

THE NUMBER LINE

May 2013

www.lamath.org



LOUISIANA ASSOCIATION of
TEACHERS of MATHEMATICS

Table of Contents

President's Message	2
Teacher Recognitions	3
Opportunities for Teachers	4-5
Opportunities for Students	5-6
MSP MO Math	6
Vice-Presidents' Circle	7-9
Affiliate News	9-12
Louisiana Department of Education Update	12
NCTM Update	13-14
Executive Council Member Contact List	14
Membership Renewal	14

Hyperlinks in the Table of Contents may be used to quickly access specific articles.

PRESIDENT'S MESSAGE

Welcome to the Spring edition of the LATM newsletter! With Spring Break, Easter, and state testing behind us, we enter the season of warmer weather and the anticipation of end of another school year.



This is a busy time of year and lots of things are happening. This newsletter provides information to help keep you informed and up-to-date with a variety of events. It serves as a critical tool in the communication of information within and outside the organization. Just as important is the involvement of the organization's members in sustaining LATM's leadership role in the state.

The LATM Executive Council will soon designate a nomination committee to develop a slate of officers for the 2013 election. Offices to be filled include Parliamentarian, Vice-President of Middle School, Vice-President of High School, Secretary, and President-Elect. Appointed positions include webmaster and newsletter editor. If you would be interested in taking a greater role in this organization by serving in one of these roles, please consider expressing that interest. Nominations of others who exhibit strong leadership qualities and have a sincere interest in promoting mathematics at the state level are requested. Nominations (self or others) should be sent to weaverj@mybrcc.edu. I will forward them to the nominating committee for their consideration.

And speaking of nominations, LATM sent an e-mail in early April to all principals and members soliciting nominations for its 2013 LATM Outstanding Mathematics Teacher Awards. A summary of the awards given each year and a link to the application can be found in this newsletter. Please assist us in identifying those who exemplify outstanding teaching and service to the profession.

The LATM Executive Council is currently examining a plan to encourage membership by providing more benefits to our members. Please assist us by encouraging your colleagues to become an LATM member. To further support their involvement, consider joining them in active participation in the planning and attending events sponsored by LATM, our local affiliates, and NCTM.

Please note that LATM will not hold a state conference in the fall of 2013 because the NCTM National Conference will be held in New Orleans from April 9-12, 2014.

As I close this message, I am excited about the direction in which we are moving. I look forward to every individual making his/her contribution to the growth of our profession and the education of Louisiana's students. Have a great and rejuvenating summer!

Jeffrey Weaver



JeffreyWeaver
LATM President

[Return to Table of Contents](#)

TEACHER RECOGNITIONS

2012 National Board Certified Teachers

Annette Louise Lee

Caddo Parish
Mathematics/Early Adolescence

Amanda Kristine Lafollette

DeSoto Parish
Mathematics/Early Adolescence and Young Adulthood

Robyn Elizabeth McCoy Smith

Livingston Parish
Mathematics/Early Adolescence

Association of State Supervisors of Mathematics Distinguished Service Award

given in recognition for outstanding state leadership, dedication,
and vision in the pursuit of excellence in Mathematics Education.

Carolyn Sessions

Louisiana Department of Education



Carolyn Sessions (right) receives her award from Dr. Sara Moore with Hand2Mind which sponsored the national award.



Jean May-Brett (center) is shown with NLMA Board members after receiving her award.

Northwest Louisiana Mathematics Association Champion of Mathematics Education Award

Jean May-Brett

Louisiana Department of Education

[Return to Table of Contents](#)

OPPORTUNITIES FOR TEACHERS

Education Discovery Forum

The Cyber Innovation Center is proud to announce that registration is now open for the *Education Discovery Forum (EDF)*. The EDF offers a dynamic professional development experience for 9th – 12th grade teachers interested in implementing innovative curricula across multiple disciplines. Through this professional development experience, participating teachers will gain hands-on experience in the most recent integrated curricula developed through the National Integrated Cyber Education Research Center (NICERC). Cyber Science and Physics (<http://www.nicerc.org/physics/>) are the two curricula that will be showcased during this year's forum. The EDF will be held at the Shreveport Convention Center on July 15-19, 2013.

Go to <http://www.nicerc.org/EDF2013> to register and to access the schedule, frequently asked questions, and a video describing why the EDF was created. A unique promotional code (R4K8) has been established for Louisiana teachers for which there is limited availability. For questions about the Education Discovery Forum or information on how to register, e-mail paul.spivey@cyberinnovationcenter.org or call at 318-759-1626.

The 2013 Rosenthal Prize for Innovation in Math Teaching

The National Museum of Mathematics (MoMath) is pleased to announce that the application period for the 2013 Rosenthal Prize for Innovation in Math Teaching is now open. MoMath is looking for an exceptional math activity to share with math teachers around the country. The winning activity will be innovative, engaging, hands-on, original, replicable, and designed for students in grades 4-8. The teacher authoring the activity will be awarded a cash prize of \$25,000. Preliminary applications are due Friday, May 10, 2013. For more details and to apply, visit <http://momath.org/rosenthal-prize/>.

Contribute to the LATM Journal

The *LATM Journal* has been published online since 2001 with a multitude of articles of interest for mathematics educators. The 2013 issue is being finalized and will be available soon. Take some time to read over past issues which can be found at lamath.org/journal/index.htm. The most current issue can be located at <http://lamath.org/journal/LATMJournalVolume82012.pdf>.



LATM JOURNAL

Think about a recent lesson you have taught and what made it unique and successful. Share your success. Articles are accepted throughout the year. Submission information can be found at <http://lamath.org/journal/LATMJournalSubmissionInformation.pdf>.

In addition, remember that the LATM Editorial Board is always looking for guest column writers. Feel free to share an opinion about a current mathematics or mathematics education topic with your fellow LATM members.

Don't delay – get involved now! If you have any questions about the above information or have suggestions, contact DesLey Plaisance at desley.plaisance@nicholls.edu.

[Return to Table of Contents](#)

LATM Outstanding Mathematics Teacher Awards

Each year LATM honors outstanding elementary, middle, and high school teachers. The Association also gives two other awards. One is for an outstanding new teacher who is in his/her first three years of teaching. The second is given to a non-K-12 educator, which can include supervisors, coaches, lead teachers, university instructors, Department of Education personnel, or others who have made a significant contribution to mathematics education. The goal is to honor and recognize those individuals who model and promote standards-based mathematics teaching and learning for their students. If the nominee is not a current member of LATM, a membership form can accompany the award application. Additional information can be found in the application packet posted at <http://www.lamath.org/TeacherAwardApp2013.doc>. Please consider nominating someone for one of these awards by sharing the application packet with outstanding mathematics educators and encouraging them to apply.

OPPORTUNITIES FOR STUDENTS

Engineering Camp for Girls Entering Grades 9 and 10

LSU's College of Engineering Office for Diversity Programs is accepting applications for *eXploration Camp Inspiring Tomorrow's Engineers (XCITE)*. XCITE will be held July 13-20, 2013. XCITE is a one-week, residential program for girls entering the 9th and 10th grades. The program offers fun-filled activities that allow young women to get hands-on and minds-on experience of engineering as it relates to the world and their community. Additionally, each program participant will have the opportunity to interact with current female LSU engineering students as well as women who have made successful careers in engineering. The application deadline is May 20, 2013. For more info visit <http://www.eng.lsu.edu/diversity/precollege/xcite>.

LSU MathCircle Summer Enrichment Program

The LSU MathCircle summer enrichment program is a three-week summer program held on the LSU campus geared primarily toward high school students. The program works on developing problem solving abilities, critical thinking, and logical reasoning, focusing on students interested in investigating concepts in mathematics outside the usual high school curriculum. Topics cover interesting problems and ideas in a variety of branches of mathematics including combinatorics, number theory, game theory, topology, and dynamical systems. As the students work in small groups, they are led by LSU mathematics graduate students through the process of thinking logically and creatively to solve questions on these topics. In addition to working on problems, participants also attend lectures by LSU professors and enjoy recreational trips to local science research centers.

There will be a \$250 enrollment fee for commuter students accepted into the LSU MathCircle from the Baton Rouge area and a \$2,500 enrollment fee for students needing housing at LSU. There may be a limited number of stipends available to defer costs for the registration fee and/or for the dorms based on financial need.

Counselors will sponsor daily activities for boarding students as well as weekend excursion for the entire program. This program is open to all high school students. Applications are available online at <http://www.math.lsu.edu/mathcircle>.

[Return to Table of Contents](#)

PyFUN Programming Summer Camp

The LSU Center for Computation & Technology (CCT) and Louisiana Alliance for Simulation-Guided Materials Applications (LASiGMA) will host the PyFUN Programming Summer Camp for **boys and girls entering grades six through eight** (6-8) in the Baton Rouge and surrounding areas.

This 5-day camp will consist of basic concepts of programming that are used in any programming language, and will include:

- Problem solving
- What the parts of a computer are and how they work together
- Syntax
- Strings and console output
- Conditionals and flow control
- Functions, lists, dictionaries, and loops
- Introduction to classes
- File input and output

Complete fun mini-challenges throughout the week, and get a taste for real-world programming!

WHO: Middle school age children (entering grades 6-8) in the Baton Rouge and surrounding areas. General computer knowledge required.

REGISTRATION & COSTS: \$25.00 per person. CCT will provide computers, supplies and lunches during the camp, but participants are responsible for arranging their own transportation to and from LSU's campus. CCT will accept participants on a first-come, first-serve basis.

DAILY SCHEDULE: 9:00 AM - 4:00 PM; two snacks and a lunch will be provided each day.

For more information or to register, visit: <https://www.cct.lsu.edu/PyFUN13>

MSP MO MATH

Diane Madden, an educator from the IDEA Place and SciTEC at Louisiana Tech University, presented a Foldables Workshop for the "MO" (Monroe/Ouachita) Math eighth grade MSP participants. Content for the foldables included reviews for the LEAP as well as CCSS. As you can tell from the picture, the day was a huge success!



VICE-PRESIDENTS' CIRCLE

WIM, WIM, WIM – Write in Math!

Amanda Bundrick
Vice-President for Elementary Schools

In a 2004 article, Marilyn Burns stated that she could no longer imagine teaching math without making writing an integral aspect of students' learning. Here we are, almost 10 years later, with the Common Core State Standards emphasizing the need for educators to create writing opportunities in all subject areas.

There are simple ways to use writing when aligning with the Standards for Mathematical Practice. For example, Math Practice 2 asks students to reason abstractly and quantitatively. Writing offers students a chance to meet this standard by using symbols and expressions to represent quantities and to create a logical representation of a problem when recording their calculations. Per Math Practice 3, students must construct viable arguments and critique the reasoning of others. A good way to integrate this standard is to take any multiple choice mathematical situation and ask students to elaborate upon their answer choice or justify their reasoning in a few sentences. One can take it a step further by having a small group of students create a story chain in which each student must add to their peers' thinking in the explanation.

A math journal allows students to reflect upon their daily or weekly learning. In my class, we call this writing a Reflection Record which allows each student to have a private conversation with me. They write down their math class experiences for the week and ask questions that they may have felt too uncomfortable to ask in front of the whole group. Parents may also comment in this record as they have voiced confusion with newer math strategies. A math journal is an easy way to get students writing without as much pressure as journal entries are not scored for correct spelling and grammar, but serve as a formative assessment for mathematical understanding.

In closing, an important message from the CCSS to teachers is: assist your students to become mathematically proficient by having them write, write, write!

Integrating Technology when Teaching the Common Core

Penny Gennuso
Vice-President for High Schools

The Common Core State Standards (CCSS) require students to have a solid understanding of the mathematics they use and also to understand why they use it. Students should be able to represent information in various forms and evaluate the work of other students. How do the educators of Louisiana achieve this task? One common core tool that may be used to engage students in the application and understanding of mathematics is the TI Nspire Cx handheld. Texas Instruments' math Nspired lessons are developed hand in hand with educators. They have created premade lessons aligned to the CCSS that utilize sliders. Students can grab a point, observe the consequence, and then reflect on the mathematical implications with other students. As a result, students interact with numerous mathematical representations to develop understanding which may not be possible with paper and pencil. The sliders used in many of the activities are very similar to the sliders seen in some of the PARCC released test items. The free resources contain bell ringer activities, lessons, and units containing teacher notes, the TI-Nspire documents (TNS), student activities, and built-in product tutorials. See <http://education.ti.com/calculators/timathnspired/US/About/> for additional information.

Teaching the Common Core State Standards through Hands on Activities and Problem Based Learning

Sandra LeBouef
Vice-President for Middle Schools

The Common Core State Standards represent a significant shift in the way our schools approach the teaching of mathematics in our schools. The substantial change in the way we approach these shifts is vital. The standards at each grade level are different and build on each other from year to year, however; the focus on the standards for mathematical practice spans all grade levels.

Providing hands-on activities and problem-based learning can be the most effective way to address the rigor of both the content standards and mathematical practices. These types of activities require students to think critically and rethink their procedures once they start to question their ideas and the ideas of others.

In sixth grade the Common Core State Standards require students to divide fractions. One of the many challenges facing middle and high school students is a firm conceptual understanding of fractions and operations involving fractions. A great website which might help students master division of fractions is the National Library of Virtual Manipulatives at <http://nlvm.usu.edu/>. The website offers several lessons on division of fractions. The hands-on activities walk students through several fraction bar models and ask probing questions which guide students through understanding the model presented. Students then draw models which represent new problems they create. As students draw models, they gain a deeper understanding of what it means to divide fractions.

In seventh grade, students address scale drawings in the geometry domain. In the past, students applied their understanding of scale to a map and the distance between two cities. Many students have no conceptual understanding of that distance. A suggestion here is to have students work in pairs to create a scale drawing of the classroom by giving them the scale of 1 inch equals 2 feet and graph paper. Once their drawings are completed, the groups present their drawing to the class and explain their thinking. Discussions should include the scale they selected and why, how they can be certain their scale is correct, and how to obtain the real measurement from the scale drawing. Encouraging students to discuss their drawing allows them to think critically.

In eighth grade, a geometry standard requires students to use coordinates to describe the effects of transformations, such as dilations, translations, rotations, and reflections. Graph paper is a tool students can use to help with a visual model of a certain transformation. Another hands-on way to address this standard is through the use of Geometer's Sketchpad, www.dynamicgeometry.com, which allows students to conduct transformations on the coordinate plane using technology. Students can use the technology to transform several figures and then class discussions could be about any patterns they found.

Additional examples of hands-on problem based activities can be found at NCTM's Illuminations at <http://illuminations.nctm.org> and The Teaching Channel at www.teachingchannel.org.

[Return to Table of Contents](#)

Teaching Related Rates

Vickie Flanders
Vice-President for Colleges

One of my favorite lessons to teach in Calculus I is related rates, an important application of derivatives. Students often complain about the amount of homework problems in the sections on derivatives, and the usefulness of derivatives is questioned. As soon as I get that question, I enthusiastically give examples of the different types of applications involving derivatives. It is the application of a concept that truly demonstrates mastery of the concept. Because application problems are more challenging, I will use this article to share two teaching strategies that help with the understanding of related rates.

One strategy is the teaching tool, *handout with gaps*. This is a handout that contains the notes for the lesson with gaps of missing information. The missing information may be missing phrases in certain theorems, entire definitions, or one word blanks. We go over the handout in class, which saves lecture time and provides students with a condensed form of notes from the textbook. I also create a *handout with gaps* for the examples that I will work in class. For each example problem, the handout states the problem and then guides the student through the problem by first noting information given and determining what the student needs to find. The student is then guided through the solution process in a step-by-step format, explaining the rationale and checking comprehension at each step.

A second strategy is showing an animation of the actual motion involved in related rates problems. Since these problems involve some sort of motion over a period of time with the textbook capable of showing only a snapshot of the action, many students find it challenging to visualize what is happening. An animation or video of the motion is a great tool to help students see the changes occurring over time. One of my favorites is the sliding ladder problem with a great explanation available at <http://www.youtube.com/watch?v=ER8qpw8Yx6s>. A very helpful website is <http://mathdemos.org/mathdemos/relatedrates/relatedratesgallery.html>. Note that some animations at this site take a while to load.

AFFILIATE NEWS

Acadiana Council of Teachers of Mathematics (ACTM)

ACTM is sending two people to the affiliate Conference July 26-July 28. We are meeting in June to plan our fall conference. The fall conference will target CCSS by grade level. We hope to have everything in place for a September conference.

Greater New Orleans Teachers of Mathematics (GNOTM)

GNOTM held a luncheon on Saturday, March 2, 2013, at the World War II Museum in New Orleans. Nationally recognized speaker and author Annette Breau spoke to teachers on *Improving Test Scores*. After the luncheon, teachers were able to view the movie "Beyond All Bounds" and spend time in the museum. GNOTM is in the planning stages of common core training for teachers. For additional information, contact Joan Albrecht at joan.albrecht@jppss.k12.la.us.

Baton Rouge Area Council of Teachers of Mathematics (BRAC TM)

BRAC TM held its annual mini-conference on Saturday, January 26, 2013. Over 150 attendees from various parishes across southern Louisiana attended this event which was a cooperative effort with the Capitol Area Reading Council. The last meeting of the year was held on April 25th at School Aids. The snapshots below were taken at the mini-conference.



Northwest Louisiana Mathematics Association (NLMA)

NLMA's Winter Conference was held Saturday, February 23, 2013, from 8:00 a.m. – 12 noon at Centenary College in Shreveport. The conference theme was *NLMA 2013: Lagniappe Math Experience*. The keynote speaker was Diego Martinez, President of Millennium Studios. This year's recipient of the Champion for Mathematics Education award was **Jean May-Brett**, Math Science Partnership (MSP) Program Director and Network Support Team, Louisiana Department of Education. (See picture on page 3.) She was recognized for her involvement in the MSP programs in Louisiana that provide math, science and technology professional development to classroom teachers through focused projects. Jean's most recent service endeavor is serving as the representative for the K-12 education community on the Science Advisory Board for the National Oceanic and Atmospheric Administration.



One Fish Two Fish: Reeling Students in for Achievement

Three Caddo Parish schools received an award for 100% participation of their mathematics teachers at the conference. They included:

- Northside Elementary, **Dr. Cindy Frazier**, Principal
- Oak Park Microsociety, **Sabrina Brown**, Principal
- Summer Grove Elementary, **Pam Bloomer**, Principal

In addition, Summer Grove Elementary received a special award for the largest number of teacher presenters. Over 255 educators were in attendance. Twenty-one sessions from PreK–College were offered with forty-eight presenters sharing their mathematical knowledge and expertise.



Ratio and Proportion



Things that make you go hmmm.

Louisiana Council of Supervisors of Mathematics (LCSM)

LCSM held its spring meeting on Friday, May 3, 2013, at the Vermilion Conference Center in Lafayette. Mandy Boudwin, LDOE Mathematics Program Coordinator, was the guest speaker on topics such as the Teacher's Toolbox, Teacher Leaders, and PARCC. Members continued the meeting by sharing ideas and success stories.

Any mathematics coordinator, coach, supervisor, or other educators who provide mathematics leadership should consider joining LCSM. To receive membership information, please send contact information to Stacey Magee, Secretary, at Stacey.magee@stpsb.org.

SouthEast Area Teachers of Mathematics (SEATM)

SEATM is pleased to announce its annual Carol Meyer Mathematics Grant for K-12 mathematics teachers who are members of SEATM. Carol Meyer was an outstanding mathematics teacher in St. Tammany Parish and a recipient of the *Presidential Award for Excellence in Mathematics and Science Teaching*. In honor of her memory, SEATM is offering two \$500 grants to classroom teachers who take mathematics teaching to new heights. Members can obtain information about the grant on our webpage at www.SEATM.org.



[Return to Table of Contents](#)

Southwest Louisiana Teachers of Mathematics (SWLTM)

SWLTM held its Spring Mini-Conference on Saturday, February 23, 2013, from 8:00 am to 12 noon at the Lake Charles-Boston Academy of Learning. There were approximately 50 participants in attendance. The participants were able to choose from 8 different break-out sessions on topics ranging from the elementary level to the college level. Presenters and topics for the conference were:

- **Kathie Rose**, "Engaging Resources for Elementary Math"
- **Sarah Bankins**, "What Do I Do With the Other Kids?"
- **Selene Landry**, "Meeting CCSS with Mathematical Practices: Modeling"
- **Dr. Roberta Yellott**, "Circular Quadrilaterals"
- **Laura Phenice**, "Nimble Numbers"
- Dana McGee and **Lisa Albrecht**, "Rockin' Rotations"
- **Diedre Buller**, "Engaging Students with Foldables and Versatiles"
- **Craig Klement**, "Engaging Students with Technology"



Kathie Rose presents



SWLTM Mini-Grant Recipients

Recipients of the SWLTM 2013 Spring Mini-Grants were announced at the meeting. They are:

- **Craig Klement** - Sulphur High
- **Michelle Pottorff** - Maplewood Middle
- **Gale Branden** – J.F. Kennedy Elementary

LA DEPARTMENT OF EDUCATION UPDATE

Louisiana Classroom Support Toolbox Released

On February 26, 2013, the LDE released the Classroom Support Toolbox for educators and school districts. The toolbox is an effort to provide increased clarity and support for teachers and districts around the expectations for the 2013-2014 school year and beyond. The concept of the toolbox came as a result of feedback from educators and districts as they continue to transition to the Common Core State Standards. The Classroom Support Toolbox can be accessed from the Louisianabelieves.com homepage.

Many of the resources in the Teacher Toolbox were created by Louisiana teachers. The types of resources provided on the website range from sample year-long curriculum plans to guidance on how to set goals for student achievement. Assessment guides for the upcoming school year are also included to clarify how the state tests will align to the Common Core State Standards. Self-teaching modules on the CCSS are also available. Additional resources, such as sample unit plans and video exemplars, will be added in the coming months.

The Classroom Support Toolbox also includes tools for districts and principals to help assist them in putting structures in place to support teachers in the work of implementing the standards.

Louisiana Teacher Leaders

To support teachers with the continued transition to more rigorous standards and the use of the tools in the Teacher Toolbox, the LDE has launched an initiative called Louisiana Teacher Leaders with approximately 2,000 teachers, principals, and district staff from across the state involved. At least one teacher from every school in Louisiana as well as principals and district staff from each district have been selected to participate as leaders. Districts submitted their nominations for the Louisiana Teacher Leaders in early March. Those chosen as Louisiana Teacher Leaders attended a kickoff event on April 18-19, 2013. The next event will be held on June 12-13, 2013. Teacher Leaders will return to their schools and districts to share information received at each event. To read more about Louisiana Teacher Leaders click [here](#).

NCTM UPDATE

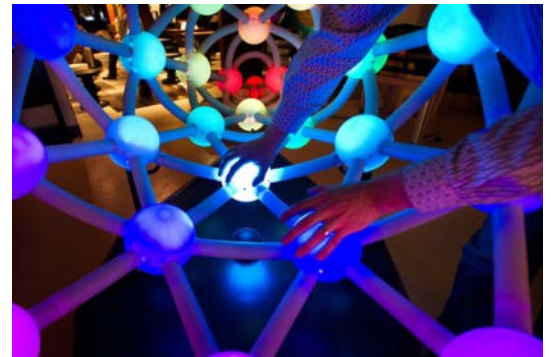
2014 NCTM National Conference and Annual Meeting

Number and Operations: Get Radical and Be Real
New Orleans, LA
April 9-12, 2014

Going to NYC? Visit the new Museum of Mathematics

Math makes up every square inch of the Museum of Mathematics, which opened in December in New York City's Madison Square Park. From the square-wheeled tricycle, to a display on the mathematics of music, to the bathrooms that feature pentagonal sinks, the museum aims to showcase how math is everywhere in daily life..

The goal of the museum is to show that math is fun, engaging, exciting. Described by the NY Times as not a museum but a high-tech playground, it consists of approximately 19,000 square feet with 30 attractions on two floors. Stand in front of a screen and see yourself as a tree sprouting branches of mini-me's ("Human Tree"). Cover a wall with interlocking monkeys ("Tesselation Station"). Dip a paint roller into water and map footprints on a blackboard ("Water Frieze").



The museum's founder is Glen Whitney, who parlayed his training as a mathematical logician into a lucrative position as quantitative analyst for a hedge fund; he then decided to create a museum that would celebrate math. His collaborator was Cindy Lawrence, an accountant and educator who is associate director. And the design chief is Tim Nissen, who worked for Ralph Appelbaum Associates and developed the original exhibits. The museum cost \$15 million; \$22 million was raised.

Information from NCTM and NY TIMES

Mathematics Teacher Educator

Check out *Mathematics Teacher Educator*, the joint online journal of The National Council of Teachers of Mathematics (NCTM) and the Association of Mathematics Teacher Educators (AMTE). Articles in this publication describe improvement of practices that are supported by evidence beyond anecdotal descriptions. Applications are being accepted for editor of the joint online journal for a term beginning May 2014. The application deadline is August 31, 2013.

<http://www.nctm.org/publications/toc.aspx?jrnl=mte>

LATM EXECUTIVE COUNCIL

Jeffrey Weaver President Jtweaver81@hotmail.com	Beth Smith Past-President bethsmith1124@gmail.com	Ellen Daugherty Treasurer edaugh1@lsu.edu
Vickie Flanders VP Colleges flandersv@mybrcc.edu	Penny Gennuso VP High Schools mscromath@aol.com	Sandra LeBoeuf VP Middle Schools sllebouef@lpssonline.com
Amanda Bundrick VP Elementary Schools ALBundrick@yahoo.com	Stacey Magee Secretary stacey.magee@stpsb.org	Maryanne Smith Parliamentarian smith70471@yahoo.com
Kathie Rose Membership Chair kathierose@gmail.com	Neil McAnelly NCTM Representative mcanelly@math.lsu.edu	Mandy Boudwin LDE Representative mandy.boudwin@la.gov
DesLey Plaisance LATM Journal Editor desley.plaisance@nicholls.edu	Carolyn Sessions Newsletter Editor carolyn.sessions@la.gov	Jean May-Brett Presidential Awards Coordinator jean.may-brett@la.gov
Lon Smith Web Site Editor proflon5@gmail.com	Cat McKay ACTM Representative cmckay7930@earthlink.com	Trisha Fos BRAC TM Representative tfosl@lsu.edu
Joan Albrecht GNOTM Representative joan.albrecht@jppss.k12.la.us	Vicky Hand LCSM Representative vicky.hand@cpsb.org	Pam Martin NELATM Representative pmartin@ulm.edu
Tonya Evans NLMA Representative tevans@caddo.k12.la.us	Ellen Marino SEATM Representative ellen.marino@stpsb.org	Jennifer Hughes SWLTM Representative jennifer.hughes@cpsb.org

Renew your Membership

Renew your membership by visiting <http://lamath.org/membership/>. Submit the renewal information, print the renewal receipt, and mail the renewal receipt and \$15 payment to the address specified on the receipt.

[Return to Table of Contents](#)