

THE NUMBER LINE

September 2012

www.lamath.org



LOUISIANA ASSOCIATION of
TEACHERS of MATHEMATICS

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Look for this icon on articles which spotlight members of our Executive Council who work tirelessly as volunteers on behalf of the organization.

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PRESIDENT'S MESSAGE

The upcoming joint math and science conference will give us guidance and ideas to help us to **"Measure Up to New Standards."** The conference will be held November 12-14, 2012 in Shreveport. With a joint conference, the program will afford numerous opportunities for conference participants to network with other math and science educators from around the state. Many exciting experiences have been planned for you. The conference begins with a full day of Extended Sessions on Monday (which require an Early Bird registration) capped off by the Exhibits Showcase and Reception in the evening. On Tuesday, Concurrent Sessions run from 8:00 a.m. until 4:30 p.m. with an Awards Luncheon at 11:30 a.m. Tuesday concludes with the Sci-Port Exploration at 5:00 p.m. Finally, the conference wraps up on Wednesday after another half-day of Concurrent Sessions.



Presiders are needed for each of the regular sessions of the conference to protect the integrity of the CLU program. Presiders are responsible for the distribution of the CLU's for the session. This is a great opportunity for volunteers. Since sessions fill up quickly, presiders have the advantage of being guaranteed a seat at the session in which they preside. Presiders are matched with sessions they choose. If you are interested in serving as a presider, there is a line on the registration form to indicate this interest and/or you may contact Maryanne Smith at smith70471@yahoo.com by October 15, 2012.

Remember these important dates. Early Bird registration for the conference should be post-marked prior to October 1. The last date for Pre-registration is October 15. Any registration postmarked after that date through the conference will be charged the full conference rate. Hurry to turn your registration in early.

I know we are all striving to **"Measure Up to New Standards,"** so be sure to let your friends/colleagues know about this wonderful opportunity. I look forward to seeing you in Shreveport!

Beth Smith
LATM President
bethsmith1124@gmail.com



Carolyn Sessions serves as editor of *The Number Line*. Carolyn has worked at the Louisiana Department of Education for the past 10 years after having spent 30 years as a middle and high school mathematics teacher and instructional technology coordinator. She is a past recipient of the Presidential Award for Excellence in Mathematics and Science Teaching, the National Tandy Technology Outstanding Teacher Award, and the Louisiana Association of Computer Using Educators' Outstanding Computer Educator Award. Carolyn served as LATM President from 1990-92 and on several NCTM National and Regional Conference Committees during the past 20 years. She is married and has one son.



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2012 CONFERENCE REMINDERS

Take Advantage of Registration Discounts!

Be an Early Bird! Postmark your registration by October 1, 2012, and save \$30 off the full registration rate. October 1 is also the deadline for registering if you want to attend an Extended Session/Field Trip. October 15, 2012, is the last postmark date for the pre-registration discount of \$15 off the full registration rate. Remember, anything postmarked after October 15, 2012, will be charged the full registration rate. Go to <http://lamath.org/conference2012/registration/> to register.

Reserve Your Hotel Room NOW!

The conference committee has a limited number of rooms reserved at Shreveport-Bossier hotels for discounted conference rates, but this is for a limited time only. For reservation rates and deadlines, go to <http://lamath.org/conference2012/ConferenceHotels2012.pdf>.

There is Still Time to Register for Extended Sessions

Extended Sessions are 3 hour or 6 hour sessions that take place on Monday, November 12. These sessions allow for a more in-depth investigation of the topic and require an Early-Bird registration. Registrations for Extended Sessions must be completed as part of the online registration process for the conference so that the invoice and payment are postmarked no later than Monday, October 1, 2012. Extended Session participants must register for the conference. Go to <http://lamath.org/conference2012/registration/extended12.mht> to see a detailed listing of the scheduled Extended Sessions.

Session Presider Volunteers Needed

How can an individual help make this conference a success? Consider volunteering as a session presider. To protect the integrity of the CLU program, presidors are needed at each session to insure participants attend the entire session and to distribute CLU verifications. Presider volunteers will be assigned to session(s) of their choosing.

Many sessions fill quickly. Presidors have the advantage of being guaranteed a seat at the session over which they preside! Take advantage of this opportunity and volunteer as a session presider. You may volunteer by marking the days available on the presider line of the online registration form and/or by contacting Maryanne Smith at smith70471@yahoo.com by October 15. Presider volunteers will be contacted via e-mail in early November to choose the sessions in which they would like to preside. Thank you in advance for your help in making this year's LATM/LSTA Joint Conference a success!

Join Us for the LATM/LSTA Joint Awards Luncheon

We are truly excited about the LATM/LSTA Joint Awards Luncheon. Both organizations will honor their outstanding educators on Tuesday, November 13th at the Convention Center from 11:30 a.m. – 1:00 p.m. We will recognize the LATM and LSTA Outstanding Teachers as well as the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) 2011 Awardees and 2012 State Finalists. Remember that the Awards Banquet and Sci-Port Exploration functions are ticketed events. Tickets must be purchased with your registration.

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LATM BUSINESS MEETING ITEMS

Proposed Amendments to Constitution

The following amendments to the LATM Constitution and By-Laws have been proposed by the LATM Board. All proposed edits are shown with strike-throughs of existing wording and **red font** to indicate new wording. If you have questions about any of these proposed changes, please contact Beth Smith at bethsmith1124@gmail.com.

The membership will consider these proposed changes at the annual LATM membership meeting at the 2012 Joint Math and Science Conference in Shreveport, November 13-14.

Constitution, ARTICLE IV: OFFICERS

Section 2. A treasurer, membership chairperson, newsletter editor, LATM Journal ~~coordinator~~ **editor**, and an LATM website editor will be appointed by the Executive Council. The membership chairperson, newsletter editor, LATM Journal ~~coordinator~~ **editor**, and the LATM website editor shall serve two-year terms. The treasurer shall serve a 3 year-term.

Bylaws, ARTICLE I: DUTIES OF THE OFFICERS

Section 3. The duties of the vice-presidents are:

1. The elementary and ~~high~~ **middle** school vice-presidents serve as co-chairs for the Carol Meyer Scholarship Committee;
2. The college and ~~middle~~ **high** school vice-presidents serve as co-chairs for the LATM Outstanding Mathematics Teacher Awards Committee; and
3. Other duties as assigned by the president.

Section 10. The duties of the LATM Journal ~~coordinator~~ **editor** are:

1. To publish and disseminate at least one edition of the LATM Journal each year; and
2. To gather and request information for the LATM Journal.

Proposed Slate of Officers

The LATM Constitution states that the Vice-President for Elementary Schools, Vice-President for Colleges, and the National Council of Teachers of Mathematics representative are to be elected in even-numbered years. The LATM Nominations Committee has submitted the following list of candidates for these positions to the Executive Council:

Vice-President for Colleges: **Vickie Flanders**

Vice-President for Elementary Schools: **Amanda Bundrick**

NCTM Representative: **Nell McAnelly**

If you have additional nominations, please submit them via e-mail them to Beth Smith at bethsmith1124@gmail.com no later than October 1, 2012. Elections will be held during the LATM Annual Business Meeting.

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AWARDS AND RECOGNITIONS



Presidential Award for Excellence in Mathematics and Science Teaching

Alison Drake from KIPP Believe in New Orleans, the Louisiana 2011 Presidential Awardee for Excellence in Mathematics Teaching, and **Anna Cole** from Central Lafourche High School in Mathews, the 2011 Presidential Awardee for Excellence in Science Teaching, enjoyed an early summer week of celebration in Washington, DC with awardees from other states.



Alison Drake

The state 2012 mathematics finalists for the Presidential Award for Excellence in Mathematics and Science Teaching are **Bianca Deliberto** (Zachary Elementary School), **Stephanie Gullage** (R.K. Smith Middle School, Luling), and **Donna Lamonte** (LSU Laboratory School).



Anna Cole

Math and science awardees and finalists will be joined by school administrators and family members during the annual state recognition luncheon which will be held at the Governor's Mansion on Wednesday, September 19th, 2012. LATM will recognize the math awardee and state finalists during the Award Luncheon in Shreveport during the joint math and science conference.

Sincere thanks to Presidential Awardees **Suzanne Buras** (2006), **Pam Goodner** (2009), **Mary Lou Jumonville** (2003), **Ellen Marino** (1996), and **Debra Reynolds** (2008) who served as mentors to several of the 2012 nominees.

Nominations for the 2013 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) will soon be accepted. This celebrated award, administered by the National Science Foundation for the White House, identifies outstanding mathematics and science teachers in grades K-12. Competition alternates each year between teachers of grades K-6 and teachers of grades 7-12. 2013 will be a secondary (grades 7-12) cycle.

Nomination information can be found at www.paemst.org using the nomination link. Individuals who are nominated will be notified by e-mail of their nomination; therefore, it is necessary that a working e-mail address be provided for each teacher nominated when the nomination is made. LATM members are encouraged to nominate outstanding elementary teachers of mathematics for this award. Teachers may self-nominate. For more information, contact jean.may-brett@la.gov.

LATM Recognized at 2012 NCTM Annual Meeting



LATM's newsletter, *The Number Line*, was designated as NCTM's 2012 Outstanding Affiliate Publication. Carolyn Sessions, newsletter editor, accepted the award on behalf of LATM on April 26, 2012, at the NCTM National Conference in Philadelphia. Shown with Carolyn are Kichoon Yang, NCTM Executive Director, and Michael Shaughnessy, 2012 NCTM President.

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LATM Outstanding Teacher Award Finalists Named

The following educators are finalists for the LATM Outstanding Teacher Award in their respective categories and will be recognized at the Awards Luncheon to be held November 13 at the 2012 LATM/LSTA joint conference. One finalist from each category will be named as the award winner at that time.

Elementary School Teacher

Marco French – Claiborne Fundamental Magnet School, Caddo Parish School System

Danae Piske – Marigny Elementary School, St. Tammany Parish School System

Laci Stokes – Caddo Heights Math/Science Elementary School, Caddo Parish School System

Middle School Teacher

Angela Boxie – Edgar Martin Middle School, Lafayette Parish School System

Lerri Cockrell – David Thibodaux Career and Technical High School/STEM Academy, Lafayette Parish School System

Lorraine Naquin – Larose Cut Off Middle School, Lafourche Parish School System

High School Teacher

Jennifer DeBello – Parkway High School, Bossier Parish School System

Trisha Melancon – South Terrebonne High School, Terrebonne Parish School District

Danica Robinson – Algiers Technology Academy

New Teacher

Kailyn Brabham – Destrehan High School, St. Charles Parish School System

Eunhee Choi – Woodlawn Leadership Academy, Caddo Parish School System

Kelly Lulich – Mount Carmel Academy, Archdiocese of New Orleans School System

Service

Dawn Jacobi – Destrehan High School, St. Charles Parish School System

Shirley McManus – Barkdull Faulk Elementary School, Monroe City School System

Mark Richardson – Hammond Westside Montessori, Tangipahoa Parish School System

Carol Meyer Memorial Scholarships Awarded

Each year LATM awards two \$500.00 scholarships in memory of an outstanding mathematics teacher and board member, Carol Meyer. This award, The Carol Meyer Memorial Scholarship, is awarded to two Louisiana high school seniors who have demonstrated a commitment to pursuing a career in mathematics, mathematics education, or elementary education.

LATM's Carol Meyer Scholarship recipients for 2012 are **Zachary Webb** and **Nick Collins**. Zachary is a graduate of Live Oak High School in Denham Springs and will be attending Southeastern Louisiana University. Nick is a graduate of C.E. Byrd High School in Shreveport. He will attend Louisiana Tech University. Both are pursuing degrees in mathematics.

Applications for the 2013 Carol Meyer Memorial Scholarship will be posted this fall on the LATM website at <http://lamath.org/CarolMeyerScholarship.htm>.

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BOARD MEMBERS SHARE

Getting to Know Your College Students

by
Vickie Flanders
Vice-President for Colleges

Elementary school teachers know their students well. They recognize the personality of each their students, immediately identifying who is shy and who is talkative. They ascertain each student's strengths and weaknesses, finding who excels in math and who reads below grade level. Likewise, the students get to know their teacher and the classroom expectations, also learning aspects of the teacher's personality. The teacher becomes a role model for the students. I believe that this is important in the learning process. An optimal learning environment requires mutual trust between the teacher and the students.

It is easy for elementary teachers to get acquainted with their students since the students are in the classroom with the teacher every day. Most elementary students have the same teacher either the whole day or half the day for an entire academic year. Students do not have quite as much time per day with a middle school or high school teacher, but these teachers still come to know their students fairly well over the academic year. A college instructor faces this challenge to a much greater extent since college classes only meet two or three times a week for one semester. Simply learning their names can be difficult for a college instructor. I make it a priority to know the names of each of my students. I do this by calling roll at the beginning of each class. It may seem outdated or old-fashioned, but it definitely helps match names with corresponding faces. On the first day I introduce myself, and it is clear to my students that I am approachable and my door is always open for them.

I also call on students by name in class to answer questions. My teaching style involves active learning, so every student needs to pay close attention. This is how I identify their strengths and weaknesses and how I check the collective comprehension of the material that I am teaching. As the students see that I put 100% effort into teaching the lesson, they likewise put 100% effort into learning the material. Of course, this does not apply to every student, but I find that the majority completely reciprocate in learning to the best of their ability.

I have each student's best interest at the heart of my teaching. This establishes a trust relationship and an environment conducive to learning. Once this environment is created, students build confidence in their abilities and acquire eagerness to learn new material. The student must be confident and persevere, because for many, math is a tough subject to learn. Only with trust and confidence will they put forth the effort outside of the classroom and do necessary homework and develop good study habits. Once students have the mindset of achievement, they can be successful in their math class.



Cat McKay has served in various positions on the LATM board for many years. She is currently president of ACTM and is teaching mathematics at the University of Louisiana at Lafayette, Louisiana. Prior to teaching at the university level, Cat taught mathematics from the 4th grade level up to advanced math in high school. Many of you will recognize Cat because she has provided professional development to literally thousands of teachers across the state.



Working With the C.I.A. (a.k.a Curriculum, Instruction, and Assessment)

submitted by
Victoria Hand, Ph.D., Membership Chair

Given any three noncollinear points, there is exactly one plane.

When the first video recorders were available to the general public, my husband bought one. He was ready to record every moment in our young newborn's life...it did not matter that he looked like a cameraman for the local TV network! A critical piece of to the camera equipment was the tripod base that he used to steady the camera. In reality, that tripod allowed for a more thoughtful approach to video recording. That three-legged apparatus provided the necessary stability to capture a sharp and focused image...of a wiggling toddler! The videographer could interact with the subject a little more naturally while the lights plus the sound could be attended to with greater precision. A two-legged apparatus would not stabilize the camera. Additionally, a four-legged one would never find all four legs hugging level ground...it would always wobble. Thus, the three-legged tripod became critical for a successful video experience.

Similarly, our transition to the Common Core requires laser-like focus on three critical areas: curriculum, instruction, and assessment. As educators we aim to deliver sharp, focused lessons and look for high-quality student work. We also plan to lead classroom interactions (i.e. deep mathematical discussions) that are developed around the eight Standards of Mathematical Practice. Lastly, and perhaps most importantly, we seek to develop problem-solvers that are accurate, mathematically fluent, and capable of communicating clearly.

If you can't explain it simply, you don't understand it well enough.

Albert Einstein

Less is often more in a mathematics class. Leading students to think deeply about fewer problems seems to be a recurring theme in our transition to the Common Core. Often I hear teachers say, "This is material that I've covered! I don't understand why the class performed so poorly on the assessment." I submit that teaching mathematics should be more like uncovering concepts rather than covering the material. The Common Core allows for a more thoughtful approach to the content. The effective teachers may be those that can balance skills and conceptual understanding with factual fluency.

We cannot solve our problems with the same thinking we used when we created them.

Albert Einstein

In their book, Small Steps, Big Changes: Eight Essential Practices for Transforming Schools Through Mathematics, Confer and Ramirez assert that teachers must teach with intentionality. A teacher that delivers the content intentionally believes with every fiber of being that students can be successful in a mathematics class. Additionally, the intentional teacher determines that he **will** make that happen and foster a classroom culture of "I CAN". The successful teacher is aware that instruction is not merely a collection of algorithms. It is a network of related ideas.

It's not that I'm so smart, it's just that I stay with problems longer.

Albert Einstein

We are all familiar with the voice emanating from the GPS when we take a wrong turn...."recalculating"! Similarly, assessment should be the vehicle for student feedback that moves children forward. Students are going to make mistakes. As the professional educator, we should be ready to evaluate the instructional environment that we create. In other words, we need to help our students see errors as opportunities. Additionally, we should utilize assessment data to direct our instruction. A simple item analysis, for example, may shed light on a poorly worded question or a concept that was not sufficiently "uncovered."

The Cylinder Problem

submitted by
Maryanne Smith and Kay McInnis

As students in grades six, seven, and eight work through the curriculum, they explore various aspects of volume and surface area. There is no better way to allow students to gain a firm understanding than through a discovery approach. Math Forum has taken "The Cylinder Problem" and adapted it for levels from lower elementary through calculus. In the middle school version, the objective is as follows:

Students will build a family of cylinders and discover the relation between the dimensions of the generating rectangle and the resulting pair of cylinders. They will then order the cylinders by their volumes and draw a conclusion about the relation between the cylinder's dimensions and its volume. Finally, they will calculate the volumes of the family of cylinders with constant area.

This activity which is already designed to encourage mathematical thinking takes on far more meaning and a Louisiana connection when you have students use red beans and rice as their fill material when calculating volumes. First, use the red beans; then query the students before they use the rice. "Will your results be different?" (Students often think the outcome would be different because of the difference in size between a red bean and grains of rice.)

The full lesson plan can be found at <http://mathforum.org/brap/wrap2/midlesson.html>. Instructional resources including videos showing clips of Discourse Intervention Strategies, teacher decision making, predictions made by student, and graphs of various models are accessible from the sidebar on the webpage. Related CCSS connections associated with this lesson are 6.G.2; 7.G.6; and 8.G.9.



NCTM Leadership Conference

submitted by
Jeffrey Weaver

In August 2012, Vickie Flanders, LATM Vice-President for Colleges, and Jeff Weaver, President-Elect, attended the NCTM Leadership Conference held in Atlanta. The conference, consisting of two days of information and sharing, was attended by eighty-five participants from thirty-two state and local affiliates of NCTM. The focus of this conference was to help to define the roles of the NCTM organization and its affiliates. An opportunity to create a plan of action was also given to assist the state and local affiliates to look to their future growth and prosperity.



Vickie Flanders, NCTM President Linda Gojak, and Jeffrey Weaver

Discussions about how states are approaching the Common Core Standards were a large part of the agenda. There will be a greater need in the near future for the individual teacher in the classroom to become a much more proactive stakeholder in the decisions made in the education of our children. As we move to the Common Core State Standards, the professional teacher must be a major contributor to the changes in the way we educate children. With greater efforts to participate in professional development, both as a presenter and a participant, the classroom teacher can be empowered to move the next generation of students forward to success. NCTM and LATM need many dedicated professionals to answer the call and become more involved in these organizations. I look forward to the years ahead and hope that we can make a greater difference in the lives of others in and out of the classroom.

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NCTM UPDATES

LATM Donates to Mathematics Education Trust

Ellen Daughtery, NCTM Representative, and DesLey Plaisance, LATM Journal Coordinator, are shown as they present 2012 President Michael Shaughnessy with an LATM donation of \$1000 for the Mathematics Education Trust (MET). The MET funds grants, awards, honors, and other projects that support the improvement of mathematics teaching and learning.



Speak at the 2013 NCTM Regional Conferences & Expositions



Interested in speaking at an NCTM 2013 Regional Conference and Exposition? Join us next year in Baltimore, Las Vegas, or Louisville to explore pressing issues and discuss best practices in mathematics education. Share your expertise and submit a proposal to present at <http://www.nctm.org/conferences/content.aspx?id=28020>. The submission deadline is **September 30, 2012**.

A Great Math Education Conference is Coming to a City Near You!

Join us in [Dallas](#) (Oct. 10-12), [Hartford](#) (Oct. 24-26), or [Chicago](#) (Nov. 28-30) to hear from leading experts in mathematics education. Choose from more than 200 presentations and learn about pressing issues in math education, such as RtI, the Common Core State Standards, and technology, among other topics. Whether you're a classroom teacher, administrator, new teacher, or math coach, there's something for everyone at NCTM's Regional Conferences. Find more details at <http://www.nctm.org/news/highlights.aspx?id=33399&blogid=6806>.



Referee for NCTM



NCTM journals depend on the volunteer efforts of their members. You can help by refereeing manuscripts. A *referee* writes reviews for manuscripts submitted for publication. After receiving a manuscript, referees have approximately three weeks to return an electronic evaluation. Your efforts will not only help journals but also contribute to your professional development. If you would like to become a referee, you can find information for [Mathematics Teacher](#), for [Mathematics Teaching in the Middle School](#), and for [Teaching Children Mathematics](#) online at www.nctm.org.

Become a new member of NCTM or renew your membership at www.nctm.org.

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OPPORTUNITIES FOR TEACHERS

International Exchange and Research Opportunities for U.S. Classroom Teachers

The U.S. Department of State's Bureau of Educational and Cultural Affairs offers Fulbright grants for U.S. primary and secondary classroom teachers, guidance counselors, curriculum specialists, curriculum heads, Talented and Gifted coordinators, Special Education coordinators and media specialists/librarians to participate in international exchanges during the 2013-2014 academic year through the [Fulbright Classroom Teacher Exchange Program](#) (CTE) and the [Distinguished Fulbright Awards in Teaching Program](#) (DA).

By living, teaching or conducting research overseas, U.S. teachers gain new skills, learn new instruction and assessment methodologies and share best practices with international colleagues and students. Teachers also have the opportunity to expand their understanding of other cultures and international education systems that will enrich their U.S. home schools and local communities with global perspectives.

Teachers may apply for the CTE Program for one of six countries: the **Czech Republic, France, Hungary, India, Mexico** and the **United Kingdom**. Teachers may apply for the DA Program for one of eight countries: **Argentina, Finland, India, Mexico, Morocco, Singapore, South Africa** and the **United Kingdom**.

For more information about eligibility requirements, benefits and impact of these programs, please visit the program website, www.fulbrightteacherexchange.org.

The **application deadline** for the CTE Program is **October 15, 2012**.
The **application deadline** for the DA program is **December 15, 2012**.

Teachers interested in applying to the CTE program can find more information here: <http://www.fulbrightteacherexchange.org/application-te2>.

Teachers interested in applying to the DA program can find more information here: <http://www.fulbrightteacherexchange.org/application-tp2>.

Financial Education Boot Camps

The Louisiana Jump\$tart Coalition will conduct Financial Education Boot Camps in Baton Rouge on September 12th and in Alexandria on September 14th. The day-long event begins at 8:30 a.m. and ends at 4:00 p.m. All presentations and activities are linked to Common Core State Standards or state standards for civics, math, family and consumer sciences, and economics and business courses. Educators may earn up to 5.5 continuing learning units (CLUs) for participating. The Baton Rouge Boot Camp will be held at the East Baton Rouge Parish School System's Professional Development Center located at 3000 N. Sherwood Forest Blvd. The Alexandria Boot Camp will be held at the State Evacuation Center on the campus of LSU-A, just south of Alexandria.

The registration fee is \$75. Register, see the program agenda, and pay online at www.louisianajumpstart.org.

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OPPORTUNITIES FOR STUDENTS

AMS High School Math Contest

The American Mathematical Society is conducting a national contest for high school students (roughly 9th grade and above, but anyone can take the test), *Who Wants to Be a Mathematician*, with a top prize of \$5000 for the winning student and \$5000 for the math department of that student's school. There is no fee to participate.

*When/where: The 2013 contest will take place Thursday, January 10, from 9:30 to 11:00 a.m. at the Convention Center in San Diego. The event is part of the Joint Mathematics Meetings, which take place January 9-12, 2013.

*Travel: The AMS will reimburse reasonable travel expenses and room and board for each contestant and a parent/guardian for a maximum of two nights. Contestants and their parent(s)/guardian(s) are welcome to attend other events at the meeting.

*Qualifying: Contestants are chosen based on their scores on a qualifying test, administered by teachers.

*Request a qualifying test by e-mailing the AMS Public Awareness Office, paoffice@ams.org, with the subject line "2013 national contest." In the body of the message, include your name, school, contact information, and courses taught this year.

*Deadline for receipt of tests is Wednesday, October 17. The AMS will select 10 contestants from different regions of the US and will notify those qualifiers beginning Friday, October 19.

*See more about the contest at <http://www.ams.org/programs/students/wwtbam/wwtbamnational>.

Noetic Learning Math Contest for Elementary Students

The Noetic Learning Math Contest is a biannual problem-solving contest for elementary students (grades 2, 3, 4, 5, and 6). The contest is in its 4th year and it is quickly gaining popularity in elementary schools across the country.

Fall Contest Date: November 1, 2012

Make up dates: November 2 - 15, 2012

Registration Deadline: October 19, 2012

Spring Contest Date: April 4, 2013

Make up dates: April 5 - 18, 2013

Registration Deadline: March 22, 2012

- Register at <http://www.noetic-learning.com/mathcontest>
- Administer the test between November 1 to November 15 at your own school
- Grade the test papers and report the scores
- We announce the winners and send you the medals

The Noetic Learning Math Contest!

- Works specifically on math problem-solving skills
- Helps to increase standardized math test scores
- Sends a positive message: **it's cool to be good at math!**

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AFFILIATE NEWS

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

On September 13th, Baton Rouge Area Teachers of Mathematics will have its first general membership meeting of the school year. There will be a drawing for two LATM/LSTA travel grants (\$250.00) - one from members present at the meeting and another from the general membership. All meetings will be held at School Aids in Baton Rouge (9335 Interline Avenue). Refreshments start at 5:00 p.m. followed by meeting at 5:30 p.m. Future meeting dates are November 29 and April 25. Our focus this year will once again be transitioning to the Common Core. We will be inviting guest speakers who focus on this transition.

Also, mark your calendars for our joint mini-conference with the Capital Area Reading and Zachary Reading Councils on January 26th held at the LSU Laboratory School. More information to come!

Northwest Louisiana Mathematics Association (NLMA)

Each member of the Northwest Louisiana Mathematics Association is encouraged to attend the 2012 LATM/LSTA Joint Math and Science Conference, November 12 -14, 2012, and volunteer to serve as a session presider. Don't forget that registrations postmarked by October 1st will save \$30 off the full registration rate. Visit www.lamath.org for more information.

Spotlight on Math Science Partnerships - Summer 2012

This summer thirty-six 5th grade teachers in Caddo Parish attended a two-week MSP project titled Project T.A.M.E. (Targeting Academic Mathematical Excellence). This was year two of the project that included 15 returning teachers from year one and 21 new teachers. In addition to the 5th grade project, a two-week 8th grade project included 22 teachers in Caddo Parish and 1 teacher from Bossier Parish. This was year one of the project.

Projects were under the direction of **Laureen Stephens**, Math Supervisor K-12; **Tonya Evans**, Title I Math Supervisor K-12; and **Jan Graff**, K-8 Science Supervisor. **Dr. David Thomas** of Centenary College and **Roger Vance** of Cope Middle School in Bossier City provided participants instruction in the effective use of manipulatives in the classroom. Teachers also developed deeper understanding of the LDOE Transitional Curriculum, the new literacy strategies, and activities within the curriculum. In addition, professional development was provided on EAGLE and the LEAP Query System.

All teachers that participated received a variety of manipulatives to support implementation of the Transitional Curriculum. As part of the project, each participant will attend the *Science and Math: Measure Up to Standards* conference in Shreveport, November 12 -14, 2012.



Left: Teachers in Project T.A.M.E. practice with manipulatives.

Right: Dr. David Thomas assists two project participants.



Louisiana Council of Supervisors of Mathematics (LCSM)

The Louisiana Council of Supervisors of Mathematics (LCSM) will hold its Fall Membership Meeting on Monday, November 12, 2012. Join us from 4:00 PM until 5:30 PM as we enjoy light refreshments and network with other math supervisors and leaders from across the state. To join our mailing list or receive membership information, please send contact information to Stacey Magee, Secretary, at stacey.magee@stpsb.org, or Sabrina Smith, President, at sabrina.smith@jppss.k12.la.us.

SouthEast Area Teachers of Mathematics (SEATM)

The SEATM board met to make plans for the year. SEATM is offering travel grants for the 2012 Joint LSTA/LATM Conference in Shreveport. Plans are being made for the annual spring Math Fair and Spring Teacher Recognition Dinner. Visit our website at www.seatm.org.

Southwest Louisiana Teachers of Mathematics (SWLTM)

SWLTM will hold its Fall Business meeting at McNeese State University on Saturday, September 15, 2012. Incoming President, Kathie Rose, announced that SWLTM would again award competitive classroom mini-grants. Any teacher of mathematics in Region V is eligible to apply. Classroom grants will be awarded at the Third Annual SWLTM Mini-Conference. The grant application and the call for proposals will be available online in November 2012. Teachers that plan to apply for a classroom grant will receive bonus points on the grant evaluation rubric if they attend the Fall Business meeting! The SWLTM Mini-Conference will be held February 2, 2013 at the Lake Charles-Boston Academy of Learning.

LATM JOURNAL

New Volume Published

The 2011-12 volume of the LATM Journal is now available at <http://lamath.org/journal/LATMJournalVolume82012.pdf>. The journal has something for all mathematics educators with article topics ranging from an alternative definition of bisector to a discussion of Math Circles. In addition, read a guest column by Louisiana's own Latrenda Knighten, an NCTM Board member, and find out what you can do as a member of your local affiliate, LATM, or NCTM.



LATM JOURNAL

The Editorial Board is always looking for reviewers. Become part of the team of reviewers from across the state who read and review articles based on their expertise. Journal articles typically fall under one of two categories – mathematics-based or mathematics education-based. Sometimes articles blend the two categories.

Articles are being accepted for the next volume with a deadline of January 15, 2013. Early submission is encouraged as the review process can take two to three months. Submission information is available at <http://lamath.org/journal/LATMJournalSubmissionInformation.pdf>. Remember that the LATM Editorial Board is always looking for guest column writers willing to share an opinion about a current mathematics or mathematics education topic with your fellow LATM members.

If you have any questions or suggestions about the *LATM Journal* or to get additional information on serving as a reviewer, submission of an article, or being a guest writer, contact DesLey Plaisance (desley.plaisance@nicholls.edu).

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2012-2013 Textbook Adoption Cycle for Grades K-2 Mathematics and Grades K-5 ELA/Literacy

Textbook Review Committee members will be coming together October 1-5, 2012, to discuss their findings after reviewing the textbooks this summer. After the deliberations are complete, recommendations about textbook resources will be provided to districts. Look for more information via the LDOE website and the LDOE newsletter.

Publishers' Criteria for the CCSSM for Grades K-8 Released

On July 20, 2012, the lead writers of the Common Core State Standards for Mathematics released the *K-8 Publishers' Criteria for the CCSSM*. This document was written to support implementation of the CCSSM by describing the criteria to be met when evaluating materials for alignment. Based on the two major design principles of the CCSSM, focus and coherence, the Publishers' Criteria provide guidance to publishers and curriculum developers, as well as states and school districts in their efforts to design, evaluate, and select materials or revise existing materials. The document can be located at

http://corestandards.org/assets/Math_Publishers_Criteria_K-8_Summer%202012_FINAL.pdf.

PARCC Item and Task Prototypes Released

PARCC released the first set of item and task prototypes on August 20, 2012. The purpose of this release is to assist educators as they transition to the CCSS and PARCC assessments. Items were released for ELA/literacy and mathematics. Items for mathematics were released for grades 3, 4, 6, 7, and high school and include sample technology innovations which PARCC plans to include in the assessments in 2014-2015. Visit <http://www.parcconline.org/samples/item-task-prototypes> to review the items and other information provided concerning the assessments. Also, districts and schools should begin developing a plan for using these items in classrooms throughout the year. Additional items will be released as they are developed.

PARCC Model Content Framework Released

As part of its proposal to the U.S. Department of Education, the Partnership for Assessment of Readiness for College and Careers (PARCC) committed to developing model content frameworks for mathematics to serve as a bridge between the Common Core State Standards and the PARCC assessments. PARCC developed the Model Content Frameworks to help:

- Inform development of item specifications and blueprints for the PARCC assessments, and
- Support implementation of the Common Core State Standards.

Although the primary purpose of the Model Content Frameworks is to provide a frame for the PARCC assessments, they also are voluntary resources to help educators and those developing curricula and instructional materials. Users are advised to have a copy of the Common Core State Standards available for use in conjunction with the Model Content Frameworks.

The Model Content Frameworks for mathematics is accessible via

http://www.parcconline.org/sites/parcc/files/PARCCMCFMathematics_August%202012rev2_FINAL.pdf. *The high school section identifies which CCSS are assigned to high school mathematics courses and the assessment boundaries/limits for Standards that are assigned to both Algebra I and Algebra II.*

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EAGLE Common Core-Aligned Items Released

The LDE has worked with Pacific Metrics to create and release Common Core-aligned items in grades 3-11 in both ELA/literacy and mathematics. There are five items available for each grade level. These items can be used in classrooms to help teachers understand the standards and how they might design assessment items aligned to the CCSS. These items can be found on the LDE website at http://www.louisianaschools.net/topics/common_core_samples.html.

LOUISIANA MATH SCIENCE PARTNERSHIP PROGRAM



This year there are nine eighth-grade math, five fifth-grade math, and five third- and fourth-grade elementary projects in the MSP program. The 2012-13 MSP projects began with multiple week summer institutes. This year each of the projects include a focus on the Standards of Mathematical Practice and the Science and Engineering Practices. Activities and exercises during summer instruction provided unique opportunities for the participants to become familiar with the CCSS.

In addition to the summer institutes the teachers will continue their efforts to improve the teaching and learning of math and science by meeting during the academic year, attending the joint math and science conference and participating in field experiences.



Teachers of regular education students and special populations work together to solve problems in MSP projects which emphasized co-teaching.



Left: Kathie Smart from the University of Louisiana in Monroe observes participants in an MSP 8th Grade Project in Avoyelles

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CCSS RESOURCES

LearnZillion

www.learnzillion.com is a site that was relaunched on August 28, 2012, with approximately 1044, five-minute math lessons for grades 3-8 that were built from the Common Core standards and created by some of the top public and private school teachers from around the country. Each lesson includes a short video, downloadable lesson guide and resources, and coach's commentary to help with teacher development.

ELA lessons for these grades are also included bringing the total number of lessons to 2000 as of this writing. Plans include the addition of K-2 and high school lessons based on the CCSS.

Everything is FREE. All you have to do is create an account.

Flipbooks for CCSS

The Common Core "FlipBooks" are a compilation of research, "unpacked" standards from many states, instructional strategies and examples for each standard at each grade level. The intent is to show the connections to the Standards of Mathematical Practices for the content standards and to get detailed information at each level.

Resources used: Common Core State Standards, NCTM's *Focus In Grades K-8* series, *Student Centered Mathematics* by J. VandeWalle, Arizona, Ohio and the North Carolina Department of Education's "unpacking" of the standards. Each "FlipBook" is intended to help teachers understand what each standard means in terms of what students must know and be able to do. It provides only a sample of instructional strategies and examples. The goal of every teacher should be to guide students in understanding and making sense of mathematics.

Flipbooks for CCSS were created by the Kansas Association of Teachers of Mathematics (KATM) and are available for Kindergarten through Grade 8 at http://katm.org/wp/?page_id=91.

New Resources on Inside Mathematics Website

The Noyce Foundation is pleased to announce new Common Core resources to support math teaching and learning on the *Inside Mathematics* website at www.insidemathematics.org.

New resources on Common Core Standards for Mathematical Practice, including:

- [Classroom video examples](#) illustrating the math practice standards, including commentary
- Videos of [exemplary lessons](#) integrating multiple math practices

New resources on Common Core Standards for Mathematical Content, including:

[Common Core-aligned tasks](#), searchable either by grade level or by Common Core content area, such as "Operations and Algebraic Thinking," or "Geometry - Congruence."

Additional classroom videos of Number Talks

Four new classroom videos of "[Number Talks](#)" showing students engaged in mental math exercises and conversations about math, including one from a bilingual Spanish-English classroom.

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New Progressions Documents

Three new math progressions documents have been released by the CCSS writers and are now posted along with the seven previously released documents on the LA Department of Education's website at http://www.louisianaschools.net/topics/ccss_math_progressions.html. New progression titles are:

- K-5: Measurement and Data (measurement part)
- K-6: Geometry
- High School: Statistics and Probability

TEACHERS' TECHNOLOGY CORNER

Amazing New App!

NCTM is proud to present a new mobile app, **Pick-a-Path** ([iOS](#), [Android](#)). This app is based on the [Decimal Maze](#) from the popular lesson [Too Big or Too Small](#). Navigate Okta from top to bottom — adding, subtracting, multiplying and dividing as you go! Complete various mazes involving integers, fractions, decimals, exponents, and more. This app is a beta version. Download **Pick-a-Path** for your [iOS](#) or [Android device](#) today!



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Renew your Membership

Unable to attend the conference? Remember to renew your membership by accessing <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.

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