

Making Mathematics Learning Visible Introduction

Facilitator(s):	Dr. John Almarode
Date:	May 14, 2019
Time:	9:00 am – 3:30 pm
Cost:	\$150.00 (includes lunch, which is not prepared in a nut/gluten-free environment)
Location:	Edmonton (Fantasyland Hotel) 17700 - 87 Avenue
Session Code:	19-MA-400



Target Audience

K-12 Teachers, Numeracy/Math Teachers, Administrators

About this Learning Opportunity

This workshop demonstrates how using the right approach at the right time helps you more intentionally design classroom experiences that hit the surface, deep, and transfer phases of learning. Participants will explore the role of clear learning intentions and success criteria as well as the kinds of rich mathematical tasks and mathematical discourse central to each phase of learning.

About the Facilitator(s)

Dr. John Almarode is an Assistant Professor at the College of Education at James Madison University. As a teacher, he has worked with all age groups in education, from pre-kindergarteners to graduate students. John began his career in Augusta County, Virginia, teaching secondary mathematics and science to a wide range of students.

As a staff developer, John has presented locally, nationally, and internationally in countries as far away as Canada, Qatar, Saudi Arabia, Scotland, South Korea, and Thailand. He has worked with thousands of teachers, dozens of school districts, and organizations including the Council for Exceptional Children, National Science Foundation, International Schools Group, Division of Early Childhood, Virginia Association for Early Childhood Education, Tennessee Association for the Education of Young Children, Southeast Regional Professional Development Center, The Leadership and Learning Center, Jensen Learning, Virginia Department of Education, Virginia's Training Technical Assistance Centers, Campus1, P. Buckley Moss Foundation, National Science Teachers Association, and the Virginia Association of Science Teachers.

John has conducted staff development workshops, keynote addresses, and conference presentations on a variety of topics including student engagement, evidence-based practices, creating enriched environments that promote learning, and designing classrooms with the brain in mind. John's action-packed workshops offer participants ready-to-use strategies and the brain rules that make them work. He has authored several articles, reports, book chapters, and two books including *Captivate*, *Activate*, and *Invigorate the Student Brain in Science and Math, Grades 6 - 12* (Corwin

Press, 2013) and a children's book (Author House, 2010) to help educators inform students about their amazing brains.

In addition to his work with schools and in-service teachers, John is a member of the faculty at James Madison University in the College of Education. As a member of the Department of Early, Elementary, and Reading Education, John works with pre-service teachers, and actively pursues his research interests including educational neuroscience, the design and measurement of classroom environments that promote student engagement, interest and engagement in STEM disciplines, specialized STEM high schools, interventions for low socioeconomic populations, college and university laboratory schools, and the translation of American education pedagogy in international schools. The work of John and his colleagues has been presented at the United States Department of Education as well as the Office of Science and Technology Policy at The White House.

John holds a Doctoral Degree in Science Education from the University of Virginia, a Master's Degree in Teaching with an emphasis in Gifted and Special Education, and a Bachelor's Degree, with Honors, in Physics and Mathematics.