

BRCTM Board Meeting

September 9, 2019

1. Welcome and new members

Donna Snyder, Roanoke City; Jane Wolfe, Botetourt; Jennifer Wall, Montgomery County

2. Minutes

3. Treasurer's Report

4. Old Business Items – Conference!

- a. Fall Conference: Monday, October 7, 2019
- b. Location: Andrew Lewis Middle School – Beth Swain
- c. Time: 3:45 – 8:45
- d. Registration: 2 Presenters, 16 Participants, 2 Vendors (a/o 9:00 on 9/9)
- e. Flyer/Reminders
 - i. Supt's, Supervisors, Principals
 - ii. Presenters
 - iii. Registrants
- f. Keynote: Andy Norton – see back
 - i. Theme and Needs
- g. Dinner
 - i. Salad Factory Quote
 - ii. Others?
- h. Door Prizes
- i. Front Table
- j. Program/PD Certificates
- k. VCTM contact to notify about conference?
- l. Other items?

5. New Business
6. Next Meeting: October 7, 3:45 p.m., Andrew Lewis Middle – Conference!
7. Closing

Andy Norton is a professor of mathematics education in the Department of Mathematics at Virginia Tech. His research focuses on building psychological models of students' mathematical development. For his efforts to communicate research implications for teaching, he was awarded the 2013 Early Career Award from the Association of Mathematics Teacher Educators. Dr. Norton is the author of numerous articles, book chapters, and co-author of *Developing Fractions Knowledge* (2016), part of the Math Recovery® book series published by SAGE/Corwin Publishers. Recently his work has focused on the development of apps to support proficiency of fractions schemes and operations, and on the application of neuroscience and cognitive science to math education.

Also, can I revise the title for my talk? Maybe "Reaching All Students: Managing the Cognitive Demand of Fractions Tasks." And I could provide a revised abstract if you'd like, once we settle on a title.

I'll need a projector/screen and sound connected to my laptop. I'll plan to share video of preservice elementary school teachers solving fractions tasks. The talk will focus on the cognitive demand of the tasks and the various ways students can meet that demand by relying on working memory and structures for coordinating various levels of units (e.g., the whole unit and unit fractions). I'll try to demonstrate how mathematics arises from students' coordinations of their own mental actions, like partitioning a whole into equal parts.