Mathematics Teacher (TOMT) magazine. Writers Workshop will enable both early-career and veteran teachers to envision and produce articles with the help of writing coaches. These articles are based on successful classroom activities and pedagogy that would be useful for other Oregon teachers, especially in the area of diversity, rather than division.

*This session will require participants to have their own devices.*

<table>
<thead>
<tr>
<th><strong>Diversity of Thought using the Math Practices</strong></th>
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<tbody>
<tr>
<td><strong>Presenter:</strong> Francie Bostwick</td>
<td><strong>Email:</strong> <a href="mailto:bostwickf@sou.edu">bostwickf@sou.edu</a></td>
</tr>
<tr>
<td><strong>Grades:</strong> K - 12, Postsecondary</td>
<td><strong>Location:</strong> TJ Day 222</td>
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</table>

Which of the 8 Math Practices is most important? We will look at how the Math Practices encourage different avenues of thought and how it is that diversity in reasoning that is brought out through deliberate use of instructional routines. (We will use the book, Routines for Reasoning by Kelemanik, Lucenta, and Creighton.)

<table>
<thead>
<tr>
<th><strong>A Strengths-Based Approach to Supporting PreK-2 Children's Math Learning</strong></th>
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<tbody>
<tr>
<td><strong>Presenter:</strong> Melissa Plummer</td>
<td><strong>Email:</strong> <a href="mailto:melissa.plummer@teachersdg.org">melissa.plummer@teachersdg.org</a></td>
</tr>
<tr>
<td><strong>Grades:</strong> K - 2</td>
<td><strong>Location:</strong> TJ Day 104</td>
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</table>

Tasks, strategies, and routines for counting and representing collections with found objects and mathematizing children’s literature with children at various points of mathematical understanding will be shared. The session will focus on understanding how features of these tasks and related teacher actions offer opportunities to identify and use students’ assets to engage and elevate the status of learners, especially those who have been historically marginalized during math instruction. Participants will have an opportunity to discuss implications for meeting the needs of diverse young math learners in their own classrooms.
OCTM Areas
Find your Area & Area Representatives below. Then meet up with them for lunch on Saturday.

<table>
<thead>
<tr>
<th>Area # and counties</th>
<th>Area Representative</th>
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</thead>
<tbody>
<tr>
<td>1: Clatsop, Columbia, Tillamook</td>
<td>John Hazapis, Theresa Trotter and Suzi Regan</td>
</tr>
<tr>
<td>2: Multnomah</td>
<td>Shannon Parvankin and Julie Pettis</td>
</tr>
<tr>
<td>3: Washington</td>
<td>Nicholas Hershman</td>
</tr>
<tr>
<td>4: Marion, Polk, Yamhill</td>
<td>Stephanie Sayles and Thomas Stricklin</td>
</tr>
<tr>
<td>5: Benton, Lincoln, Linn</td>
<td>Derek Duman and Roxie Huffaker</td>
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<tr>
<td>6: Lane</td>
<td>Diane Ray and Maddy Ahearn</td>
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<tr>
<td>7: Coos, Curry, Douglas</td>
<td>Tabatha Roderick, Diane Bonebrake, Erica Homann, and Kevin Guthrie</td>
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<tr>
<td>8: Jackson, Josephine, Klamath, Lake</td>
<td>Elaine Rozell</td>
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<tr>
<td>9: Crook, Deschutes, Grant, Harney, Jefferson, Wheeler</td>
<td>Stephanie Wilcox</td>
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<tr>
<td>10: Baker, Malheur, Union, Wallowa</td>
<td>Erica Jossi and Steve Wyborny</td>
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<tr>
<td>11: Morrow, Umatilla</td>
<td>Valerie May and Bob Fairchild</td>
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<tr>
<td>12: Hood River, Sherman, Wasco, Gilliam</td>
<td>Jane Osborne</td>
</tr>
<tr>
<td>14: Clackamas</td>
<td>Aleta Doss</td>
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</tbody>
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Awards Information

The Mildred Bennett Elementary Math Education Award is given to an elementary or middle school teacher who has a spirit of joy and work ethic, which promote quality mathematics education for all children. The teacher also shows exemplary work in his or her own school with an innovative approach in taking ideas and adapting. This teachers' ongoing commitment of time and energy to improve teaching in his or her community supports and promotes mathematics throughout the state.

Past recipients have been Mildred Bennett, Joanne Wilkie, Judy Johnson, Diane Price-Stone, Pam Alexander, Jackie Nissen, Phil Bartsch, Shirley Payne, Jerri Wickert, Kathryn Warrior, Jackie Cooke, Tari Querin, Jan Hill, Kayda Mitchell, Kathy Reed, Cheryl Klampe-Van Hess, Ann McMahon, Giny Christensen, Jill Board, Nancy Anderson, Cheri Clausen, Jan Gillespie, Molly Smith, Jane Osborne, Steve Wyborney, Jennifer Bell, and Cathy Bernhard.

The Oscar Schaaf Secondary Mathematics Education Award is given to a middle, high school or college teacher who has a great interest in problem solving and demonstrates thinking by using a model that makes mathematics meaningful. This teacher is generous in sharing information, serving as a mentor, offering support and guidance to the mathematical community.

Past recipients have been Oscar Schaaf, Scott McFadden, Jim Young, Wally Rogelstad, Richard Brannan, Chuck Peterson, Anne McEnerny-Ogle, Tom Swanson, Tom Stone, Jim Specht, Gwen and Ron Waite, Brent Freeman, Ralph Schubothe, Sue Ann McGraw, Trudy Mitchell, Linda Samek, Mike Gould, Fred Board, Karen Higgins, Winnie Miller,
Lynn Bonser, Marie Cramer, Patty Sandoz, Jill Sumerlin, Don Crossfield, Marge Burak, and Jerry Young & Marla Baber.

The Oregon Mathematics Education Hall of Fame is given to a person who has a long history of service and achievement to math education in Oregon and involvement with OCTM. They have a commitment to making a change in the quality of math education. They have given themselves through workshops, articles, presentations and personal contact.

Members of the Oregon Mathematics Education Hall of fame currently include Mildred Bennett, Bill Burger, Oscar Schaaf, Don Fineran, Gene Maier, Ron Morgali, Dwight Lippe, Linda Foreman, Ron Nicholson, Wally Rogelstad, Marj Enneking, Richard Brannan, Doug Cruikshank, Chuck Peterson, Judy Johnson, Ted Nelson, Michael Shaughnessy, Cathy Brown, Tom Dick, Jim Specht, Diane Price-Stone, Tom Stone, Tari Querin, Jackie Cooke, Cathy Bernhard, Nancy Anderson, Sara Normington, Brent Freeman, Jill Sumerlin, and Becky Reed.
Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)

The Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) are the highest honors bestowed by the United States government specifically for K-12 science, technology, engineering, mathematics, and/or computer science teaching. The Awards were established by Congress in 1983. The President may recognize up to 108 exemplary teachers each year.

Awards are given to science, technology, engineering, mathematics, and/or computer science teachers from each of the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, the Department of Defense Education Activity schools, or the U.S. territories as a group (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and U.S. Virgin Islands).

The award recognizes those teachers who have both deep content knowledge of the subjects they teach and the ability to motivate and enable students to be successful in those areas. Since the program's inception, more than 5,200 teachers have been recognized for their contributions in the classroom and to their profession.

Awardees reflect the expertise and dedication of the Nation's teaching corps, and they demonstrate the positive impact of excellent teachers on student achievement. The National Science Foundation administers PAEMST on behalf of The White House Office of Science and Technology Policy.
Professional Development Units

OML conference attendees earn 16 Professional Development Units (PDUs) for attending. This form will be emailed to you after the conference.

College Credit

College credit will be offered through Southern Oregon University by Francie Bostwick. The course is MTH 505 Oregon Math Leaders Conference Follow-Up. The cost of the course is $75. Information is available at registration.

Feedback Survey

We value your feedback! Truly we do. We spend hours reading and discussing your feedback to make this conference more valuable for all the attendees. Let us know what we can do to make it even better in 2023!

You will receive an email invitation to a google form or you can go directly to:
https://tinyurl.com/OML2022Survey
OML Volunteers

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Thanks for coming to this year’s OML, we look forward to seeing you next year for OML 2023.
P.S. Did you do the survey yet? (see pg. 24)
1: Melrose, Jonasson Hall – Keynotes

8: TJ Day – Sessions

33: Dillin Hall – Food!

47: Hewlett - Dorms