



Professional Development Webinars

Ready, Set, Go: TI-Nspire™ Strategies for the New School Year

Fall 2018

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Moderator Bio



Mike Houston

**T³ National Instructor
Riverside High School
Ellwood City, PA**

Mike is in his fourteenth year of teaching high school mathematics in Ellwood City, PA. While participating in a TI-Navigator™ Fast-Track in 2007, he learned how technology can effectively cultivate students' wide range of learning styles. During this time, Mike has served as a T³ National Instructor and a contributing author for MathForward™.

Panelists' Bios



Diane Broberg

T³ Regional Instructor

Rochester, NY

Diane has been teaching high school mathematics for over 25 years. She has served on writing teams for Texas Instruments and taught many summer workshops. Making math come alive for teachers and students keeps her creative. Outside of math, she's an avid runner. Twitter: @BrobergDiane



Katie England

T³ National Instructor

Westminster, MD

Kathleen (Katie) England is a T³ National Instructor, works in Washington County Public Schools, and is an adjunct with McDaniel and Hood Colleges in Maryland. She has taught a wide variety of mathematics courses in middle and high school, has worked on a variety of state and national mathematics initiatives, and enjoys working with students, teachers, administrators, and communities to positively impact mathematics instruction. Twitter: @EnglandKatie

Agenda

- Welcome & Introductions
- Update
- Graphing
 - Adding sliders to investigate graphs
 - Relations
 - Sequences
- Swimmer problem
- Effective formative assessment
- More graphing (if time)

Expected Outcomes:

- **Investigating** graphing - functions, sequences and more
- **Exploring** multiple representations to differentiate learning
- **Facilitating** effective formative assessment

NCTM Principles to Actions

Guiding Principles

- Teaching and Learning
- Access and Equity
- Curriculum
- Tools and Technology
- Assessment
- Professionalism

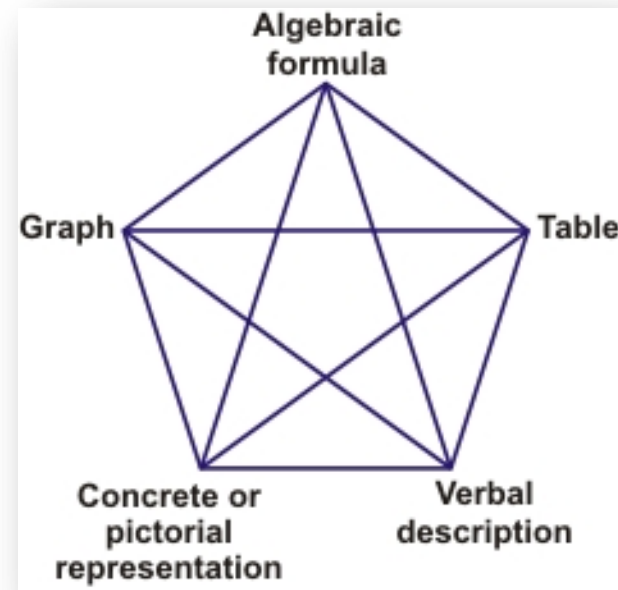


Leinwand, S. et. al. (2014). [*Principles to Actions: Ensuring Mathematical Success For All*](#). NCTM: Reston, VA.

Use and connect mathematical representations

Action:

- Evaluate materials and resources
- Promote mathematical practices



Leinwand, S. et. al. (2014). [*Principles to Actions: Ensuring Mathematical Success For All*](#). NCTM: Reston, VA.

Using Sliders to Investigate Functions

Exploring Different Graph Types

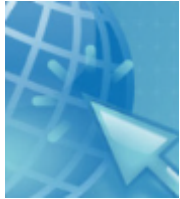
Rich Tasks

“Tasks that ask students to perform a memorized procedure in a routine manner lead to one type of opportunity for student thinking; tasks that require students to think conceptually and that stimulate students to make connections lead to a different set of opportunities for student thinking.”
(*Mathematical Tasks as a Framework for Reflection: From Research to Practice*, Stein & Smith, NCTM, 1998, p.269)

A lifeguard stationed on the beach (with a straight shoreline) sees a swimmer in trouble 150 meters down the beach and 60 meters out in the water. The lifeguard can run 8 m/sec. on the beach and swim 2 m/sec. in the water. What path down the shoreline and out into the water should the lifeguard take to reach the swimmer in the shortest amount of time?

What other methods might
give a more exact answer?
How might students solve it?
How can student work be
sequenced and connected?

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Presented by: Todd Morstein and Tom Reardon. See archive at <http://education.ti.com/webinars>

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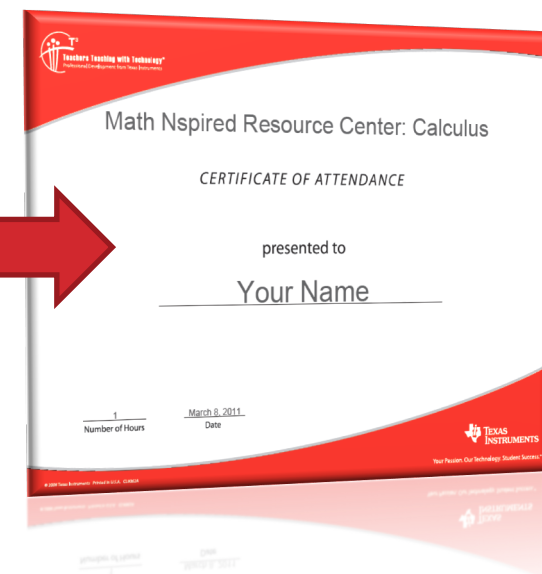
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