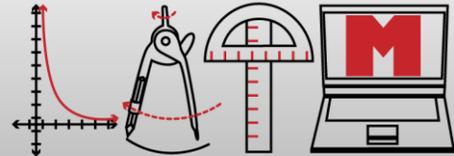


THE NUMBER LINE

February 2018

www.lamath.org



LOUISIANA ASSOCIATION of
TEACHERS of MATHEMATICS

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PRESIDENT'S MESSAGE

Greetings, Louisiana Mathematics Educators.

Thank you to everyone who attended our annual conference in November. LATM hosted math teachers from across the state at the Crowne Plaza Executive Center in Baton Rouge, where we were excited to offer right at 100 high-quality sessions. (If you are reading this and served as a presenter, please accept my gratitude.) We were excited to use the Guidebook App for our program again this year and found it helpful to have the session info right on our devices as we participated. Our exhibitors this year showed great enthusiasm and were helpful to attendees as they shared their products and information. Thank you, Exhibitors! LATM President-Elect, Trisha Fos, served as the Conference Chair and worked tirelessly to coordinate the efforts to pull together a fantastic event. She is to be commended for her work. The entire conference committee should be proud of the way that the conference ran so smoothly, was very organized, and provided a very positive experience for all. Job well-done, Team!

At the conference awards program, we honored several outstanding educators. Rebecca Kliebert, Ashley Holliday, and Sheila Walsh were recipients of the LATM Outstanding Teacher Awards. We also honored the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) finalists, Mandy Boudwin, Jessica Hunter, and Elizabeth Smith. More information about the awards can be found on our website. Congratulations to all of the honorees!

As president of LATM, I was appointed to the Governor's LaSTEM Advisory Council and have been participating in meetings and the work at hand. The Louisiana Science, Technology, Engineering, and Mathematics Advisory Council (LaSTEM) is tasked with coordinating and overseeing the creation, delivery, and promotion of STEM education programs, to increase student interest and achievement in the fields of STEM, to ensure the alignment of education, economic development, industry, and workforce needs, and to increase the number of women who graduate from a postsecondary institution with a STEM degree or credential. We have been meeting monthly and are accomplishing great things that will allow our great state to be a leader in STEM education.

This year, LATM will be planning a joint conference with LSTA for math and science educators. Mark your calendars for **October 22-24th** to meet us at the **Shreveport Convention Center**.

Don't forget to like us on Facebook and visit our website for the latest information.

Wishing each of you a happy and productive 2018.

Sincerely,

A handwritten signature in purple ink that reads "Tricia Miller". The script is cursive and elegant.

Tricia Miller
President, Louisiana Association of Teachers of Mathematics

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VICE-PRESIDENTS' CIRCLE

Proof Positive

By Christen Timmins, VP - Secondary Schools

Proofs. Most people, including math teachers, cringe at the word. The mere mention of proofs elicit feelings of fear, frustration, inadequacy, and loathing. Why does such a simple word provoke such strong emotional reactions? Why are proofs part of the math curriculum in the first place? Further, since we must teach proof writing, how can we make the process a more positive experience for students? This article will explore the answers to these questions and provide specific suggestions for making proofs less painful for both students and teachers.

Why should we teach proof writing anyway? The most obvious and immediate answer is that the Louisiana State Standards for Mathematics require students to be able to write proofs. Five of the Geometry standards specifically require students to be able to prove geometric relationships. Even some Algebra I and Algebra II standards require students to prove relationships, explain reasoning, or "construct viable arguments." Further, the new Algebra I and Geometry LEAP 2025 standardized tests will include significantly more test items that require students to justify or prove their reasoning. If we want our student to be successful on these tests, we must teach the art of mathematical argument.

The less obvious but much more important reason for teaching proof writing is that societies need citizens capable of logical reasoning in order to survive. Proofs are nothing more than formal, logical arguments. Our world faces complex problems. Whether as voters, businessmen, employees, parents, political leaders, or industry leaders, our students will need to be able to analyze problems in a rational, logical way in order to make good decisions. At times, they will also have to justify their decisions to others. When we teach students how to write algebraic and geometric proofs, we are really teaching the broader skills of forming and communicating a logical argument. We are teaching skills necessary for good citizenship.

The problem is learning to form logical arguments can be hard. Really hard! This is the main reason the word "proof" inspires such negative emotional reactions in people. Writing algebraic and geometric proofs requires the ability to combine a wide variety of mathematic vocabulary, symbols, properties, and theorems in a rigorous argument that lead to an indisputable conclusion. Two common barriers students face in this process are 1) lack of necessary mathematical knowledge/understanding and 2) difficulty recognizing all the steps needed to form a complete argument.

How do we make learning to write proofs a positive experience for students? This is a question I have struggled with for fifteen years. Below are the strategies I've found most helpful for my students.

Laying the groundwork for proof writing starts the first week of school. Emphasize definitions and symbols. Hold students accountable for knowing these facts by giving cumulative vocabulary and symbol quizzes throughout the year. Encourage students to justify their answers to all types of problems by asking questions like "why do you think that" or "how did you get that" or "how do you know." Doing so gets students used to the idea that determining $x = 7$ isn't enough. The

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reason why x equals 7 is important as well. When students get used to justifying their answers verbally, justifying statements in a proof becomes easier.

Make proofs relevant to students' lives. Before introducing proofs, ask students to think about a disagreement they have had with a friend, family member, or classmate and then pose the question, "How do you convince someone you are right?" Usually someone says, "Well I'm right because I say I'm right." To which the response is, "That's great, but you still haven't convinced the other person." If a student continues with something silly like, "Well if he won't believe me, I'd just punch him" respond with, "Ok, so now this guy is lying on the floor with a bloody nose, but he still thinks you're wrong. So what now?" This provides the perfect segway into deductive reasoning and proofs. Frame proofs as "bullet-proof" arguments – arguments so good that the other person has no choice but to agree with you.

Another way to make proofs relevant to students' lives is to find school-appropriate examples of disagreements in current events. I've used two articles for the past couple of years (web-links at end of this article). One is about a rap battle between the rapper, B.O.B, and astrophysicist, Neil de Grasse Tyson, over whether or not the Earth is flat. The second article is about a "new" math created by actor, Terrance Howard, in which he asserts $1 \times 1 = 2$. The flat Earth article allows for a discussion about the importance of the kind of evidence being used to back up a claim (obviously de Grasse Tyson has better evidence). The article about Terrance Howard's new math leads to a discussion about the importance of correctly crafting an argument. Howard's explanation of his new math seems to make a lot of sense, but it is based on an incorrect definition of multiplication. Because of this, his whole system of math is false, a fact that is eye-opening to students. Examining current events helps students understand the importance of having good, logical reasoning skills in daily life.

Scaffolding students through the proof writing process helps them be more successful and develop a positive attitude with proofs. Start by showing students proofs of some commonly used theorems and explain how each step leads to the next. Then, give students partially completed proofs and allow them to work with partners to fill in the missing parts. Check their work, mark incorrect answers (a small dot with a colored highlighter works well) and tell them to try again. Repeat this process of checking and returning until all the answers are correct (given a pre-determined time limit). If grading the assignment, give full credit for answers that were correct the first time, and take off a pre-determined amount of points for each time the student had to try again. My students are often surprised by how many blanks they fill-in correctly the first time around and gain confidence with each round of re-tries. Students also learn to be persistent when facing a challenging problem.

A similar activity is to create proof puzzles. This can be done by printing out copies of a completed proof and cutting all of the statements and reasons into separate non-interlocking pieces. Allow students to work with partners to arrange the statements and reasons into a flow or two-column proof. Check the arrangement before allowing a group to move onto the next puzzle. If the arrangement is incorrect, tell students to try again, but do not indicate where the errors are. This will force students to think more deeply about the order the statements and reasons need to be arranged. Continue to check and have students try again until the proof is arranged correctly. Once the puzzle is arranged correctly, ask students to explain why prior attempts were incorrect.

Writing a proof is a difficult skill for students to learn. Yet, the ability to develop a good logical argument is a necessary skill for success as an adult. Teachers can make the learning process easier and increase student self-confidence by holding students accountable for learning basic

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definitions and symbols, encouraging students to verbally justify answers during class discussions, revealing the real-world importance of logical reasoning, and providing scaffolded support as students practice logical reasoning. By doing so, teachers can change attitudes about proofs from negative to positive.

“Neil Degrasse Tyson gets in a rap Battle with B.O.B. over Flat Earth Theory”

<https://www.npr.org/sections/thetwo-way/2016/01/26/464474518/neil-degrasse-tyson-gets-into-a-rap-battle-with-b-o-b-over-flat-earth-theory>

“Terrence Howard believes $1 \times 1 = 2$, so he created his own language”

http://mashable.com/2015/09/14/terrence-howard-one-times-one/#fz_thBTMp5qq

2017 LATM Conference

Over 450 teachers from around the state attended the 2017 LATM Conference held November 6-8 at the Baton Rouge Crowne Plaza Executive Center. With presentations ranging from *Growing up with Number Bonds* to *Dancing Your Way through Algebra*, there were presentations for everyone!



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In addition to the presentations offered to mathematics educators, the Louisiana Council of Supervisors of Mathematics held a meeting on day one of the conference. The meeting afforded attendees an opportunity to hear from various leaders in the field of mathematics as well a welcome to newly elected officers. LATM will continue to support LCSM in their initiatives and congratulates the following list of officers:

Sabrina Smith	President
Tricia Miller	Pres-Elect
Sharon Beeson	Treasurer
Donna Patton	Secretary
Jamie Hebert	LATM Representative
Rebecca Svensson	NCTM Representative
Johnette Roberts & Sabrina Smith	QSM Council

LATM would like to take the opportunity to thank all those who attended and invite everyone to Shreveport for the 2018 LATM/LSTA Joint Conference on October 22-24 at the Shreveport Convention Center.

2018 LATM/ LSTA Joint Conference

Save the Date!

Joint Math and Science Conference

Shreveport Convention Center

October 22 – October 24, 2018



For more information, visit one of our websites:

<http://lamath.org/>

<http://www.lsta.info/>

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Presidential Award for Excellence



We continue to await a news release on the 2016 and 2017 Presidential Awardees.

The Louisiana State Finalists for the Presidential Award for Excellence in Mathematics Teaching Finalists were recognized during a luncheon at the Governor's Mansion in September and honored during the LATM Conference in November at the annual awards ceremony.

The 2017 state finalists are:



Mandy Boudwin, Lutcher High School, St James Parish Schools
Elizabeth Smith, Neville High School, Monroe City Schools
Jessica Hunter, Sterlington High School, Ouachita Parish Schools

The 2017-18 academic year is an elementary cycle for the Presidential Award program. Teachers of math, science, computer and engineering courses in grades K-6 are eligible in 2018. Nominations will be accepted through April 1, 2018 with application packets due May 1, 2018.

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Please nominate an outstanding secondary mathematics teacher you know or work with. Don't stop with the nomination. Print the certificate of nomination and present it to the teacher. Then periodically encourage and offer to assist to your candidate. You might be able to review the candidate's application entry or help to have the classroom lesson taped and uploaded to the website.

The narrative component consists of a written response that addresses the Five Dimensions of Outstanding Teaching and supplemental materials. The Five Dimensions of Outstanding Teaching are:

Dimension One: Mastery of content appropriate for the grade level taught.

Dimension Two: Use of instructional methods and strategies that are appropriate for the students in the classroom and that support student learning.

Dimension Three: Effective use of student assessment to evaluate, monitor, and improve student learning.

Dimension Four: Reflective practice and life-long learning to improve teaching and student learning.

Dimension Five: Leadership in education outside the classroom.

This year the video length has been reduced to 30 minutes and the number of supplemental pages is 6 rather than 10.

For additional information on the Louisiana PAEMST program contact Jean May-Brett at jam05@bellsouth.net or visit <https://www.paemst.org/home/view>

LATM Outstanding Teacher Awards

The Executive Council of the Louisiana Association of Mathematics Teachers are proud to announce the following Outstanding Teacher Awards. This year awards were made in three categories: Elementary, Secondary, and New Teacher. As is often the case, the selection was made difficult by the strong set of candidates in each category. Congratulations to the following winners.



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The winner for the Elementary Teacher category is **Rebecca Kliebert** (pictured above on left). Rebecca teaches fourth grade at Fairfield Elementary Magnet in Caddo Parish. She has been teaching for ten years.

The winner for the Secondary Teacher category is **Ashley Holliday** (pictured above on right). Ashley teaches eighth grade Algebra at Benton Middle School in Bossier Parish. She has been teaching for four years.

The winner for the New Teacher category is **Sheila Walsh** (pictured above center). Sheila teaches tenth and eleventh grade at Academy of Our Lady in Jefferson Parish. She has been teaching for three years.

They were honored at an awards ceremony held at the 2017 LATM Conference on Tuesday November 7.

LATM Outstanding Teacher Award Nominations

One of the goals of our organization is to honor and recognize those individual educators who model and promote standards-based mathematics teaching and learning for their students. The Louisiana Association of Teachers of Mathematics honors outstanding elementary, middle, and high school teachers from participating schools each year. Please take advantage of the opportunity to recognize your outstanding colleagues in mathematics education. We also honor an outstanding new teacher who is in his/her first three years of teaching. This award will go to a teacher who has completed one, two or three years of teaching with the completion of the third year being no later than the end of the 2017-2018 school year. Additionally, we honor a Leader in Mathematics 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 (nominees may not be an LATM Executive Council member nor a K-12 classroom teacher).

Nominees for all awards must be current members of LATM. The membership form can be found at <http://lamath.org> under the membership link. A copy of the award application can be found at <http://lamath.org> under the awards link beginning February 9, 2018. The nominee should complete all portions of the application and must return them to LATM at the address on the bottom of the application postmarked by April 2, 2018. A panel of outstanding Louisiana educators will evaluate the applications to select finalists and overall awardees for each grade level based on the following criteria: professional experience, professional development activities, professional memberships, reflective essay, and professional references.

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Opportunities for Teachers

Quality Science & Mathematics Grant Awardees



Looking for a way to purchase classroom math materials? Are you in need of funding to support equipment for your great ideas? Wish you could implement some ideas seen during last year's conferences or professional development training? The answer might be waiting for you through the Quality Science & Math Grant Program (QSM). Be on the lookout for more information about next school year's QSM grant opportunities.

The Quality Science & Mathematics Grant Program (QSM) was established by R.S. 17:371-1 of the Louisiana Legislature in the summer of 1992 for the purpose of providing materials and equipment to MATHEMATICS and SCIENCE PUBLIC SCHOOL TEACHERS. The QSM program administered by the Gordon A. Cain Center for STEM Literacy at LSU (<http://www.lsu.edu/caincenter/>) has awarded state-funded grants to eligible classroom teachers for the 2017-18 school year. Over 100 mathematics teachers were awarded grants in 2017-18. Congratulations!

2017-18 QSM Awardees					
Awardee	School Name	Awardee	School Name	Awardee	School Name
Banister, Lea	Greenbrier Elementary	Guillory, Melanie	Spanish Lake Primary	O'Banion, Megan	Leesville Jr High
Bertrand, Danielle	Elton Elementary	Hamilton, Deirdra	Madison James Foster Elementary	Osazemwinde, Tracy	Port Allen High
Bissell, Mary	Southwood High	Hansen, Annie	Brame Middle School	Pepiton, Maggi	Plaucheville Elementary
Bourg, Isaac	Career Magnet Center	Henderlight, Brittany	Stockwell Place Elementary	Pickney, Carmen	South Street Elementary
Brignac, Mia	Ville Platte Elementary	Henderson, Amanda	Sun City Elementary	Pigford, Kezia	Meadowview Elementary
Byrom, April	Cankton Elementary	Hightower, Donna	J. I. Watson Elementary	Provost, Tiffany	Plainview High
Chaumont, Carley	Kinder Elementary	Hollier, Angela	North Vermilion High	Racca, Sabrina	Jl Watson Elementary
Chenoweth, Laura	Woodlawn Middle	Huggins, Jamie	Good Hope Middle	Raphael, Michelle	Joshua Butler Elementary
Cockrell, Misty	J. I. Watson Elementary	Hunter, Jessica	Sterlington High	Regan, Brittany	Kinder Elementary
Comeaux, Jennifer	Pierre Part Primary	Johnston, Ashley	Elm Grove Middle	Rougeau, Christy	Welsh High
Cruz, Hannah	Elm Grove Middle	Kendrick, John	Elm Grove Middle	Roy, Paolo	Morris Jeff Community
Davis, Emily	Elton Elementary	Klusendorf, Susanna	Patrick F. Taylor Science & Tech Academy	Roy, Shatter	Alexandria Middle Magnet
Deshotel, Kayla	Lake Arthur High	LaFleur, Meagan	Ville Platte Elementary	Sage, Meghan	Benton Middle
Deshotel, Leslie	J. I. Watson Elementary	Lafleur, Molly	South Street Elementary	Seals, Robert	Port Allen High
Dial, Tifarah	Woodlawn Leadership Academy	LaHaye, Molly	Ville Platte Elementary	Sims, Joshua	Booker T. Washington High
Domingue, Laney	Jl Watson Elementary	Laplaca, Amanda	Audubon Charter	Snyder, Lee Ann	Martin Park Elementary
Doss, Hannah	Lincoln Preparatory	Lockett, Sydney	Phoebe Hearst Elementary	Soileau, Anthony	Oberlin High
Doucet, Danielle	Arnauville Elementary	Loudon, Cheryl	STEM Magnet	Sonnier, Rebecca	Eunice High
Dumas, Brandy	Elm Grove Middle	Lozano, Deborah	Leesville Junior High	Stradley, Jill	Bissonet Plaza Elementary
Duplantis, Victoria	Berwick Elementary	Mallett, Brittany	J. I. Watson Elementary	Tassin, Tammy	Marksville Elementary
Durocher, Rebecca	MAX Charter	Manuel, Nicole	Vidrine Elementary	Taylor, LaShondra	South Street Elementary
Fletcher, Theresa	Winnfield Senior High	Marcantel, Brandi	Vidrine Elementary	Thomas, Sarah	Eunice High
Flynn, Jeanne	Minden High	Martin, Dave	Webster Jr. High School	Thompson, April	South Street Elementary
Fontenot, Betsie	Eunice High	Martin, Vicki	Webster Jr. High	Toussaint, Lecretia	South Street Elementary
Fontenot, Carolyn	Ville Platte Elementary	Marze, Stephenie	Elm Grove Middle	Townsend, Ashley	Oak Grove Primary
Fontenot, Haley	Grand Prairie Elementary	Mason-Jones, Yolanda	Woodlawn Leadership Academy	Turner, Jessica	Fairview High
Fontenot, Leah	J. I. Watson Elementary	Matte, Lauren	Berwick Elementary	Vidrine, Anita	Ville Platte Elementary
Fruge, Elizabeth	SJ Welsh Middle	Mayfield, Olita	Paul Breaux Middle	West, Tara	Devall Middle
Fusilier, Sheryl	Pine Prairie High	McKenzie, John	Benton Middle	White, Russell	Good Hope Middle
Garrett, Brenda	Sam Houston High	Menard, Randi	Elton Elementary	Williams, Gabrechinquella	Lafargue Elementary
Gordey, Allen	Oberlin High	Mitchell, Eric	Magnolia Woods Elementary	Williamson, Ronnia	Madison James Foster
Governale, Laura	Dolby Elementary	Moore, Daphne	Captain Shreve High	Wright, Candace	Wildwood Elementary
Graham, Nakia	Mansfield High	Moore, Lisa	Pearl Watson Elementary	Zweig, Mark	Slaughter Community Charter School
Guillory, Erica	Jl Watson Elementary	Mosura, Kristin	Stockwell Place		

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Louisiana's Math Science Partnerships

While districts and their partners around the state wait for the January BESE meeting to hear who will receive the final MSP awards the 2017-18 Projects continue to meet and complete their academic year follow-up schedule.



The November Washington Parish session was co-facilitated by Charles James and Johnette Roberts. Teachers engaged in modeling, reasoning and justification through a [Paper Folding](#) task from Jo Boaler's [youcubed](#) site. The teachers



collaborated as they practiced representing area models with base 10 blocks for multiplying two 2-digit factors. Teachers solved tasks such as taking body measurements using appropriate tools, models and strategies that will help students gain conceptual understanding.

During their fall meeting Jefferson Parish MSP elementary teachers of mathematics worked on ways to assist students in becoming proficient with seeing relationships between multiples and families of equivalent fractions. The teachers made a "multiples ladder" as one example of a tool to be used. Another of the activities during the presentation was a [Painting Cubes](#) activity from Boaler's Mathematical Mindsets Book. This "low-floor high-ceiling" task provided the teachers an opportunity to experience the mathematical practices by building, drawing and analyzing patterns within three-dimensional cubes made up of small unit cubes.



In East Baton Rouge the MSP teachers had a couple fall sessions where they brought mathematics and science together learning ways to integrate the subjects helping students



understand the connections.

LATM admires the continued commitment of participating teachers. Their efforts to add to their "teacher-toolbox", collaborate with peers and hone their skills as mathematics and science educators will undoubtedly have a positive impact on students throughout the state of Louisiana.

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Research Council on Mathematics Learning (RCML)



RCML is a national organization founded over 40 years ago to “disseminate research efforts designed to understand and/or influence factors that affect mathematics learning.” RCML prides itself on being ‘graduate-student friendly’ and accepts proposals related to planned, ongoing, and completed research projects.

Authors of accepted proposals can apply to have their paper included in RCML’s official journal, *Investigations in Mathematics Learning*, a peer-reviewed journal published four times a year by Taylor and Francis.

February 22-24, 2018, Louisiana State University will host the Research Council on Mathematics Learning (RCML)’s annual conference.

Having a national conference within driving distance is an excellent opportunity for us and our graduate students to meet in a collegial atmosphere with researchers from across the country while sustaining only moderate travel costs. That RCML accepts proposals related to planned, as well as ongoing/completed, research provides a unique opportunity for novice and seasoned researchers alike to get that all-important formative feedback on one’s evolving research agenda.

Visit their website (<http://www.rcml-math.org/upcoming-conference>) for registration details or email David Kirshner, Conference Chair, at dkirsh@lsu.edu for more information.

LSU-S Math Circle

Math Circle, hosted monthly by Dr. Judith Covington of LSUS, is a cost free evening with dinner and professional development for mathematics educators of all grade levels and teaching experience.

The meetings in Bronson Hall begin at 5 PM with a catered meal and about 5:30 the mathematics portion of the meeting begins. Sessions each month focus on a different topic. The meetings are designed to be hands-on and allow the participants an experience of the joy of doing math. The first 2018 meeting is tentatively scheduled for February 6th. The other spring dates are March 6th, April 3rd and May 1st. If you have any questions, please contact Judith Covington at Judith.covington@lsus.edu

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OPPORTUNITIES FOR STUDENTS

Carol Meyer Memorial Scholarship

LATM is pleased to honor the memory of Carol Meyer, an elementary school mathematics teacher who died unexpectedly at an early age. Carol loved mathematics and was a recipient of the Presidential Award for Excellence in Mathematics and Science Teaching. She was an outstanding math teacher and a fervent worker on the LATM executive board. She was always generous in sharing her love of math with her students and fellow teachers.

In Carol's memory, the Louisiana Association of Teachers of Mathematics is pleased to award two \$500.00 scholarships each year to college upperclassmen with a declared major in elementary education, mathematics education, or mathematics. In addition to the scholarship, the awardees shall receive complimentary LATM student memberships. It is our hope that another future outstanding mathematics teacher or mathematician will be helped along the way by this award.

Applications must be submitted via email to LATMScholarship@gmail.com by Friday April 6, 2018. Follow this link for the 2018 application: <http://lamath.org/CarolMeyerScholarship.htm>

National Youth Science Camp



Two talented graduating seniors will be selected to represent Louisiana at the 2018 National Youth Science Camp (NYSC). Student delegates attend the STEM and outdoor adventure program, at no charge. Travel is included. The students also spend several days in Washington, DC.

Applications are now open. Applications close on February 28, 2018 at 6:00pm EST.

The dates of NYSC are planned for June 27 - July 21, 2018. Only students who can attend the entire session should plan to apply.

Additional information is available at <http://apply.nysc.org>.

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Louisiana Department of Education (LDE) UPDATE

Kyle Falting
LDE Representative

We hope you've all had a successful start to the second semester. By now, many of you have given your first LEAP 360 Interim assessment and have analyzed the results to determine specific student strengths and weaknesses. To help you respond to identified areas of need, remember the [K-12 Math Planning page](#) has a wealth of resources available to assist you. We encourage you to utilize the newly released 2.0 version of the K-8 Companion Documents, which now include updated examples along with the explicit components of rigor for each standard and links to foundational standards. The new Companion Documents bring together information from multiple documents, highlighting the three shifts of focus, coherence, and rigor, and can aid teachers on-grade-level instruction and remediation.

Also, please take advantage of the new LDOE-created Eureka Remediation Tools to help you diagnose and address potential gaps in prior knowledge. Even if you do not use Eureka as your primary instructional resource, you might find the diagnostic assessments and remediation guidance helpful. Remember, the most important factor in student achievement is the amount of time engaged with on-grade-level content. The tools on the K-12 Math Planning page can help you focus your instructional minutes on the content that matters most.

Teacher Leader Summit:

Planning for this year's annual Teacher Leader Summit has begun, and we are excited as we plan the math offerings. The Summit will be [May 30 through June 1](#) in New Orleans, and the theme this year is "Meaningful growth for every student, every day." Over the past year, additional Tier 1 curricular options for districts and schools have been identified. Educators attending the Summit will be able to receive training on Tier 1 options including Eureka Math, Agile Mind, JUMP Math, and more. Beyond fundamental curriculum training, we will continue to focus on supporting struggling students by offering sessions for the LDOE-created Eureka Remediation Tools and options for an Intensive Algebra I course. Watch the Teacher Leader Newsletter for registration information and opportunities to apply to present sessions.

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AFFILIATE NEWS

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

On Saturday, January 20, BRAC TM joined forces with the Capital Area Reading Council along with Teacher Created Materials to host a workshop on Guided Reading and Math. Over 50 participants were in attendance! Attendees went home with two professional development books, membership to both organizations, and ideas to immediately use in their classrooms!



South West Louisiana Teachers of Mathematics (SWLTM)

SWLTM held its Spring Mini Conference on Saturday, January 27 from 9:00 a.m. - 1:00 p.m. at Sowela Technical College. It was well attended and participants enjoyed sessions on a wide variety of Math related topics. In addition, SWLTM awarded Ms. Janel Hummel, a Kindergarten teacher at College Oaks Elementary School a classroom mini grant.



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North East Louisiana Association of Teachers of Mathematics (NELATM)

The NELATM is busy planning its annual spring conference. Information will be emailed to districts and posted on social media sights in the near future. We hope to see all members at this exciting and informative event!

NCTM UPDATE



NCTM is gearing up for this year's annual meeting, Empowering the Mathematics Community, on April 25–28, 2018. [Registration](#) is now open with early-bird rates available through March 23, 2018. The [program](#) is full of great speakers, including opening keynote speaker Christopher Emdin from Columbia University, closing keynote speaker Francis Su from Harvey Mudd College, and Iris M. Carl Equity Address speaker Danny Bernard Martin from the University of Illinois.

The Annual Meeting also marks the release of Catalyzing Change, which helps math educators learn to identify and address some of the challenges in making high school mathematics and statistics work for each and every student. Save 25 percent off the list price by pre-ordering the book as part of your registration. Already registered? [Add it to your registration](#) now.

Additionally, NCTM is offering attendees the opportunity to participate in an Advocacy Program on Wednesday, April 25, 2018, in Washington, D.C. Arrive a bit early for the Annual Meeting and have the chance to visit "the hill" with NCTM to advocate for important issues in math education. More information about this opportunity will come soon.

Nominations Now Open for the NCTM Board of Directors

Do you know a great math educator who would bring experience, perspective and valuable ideas to the NCTM Board of Directors? Nominate yourself or a peer between January 15 and March 1, 2018, for one of five Board positions open for election this year, including President-Elect and four Board of Directors' positions. New and energetic members and fresh ideas will help NCTM continue to serve math teachers in the United States and Canada. More information and links to the nomination form are available on the [NCTM website](#). Do not miss this great opportunity to develop your own or a peer's leadership!

Support NCTM with AmazonSmile

When you shop at smile.amazon.com, Amazon automatically donates 0.5% of the price of your eligible AmazonSmile purchases to NCTM's [Mathematics Education Trust](#) grant, scholarship, and [Return to Table of Contents](#)

award programs every time you shop—no cost to you. You can get involved and help [support NCTM](#). Only purchases made starting at [smile.amazon.com](#) are eligible (not at amazon.com or the mobile app). Choose the National Council of Teachers of Mathematics Incorporated and look for the AmazonSmile badge in [Your Orders](#) to see which of your orders had a donation applied. Be sure to keep this opportunity in mind as you make purchases in the future!

Bootstrap: Equity. Scale. Rigor.

In a Bootstrap Workshop you will see curriculum in action, explore research, investigate cognitive challenges for students struggling with Algebra, and be a student for a day! You will work with your peers to discuss content, pedagogy, and spend the day in your students' shoes. You will have the opportunity to try activities and debrief with other teachers, talk pedagogy with the trainers, and try out the materials and software firsthand. Finally, you will go home with a videogame that *you* created. Learn more and see if a [Bootstrap Workshop](#) will be offered near you.

Free Preview Articles from NCTM Journals

NCTM serves as an amazing resource for mathematics educators. The website, [www.nctm.org](#), houses a wide range of information from classroom resources and professional development opportunities to an extensive database of research relevant to teaching and learning mathematics. Take some time to read the selected articles below from the March issues of the NCTM journals.

[Teaching Children Mathematics \(TCM\)](#) (Pre K – 6)

Free Preview: [Two Instructional Moves to Promote Student Competence](#)

[Mathematics Teaching in the Middle School \(MTMS\)](#) (5 – 9)

Free Preview: [Productive Struggle for All: Differentiated Instruction](#)

[Mathematics Teacher \(MT\)](#) (8 – 14)

Free Preview: [Intentional Teaching with Technology](#)

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