

THE NUMBER LINE

September 2014

www.lamath.org



LOUISIANA ASSOCIATION of
TEACHERS of MATHEMATICS

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happening with your
organization and
profession!

PRESIDENT'S MESSAGE

On behalf of the Louisiana Association of Teachers of Mathematics Executive Council, I welcome you to another academic year. This is an exciting time when teachers are getting new students, creating new lessons, and dealing with all the challenges that the school year will present.



This school year is exciting for LATM as well. From October 20-22, LATM and LSTA will co-host a joint conference, *STEMspiration*, in Shreveport. This conference will have numerous sessions for both mathematics and science teachers and is an excellent opportunity for teachers to get information about teaching science, technology, engineering, and mathematics. I hope that each of you will be able to join us in Shreveport. During this conference, LATM will welcome Maryanne Smith as the new president and hold elections for Vice-President for Elementary Schools and Vice-President for Colleges.

During the month of August, I had the opportunity to present at the Baton Rouge Area Council of Teachers of Mathematics' (BRAC TM) mini-conference held in Baton Rouge. BRAC TM partnered with the Capital Area Reading Council (CARC) to offer a multi-discipline conference. The speakers and presentations were exciting and informative. Special thanks to BRAC TM's Executive Council for its hard work and to LATM Executive Council members, Ellen Daugherty, Trisha Fos, Trisha Miller, Kathie Rose, Lori Fanning, Cat McKay, and Mandy Boudwin, each of whom presented or participated in other ways to make this event a success. Trisha Miller and Kathie Rose did a fantastic job of presenting the first LATM-sponsored professional development series in three separate sessions during this conference.

LATM and LSTA are planning to host a 2015 joint state conference to be held in Baton Rouge. Stay tuned for further information as it comes available. Also in 2015, the American Mathematical Association of Two Year Colleges (AMATYC) will have their national conference in New Orleans.

In October, I will move from the office of President to that of Past-President. It has been a pleasure to serve on the Executive Council for the past seven years and to be able to interact with its many dedicated members. I want to thank the Executive Council members for their patience, consideration, and leading me through my presidency. I encourage all members to be active in LATM and to seek very rewarding leadership positions.

"Life is good for only two things...discovering mathematics and teaching mathematics." Simeon Poisson

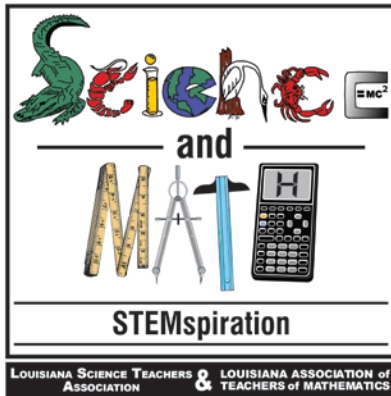
Jeffrey Weaver

Jeffrey Weaver
LATM President



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LATM/LSTA 2014 Joint Conference



**Shreveport, Louisiana
October 20-22, 2014**

LATM Business Meeting

LATM's annual Business meeting will be held at 4:35 p.m. on Tuesday, October 21, 2014 (immediately following the last sessions of the day). The meeting will take place in a meeting room near the Registration tables in the Shreveport Convention Center, to be announced at the conference.

During this meeting the membership will elect new officers and receive updates from the organization. Please attend to be an active supporter of your organization.

Click the icon above to access the pre-conference newsletter which contains all the information for registering and attending the conference.

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Nominations Committee Report

The LATM Nominations Committee has submitted candidates for the election of officers which will be held during the LATM Business Meeting at the Fall Conference. Nominees are Amanda Perry for Vice-President of Elementary Schools, Vickie Flanders as Vice-President for Colleges, and Nell McAnelly as NCTM Representative. Additional nominations may be submitted to Jeffrey Weaver at Jtweaver81@hotmail.com by October 1, 2014.

TEACHER RECOGNITIONS

2014 LATM Travel Grant Recipient Announced

Congratulations to Ashley Hataway Keiss of Dry Prong, 2014 LATM Travel Grant Recipient for the 2014 Joint Math and Science Conference in Shreveport. The \$300 LATM Travel Grant will help Ashley cover her registration, hotel, travel, and meal costs for the conference. Applications for the 2015 Travel Grants will be available in the spring on the LATM website.

NCTM ASC Chairperson 2014-15



E. Jean Ware, the NCTM Affiliate Services Committee (ASC) Representative for the Southern 2 Region, began her three-year term on the committee in May 2012 and has been named the 2014-2015 ASC Chairperson. Jean is a retired Secondary Supervisor of Mathematics for the Caddo Parish School District in Shreveport, Louisiana. She taught most of the high school mathematics courses during her teaching career. She also has served as Assistant Principal of Instruction for Middle School and High School and Interim Principal for High School. Her supervisory position spanned 15 years, as she supported the district's middle and high school teachers and administrators. Jean is an active member of her local and state affiliates. At the local level she was the NCTM Representative and currently the Member-at-Large. At the state level, she also served as the President and NCTM Representative and is currently the treasurer for the Louisiana Council of Supervisors of Mathematics and the Louisiana School Supervisors Association.

Presidential Award Finalists



The state 2014 mathematics finalists for the Presidential Award for Excellence in Mathematics and Science Teaching are **Yvette Bryant** who teaches at Chackbay Elementary in Lafourche parish and **Kristen Mason** from Ruppel Academy of Advanced Studies in Jefferson Parish. At this time we are still awaiting the announcement of the 2013 Presidential Awardees for Excellence in Mathematics and Science Teaching.

Math and science awardees and finalists will be joined by school administrators and family members during the annual state recognition luncheon to be held at the Governor's Mansion on Tuesday, September 16, 2014.

We appreciate the assistance of Presidential Awardees **Suzanne Buras**, **Ellen Marino**, **Carolyn Sessions** and **Maryanne Smith** who served as either mentors or members of the state selection panel this year.

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OPPORTUNITIES FOR TEACHERS

Watch for New LATM Journal Volume

The 2014 volume of the LATM Journal will be published in December. As usual, the journal will have something for all levels of mathematics teachers.

The Editorial Board is always looking for reviewers. Become part of the team of reviewers across the state that 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 accepted year round and are reviewed as received. Early submission is encouraged for the 2015 issue as the review process can take two to three months or more. For submission information see <http://lamath.org/journal/LATMJournalSubmissionInformation.pdf>

Remember that the LATM Editorial Board is always looking for guest column writers who have an opinion about a current mathematics or mathematics education topic and would like to share that opinion with fellow LATM members.

Don't delay – get involved now! If you have questions or suggestions or would like to serve as reviewer or guest columnist, contact *LATM Journal* Editor, DesLey Plaisance, at desley.plaisance@nicholls.edu.

Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST)

Nominations for the 2015 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. Information on the 2015 award cycle will be announced soon

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 teachers of mathematics for this award. Teachers may self-nominate. For more information please contact Jean May-Brett at jam05@bellsouth.net.

Submit an Article for the New Teacher Tidbit Column

If you are a math teacher with 5 or less years of instructional experience, help other teachers, new and veteran, by telling us about your best experiences, tips, lessons, activities, and/or materials. In approximately 200 words or less, share a triumph you've experienced in the math classroom. Please remember to include your first and last name, your current teaching assignment, and your years of experience. We'd also like to share a photo of you with our network. This is your chance to let your new voice be heard and help others. Send your written submission (in WORD format) and a photo of yourself (in JPEG format) to stacey.magee@stpsb.org for consideration to be published in an upcoming LATM newsletter.

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NCTM UPDATE

NCTM Conference Speaker Proposals

Share your teaching ideas and practices by presenting at an upcoming NCTM Conference.

Call for Proposals:

<p>2015 Regional Conferences</p> <ul style="list-style-type: none">• Atlantic City, NJ, October 21-23, 2015• Minneapolis, MN, November 11-13, 2015• Nashville, TN, November 18-20, 2015	<p>Deadline for application: September 30, 2014</p> <p>http://tinyurl.com/oc9jphx</p>
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Membership Connection 2014–15 Member Referral Kickoff



Through the [NCTM Member Referral Program](#), for every new member that joins from your referral, you will earn rewards and gifts, including gift certificates, free membership, and more! The new program began July 1 and runs through June 30, 2015.

Math Games Calculation Nation



Illuminations is here to help. Challenge others. Challenge yourself! Take a look at 12 selected games to have fun while learning math!
<http://calculationnation.nctm.org/>



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VICE-PRESIDENTS' CIRCLE

The "Old Way"

Amanda Bundrick Perry
Vice-President for Elementary Schools

Have you heard this question lately? "Why can't our students just do math the way we did it – the old way?" What some may not realize is that the goal for students is to learn to use the standard algorithm with understanding. The K-5 Number and Base Ten Progression document states that the "use of the standard algorithms can be viewed as the culmination of a long progression of reasoning about quantities, the base-ten system, and the properties of operations." (pg. 3)

Early in my teaching I had the privilege to attend a conference where the speaker (whose name I can't remember) discussed smart math strategies. His discussion focused on students that rely on shortcuts in mathematics. One of his comments was that students should think smarter about numbers early in their education to be successful when more complex concepts are posed. This comment changed my view on how I should teach mathematics.

A first grader that cannot decompose 10 as 9 and 1, 8 and 2, 7 and 3, etc., needs work with the part-part-whole model during interventions that can create automaticity of this strategy (go to <http://illuminations.nctm.org/> or www.mathplayground.com for reinforcement games and activities). Once a student has that foundation, he/she must progress to seeing the numbers 11-19 as the decomposition of one ten and some ones. This type of "smart math" prepares students for success in mental math, fact families, and difficult algorithms.

The "old way" that many adults refer to is what 1st and 2nd graders know as adding tens to tens and ones to ones (i.e., using place value to add). This general method sets up the standard algorithm for fluently adding multi-digit numbers, a requirement for 3rd and 4th graders. However, the Common Core State Standards require our students to have a deeper conceptual understanding of numbers. This is where some of the "special strategies" (as noted in the same progression document) come into play. Rather than just adding columns, students are given the chance to count on. For example:

$\begin{array}{r} 35 \\ + 46 \\ \hline \end{array}$	$\begin{array}{r} 35 \\ + 46 \\ \hline \end{array}$
81 (with regrouping above the tens)	75 (start at 35 and count on 4 tens) 81 (count on 6 ones from 75)

We (as teachers) may be asking students to delve further into math than we ever did as students, but it is necessary to nurture this process so that students can think smarter about math. Focusing on the composition and decomposition of numbers in early elementary establishes the foundation for automaticity of the standard algorithm. Secondary teachers will thank us for this deep conceptual understanding and we will send magnificent mathematicians into the world.

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Where do STEM and Standards-based Mathematics Instruction Intersect?

(In Mathematical Tasks and Project Based Learning where context is key!)

Lori Fanning
Vice-President for High Schools

Regardless of which standards we use in mathematics, many of the ideas remain the same. Students should understand and apply the mathematics they are learning and be able to connect the concepts they are learning to each other, to science, and to engineering. The development of reasoning through problem solving within the context of engineering (all kinds of engineering) helps us to encourage and train the “thinkers” we need in the future.

The engineering concepts used in many STEM projects serve as a framework for the “greater focus, clarity, and coherence” for the mathematics curriculum so that the mathematics that students “do” is not a disjointed set of skills. While building mathematical skill and proficiency is important, the context for these skills is the key to success in building interest in the fields of mathematics, engineering, and science. Several crosscutting concepts for STEM that are quickly identified are the study of patterns; scale, proportion, and quantity; systems and systems models; structure and function; and stability and change. Several resources listed below provide users with instructional tasks and longer term learning projects with an engineering context related to the areas mentioned above.

University of Texas Dana Center

<http://www.utdanacenter.org/k12mathbenchmarks/tasks/tasks.php>

National Science Digital Library

<http://nsdl.org/search/standards/D10003FB>

NASA

<http://www.nasa.gov/audience/foreducators/exploringmath/home/index.html>

Including STEM concepts as the context for learning mathematics will not only increase student interest in the fields of study, it will also encourage students to actively learn and experience real-world relevance for what they are learning.

Active Learning in the Classroom

Vickie Flanders
Vice President for Colleges

Active learning seems to be the buzz word in education these days. I have been to numerous professional development workshops in the past few years devoted to active learning in the classroom. Unfortunately, the active learning strategies presented could not be applied in my classroom. This is due partly to my subject matter being mathematics and partly to my classroom being in a college setting. Many of the presentations involved some kind of elaborate group project or activity. Most of these projects involved a great deal of prep time for the instructor and took up lots of valuable time in the classroom. I did not find these projects to have a significant change in the success of my students. However, I do believe that active learning is the key to student success.

I began searching for the definition of active learning. The term seems pretty straight forward: learning in an active manner. Wikipedia, though not the greatest of sources, states that active learning is, "a term that refers to several models of instruction that focus the responsibility of learning on learners." As my search continued for a definition for active learning, I found information such as this from the University of Minnesota stating, "Defining 'active learning' is a bit problematic. The term means different things to different people, while for some the very concept is redundant since it is impossible to learn anything passively. Certainly this is true, but it doesn't get us very far toward understanding active learning and how it can be applied in college classrooms. We might think of active learning as an approach to instruction in which students engage the material they study through reading, writing, talking, listening, and reflecting. Active learning stands in contrast to 'standard' modes of instruction in which teachers do most of the talking and students are passive." As I researched more and more on active learning, I began to realize that my classroom is filled with active learning, even though it did not contain elaborate group projects and activities in the classroom.

As I begin a lecture, I give notes and work examples on the material. This is done by typing up the notes and leaving space for class examples. These "gap" worksheets are uploaded on the classroom management system, Blackboard or Moodle, for example. The students print these worksheets and bring them to class. I go over the notes and answer questions the students have about the concept. Understanding a concept is vital to the student's success. The concept is reinforced by working examples. I work the examples very carefully prompting students for the next step and questioning them as to why a certain step is being taken. The students are actively engaged in every phase of the example. The students become motivated to learn and do not hesitate in asking questions, because they know that I will answer their questions. This prevents them from taking a passive role in the classroom. They are not just listening to me lecture. I take the time to pick out the best examples to work in class, making sure to include application problems and to pay close attention to detail and notation. I also add pictures, graphs, or even animations to help with an explanation. For example, when I cover related rates in calculus, I added some animations I found online posted by another college. Since related rates problems involve an understanding of how rates of change of related variables are changing with respect to time, it is vital for students to visualize the motion occurring in the problem. The animations show the motion transpiring in the problem, and the learning objective becomes clear to the students.

Active learning occurs outside of my classroom, as well. My office hours are filled with students. I often get teased about this by my colleagues, and I just simply reply that my office hours are for my students, not for me. When students come into my office, I have them write their problem on my dry erase board, and I help them work through the problem. I do not just work the problem for them. They must show me what progress they have made before they came in and ask questions about how to continue to reach the result. I answer questions and prompt them to think critically and work the problem out themselves. I have found this strategy to be very successful. Another way active learning extends outside of my classroom is through study sessions. I encourage the students to form groups to study and do homework together. These group settings are optional and do not involve an assigned project, so the students are self-motivated. I have found that working in this kind of group setting is highly productive.

In conclusion, I have found active learning to be the key to a student's success. Active learning occurs when students are engaged participants in the classroom. The instructor engages the students through thought provoking examples accompanied with interactive questions and answers. The students take an active role in the learning process. The instructor merely facilitates the learning process, putting the responsibility of learning on the student. Student-centered instruction creates an effective path for the successful student.

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AFFILIATE NEWS

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

BRAC TM held its mini-conference on Saturday, August 23, 2014. There were approximately 80 attendees from Baton Rouge and the surrounding areas. Feedback from the participants was outstanding.

The general membership meeting will be held in November with the exact date to be determined.

For further information, please contact Trisha Fos at tfos1@lsu.edu.

Northeast Louisiana Association of Teachers of Mathematics (NELATM)

The NELATM Executive Board is currently in the process of scheduling a meeting for late fall and a mini-conference in February. Details of the meeting and mini-conference will be emailed to the membership and will also be available on the organization's website, <http://www.nelatm.org>, as details become available.

For questions, please contact Pam Martin at pmartin@ulm.edu.

Northwest Louisiana Mathematics Association (NLMA)

Each member of the NLMA is encouraged to attend the 2014 LATM/LSTA Joint Math and Science Conference, October 20 – 22, 2014, and volunteer to serve as a session presider. Don't forget that registrations postmarked by September 15th will save \$25 off the full registration rate. Those registering from September 16-29 will save \$10 off the onsite registration fee. Visit <http://www.lamath.org/> for more information.

Spotlight on Math Science Partnerships - Summer 2014

Project T.A.M.E. (Targeting Academic Mathematical Excellence) participants were provided three weeks of intense math instruction in July. These thirty-five, 7th and 8th grade teachers attended a Summer Institute that focused on content knowledge, formal and informal assessment strategies, and the newly adopted Eureka Math curriculum. Instructors for T.A.M.E. included Dr. David Thomas, Professor of Mathematics at Centenary College, and Roger Vance, former teacher at Cope Middle School in Bossier and the current Mathematics Supervisors for Caddo Parish Public Schools.

The instructors presented the content through various instructional strategies. Whole group, small group, and paired activities were modeled. The instructors focused on specific Common Core State Standards and demonstrated the progression of these standards across the grade levels. Because Caddo Parish teachers are implementing the Eureka Math Curriculum in the current year, this was a primary focus of the summer institute. Teachers were introduced to the new curriculum lesson design and used techniques to assist in content mastery of the standards. In addition, the participants were provided resources that support hands-on instruction and student engagement.

Technology instruction was an integral part of the institute. The participants utilized the graphing calculator and received explicit instruction on how to integrate technology into their lessons. Susan Tompkins, the Math Science Technology Facilitator, along with the instructors, showed the participants a variety of websites that could be used to support the Common Core

State Standards. Laureen Stephens, Math Supervisor, and Tonya Evans, Title I Math Supervisor, provided additional activities and best practices for implementation of the new curriculum with fidelity.

Follow up sessions will continue during the 2014-15 school year. As part of the project, each participant will attend the LATM/LSTA Math and Science Joint Conference in Shreveport, October 20 – 22, 2014.



Project Tame Participants in Action

Louisiana Council of Supervisors of Mathematics (LCSM)

LCSM will hold its fall meeting in early December. Please be on the lookout for an e-mail with specific information. **Please note that the meeting planned for the LATM/LSTA joint conference will not be held due to scheduling conflicts**, thus allowing all members to enjoy every aspect of the joint conference. If you are interested in joining LCSM, please contact LCSM President, Penny Gennuso, at pcgennuso@lpssonline.com.

SouthEast Area Teachers of Mathematics (SEATM)

The SEATM Board met recently to plan for the upcoming school year. Two professional development opportunities are planned along with our annual Teacher Recognition Reception. The board welcomes the new board members and looks forward to a great year. Please check out our website at www.SEATM.org.

Southwest Louisiana Teacher of Mathematics (SWLTM)

The Calcasieu Parish Public School System has adopted Eureka Math for Grades K-8. All of the summer and fall professional development provided by the district was focused on learning the new strategies and lesson structure to help prepare teacher to implement Eureka Math. Teachers in K-5 also received training in May from the writers of the curriculum at a 2-day training event held at the Lake Charles Civic Center. Follow-up professional development is forthcoming and many supports have been provided for teachers.

A group of elementary mathematics teachers in Calcasieu Parish Public Schools were involved in a June institute. They participated in hands-on, minds-on activities led by Shavela Harvey, a mathematics instructor at McNeese State University and Advanced Placement math teacher at Washington-Marion High School. Assisting her were Master Teachers Jessica Rivero (Lead Teacher at Henry Heights Elementary), Dana McGee (Lead Teacher at Nelson Elementary), and Leslie McFarland (5th grade math teacher at W. T. Henning Elementary). Those participating in

the project learned more about the progressions of the Common Core State Standards, as well as how to teach so that they prepare students for future mathematics instruction. Participants were actively engaged throughout the training and came away with many great ideas, materials, and the knowledge to implement the Common Core State Standards successfully.

LA DEPARTMENT OF EDUCATION UPDATES

Mandy Boudwin
Mathematics Program Coordinator

Curriculum Guidebooks Now Available

All mathematics guidebooks have been [posted](#) on the LDE website. They can be found by going to the Library, Browse by Category, and then click on Year-Long Planning.

The tasks and remediation guides for each grade level have also been posted separately from the guidebooks. They are located on the [same page](#) in the Library (scroll down to Math under Unit Assessments and Planning Resources).

Teacher Leader Summit Sessions and Content Training Resources Available

During summer 2014, teachers from across the state attended various training sessions offered by LDE. Teachers attended the Teacher Leader Summer Summit in New Orleans in June and regional trainings around the state in July. The resources for those trainings are available in the [LA Teacher Leaders Library](#) and can be downloaded for use in districts and schools.

Teach Eureka Professional Development Webinars

LDE provided six (6) individual licenses to each district for the purchase of the Teach Eureka Professional Development Webinar Series. Districts were asked to place their orders by August 31, 2014, to take advantage of the licenses offered by the state. The webinars are available in an "on-demand" format so they can be watched at a time that is convenient for the user and are based on the modules in the Eureka Math curriculum for each grade level. Please contact your district for information on how you can access the webinars for your grade level.

PARCC Assessment Update

As Louisiana continues with our state's plan to raise standards for students, LDE is committed to ensuring teachers have the clarity they deserve about the content of the assessments that students will take at the end of this year.

This school year, the end-of-year assessments for grades 3-8 in math and ELA will be composed of items Louisiana created through the PARCC consortia – the same tests being taken in states across the country and the very same assessments we planned for and communicated about this past spring. Each week throughout September, the [Ed-Connect Newsletter](#) focuses on how assessment questions will be different on the 2014-2015 tests than they were on the 2012-13 tests or the 2013-14 tests. Planning and instructing using examples like the ones in the [newsletter](#) and those offered in the [sample assessment items](#), [assessment guides](#), and [curriculum guides](#), will help prepare students to achieve the standards our state has established for them.

If you would like to receive the [Ed-Connect Newsletter](#), a publication created for Louisiana Teachers and Principals, you can subscribe using the link provided on the LDE [website](#). Archived copies of previous newsletters are also available on the [website](#).

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The Louisiana Math Science Partnership (MSP) Program

Jean May-Brett

Mathematics Science Partnership Program Coordinator



The 2014-15 Math Science Partnership Program cycle is off to an exciting start. Twenty projects are providing training focused on the CCSSM. Districts new to the MSP program are Rapides, St Bernard, and Zachary. Project partnerships bring together school districts and university departments of mathematics. Participation is open to teachers from partner districts and teachers from non-public schools.

In addition to the summer institutes, the participating teachers will continue their efforts to improve their content knowledge and develop additional teaching strategies by meeting during the academic year. The extension of the MSP projects into the school year provides the participants with ongoing opportunities to collaborate around efforts to improve the teaching and learning of math.

Representatives of several of the Louisiana projects will attend the annual US Department of Education's MSP Conference at the end of September. This event allows project directors from Louisiana to learn about changes in program guidelines and share success stories with project leadership from other states.



Avoyelles (top – left and center), Bossier (right – top and bottom), and East Baton Rouge (bottom left) teachers participate in MSP Summer Institutes.

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The Math Design Collaborative

Jean May-Brett

Math Design Collaborative Coordinator

Three orientation presentations were made last spring to acquaint district leaders and math supervisors with the Math Design Collaborative (MDC). Districts new to MDC this academic year are Ascension, Allen, Caddo, DeSoto, Evangeline, and Iberville.

For 2014-15, the Integration districts sponsored by the Bill and Melinda Gates Foundation have established a variety of training schedules and plans for their current and new teachers. As an example, Jefferson Parish will expand the MDC to all middle schools. Jefferson Parish recently held a Saturday MDC training attended by over 100 middle school teachers and their principals. The district will follow with in-service trainings.

A summer institute, held in Lafayette, provided initial training to leaders and teachers from new districts as well as some new teachers in established districts. These MDC-trained participants are ready to begin the school year. Three one-day MDC institutes will be held to support teachers and leaders during the academic year.

Further reach of the MDC effort was achieved through the Math Science Partnership program where MDC trainers used the Mathematics Assessment Project (MAP) materials as part of the content instruction.



Jefferson (left – top and bottom) and Lafayette (right – top and bottom) teachers participate in Math Design Collaborative trainings.

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LATM EXECUTIVE COUNCIL

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Not Able to Attend the Conference?

Don't Forget to Renew your Membership

[Renew your 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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