

# THE NUMBER LINE

May 2019

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LOUISIANA ASSOCIATION of  
TEACHERS of MATHEMATICS

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# PRESIDENT'S MESSAGE

Greetings fellow math educators,

Spring is in full bloom! Many of us are in the last leg of our school year reflecting on goals we set forth for our students and ourselves. We are even looking ahead at the professional areas in which we hope to grow. As you begin these reflections, consider participating in a wonderful professional development opportunity in your state this fall!

LATM is excited to once again, join forces with the Louisiana Science Teacher's Association to host our state conference titled **STEMulate our Minds**. The conference will be held **November 4 and 5** at the **Baton Rouge River Center**. The associations have decided to compact the typically three day format to **TWO DAYS** allowing less time away from your classrooms while still offering the same number of quality concurrent sessions to the participants. The first day (Monday, November 4<sup>th</sup>) will begin with registration and 3-hour extended sessions followed with an "Exhibit Kick Off" and concurrent session in the afternoon. The second day (Tuesday, November 5<sup>th</sup>) will continue with a full day of concurrent sessions.

We are accepting proposals for extended sessions and concurrent sessions. Consider sharing your experiences with other teachers from around the state. Afraid to do it alone? Grab a colleague and share your love of teaching! I hope you are able to come join us in Baton Rouge!

Recently Past President, Tricia Miller, and I traveled to San Diego to attend the NCTM Annual Meeting and Exposition representing LATM at the Regional Caucus and Delegate Assembly. NCTM is excited to announce the start of a new project- Catalyzing Change in Elementary and Catalyzing Change in Middle School. We look forward to their release sometime in 2020.

Thank you for all you do to support mathematics education in our state.



A handwritten signature in black ink that reads "Trisha Fos".

Trisha Fos  
LATM President  
[tfos1@lsu.edu](mailto:tfos1@lsu.edu)

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# VICE-PRESIDENTS' CIRCLE

## End of Year Reflection

By Christen Timmins, VP – Secondary Schools

Spring is upon us and the end of the school year is approaching. Now is the perfect time to reflect on all the instruction and learning that occurred in your classroom this year. This article will discuss how to use the insights you gain from self-reflection to develop a game plan to improve your teaching practices next year. In other words, this article will help you develop a plan to be even more AWESOME next year!

A good way to **start your reflection** is to look back at the *Louisiana State Standards* for the grade-level(s) you teach. Honestly assess whether you actually taught the content required. Read through each standard and ask yourself "Did I really address this standard to the depth required?" Highlight the standards that you fully addressed. If you addressed only part of a standard, highlight just that part.

**Identify areas of strength in your instruction.** Look at your highlighted list as a whole. Make notes to yourself about which standards/topics you taught well. How did you teach this topic? Was there a particular activity that really helped your students understand the concept? Did you get student "buy-in" when you connected the math to real-life? Or was some other aspect of your instruction particularly good? Be honest with yourself and acknowledge your accomplishments.

**Identify areas of weakness in your instruction.** Also make notes about topics that you skipped or only partially covered. Why did you skip that topic or only partially teach it? Was time an issue? Did your lack of knowledge/understanding of the topic cause you to shy away from it? Did you lack appropriate curricular resources? Did another factor prevent you from teaching this topic? Again, be honest with yourself. No one is perfect and even the best teachers struggle sometimes.

**Create a game plan for next year.** This game plan will help you make instructional and personal decisions throughout the coming year. First, list the actions/activities related to your strengths that you definitely want to continue doing. Then for each reason that caused you to skip/partially teach a topic, list concrete steps you can take to resolve that issue next year. For example, if time was an issue, then your steps might include using a calendar to plan out days per unit/lesson for the whole year and then checking that calendar periodically to make sure you're staying on track. If lack of understanding of the topic is a problem, then your steps might include seeking out professional development on that topic, using on-line tutorials to learn more, or asking a colleague to help you understand. Seek input from colleagues, a mentor, or an administrator if you have trouble thinking of ways to resolve any of the issues on your list.

**Consider other feedback and adjust your game plan accordingly.** Standardized test scores, administrators, and your students can all provide further insight into your instructional strengths and weaknesses.

Standardized Test Scores: When you receive your students test scores, spend some time looking for patterns in the data. Do these patterns mirror that strengths and weaknesses you've already identified? If not, then you may want to revise your game plan. If your students took a LEAP 2025 test, then you should also look at the *Achievement Level Descriptors Guide* for that particular test (see the article in the September 2018 *Numberline*

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for guidance on how to read and interpret these *Guides*). Understanding the difference in student performance required to score at one level versus another can help you further identify areas of strength and weakness in your instruction. For example, if most of your students score at the Basic level, look for the differences between Basic and Mastery-level performance. These differences will point to ways to challenge students throughout the year. Don't forget to find differences between Approaching Basic and Basic. These differences will point out strengths in your teaching.

Administrators: If you are comfortable, have a frank discussion with your administrator. Ask for their assessment of your strengths and weaknesses and ways you can improve. Discuss what they noticed during observations. You may also want to discuss standardized test data with them.

Students: Ask your students for feedback. They are the direct recipients of your instruction after all! Surveys are a great way to get student input. There are many questions you can pose to students. Some basic questions include: "What did I do that helped you learn the best this year?", "What did I do that hindered your learning?", "Please share anything else you would like to tell me regarding our class this year." Have your students complete the survey anonymously so they can be comfortable being honest with you. Also, wait until your planning period or until you get home to read their responses. You want to be able to concentrate on what they are telling you. As you read through the surveys, jot down recurring comments.

After gathering feedback from these additional sources, look back at your game plan. Make adjustments where appropriate.

**Enjoy the summer!** You've worked hard all year. Relax this summer, knowing that you've got a plan to be even **MORE AWESOME** when schools start in August.



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# Word Problems: What's the Problem

By Leann Vinson, VP - Elementary Schools

Do you have any students that immediately shut down when they see a word problem? On examinations, do you find that students use the wrong operation to solve or even answer a question that has not been asked in the problem? If you said, "yes", to either of these questions, you are not alone. Whether you teach third grade, sixth grade, or any other grade, you will find that this struggle is real when working word problems. Students have confidence when the equation is composed of only numbers and operations, but when words are included, something changes. Our students need to develop problem-solving skills because they are foundational (fundamental) skills that will be used throughout their lifetime.

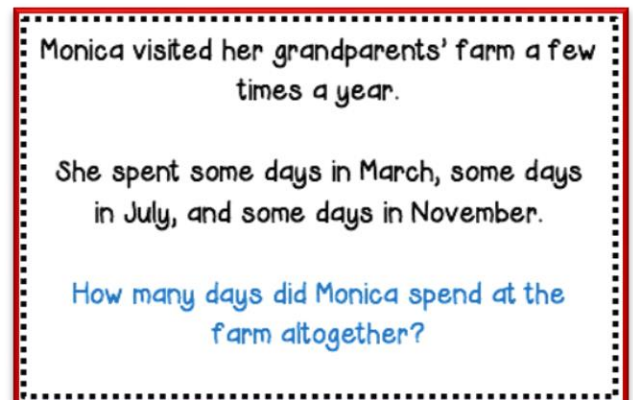
Following is a strategy I use in my classroom that seems to be helpful with my students. Does it work every single time? No, but I have noticed improvement since implementing this strategy with my students.

## Numberless Word Problems

Numberless word problems are just that, word problems without numbers. These word problems help students break down a word problem without focusing on the numbers. By presenting this strategy through class discussions students begin to understand the structure and underlying meaning of the problem as they think through the process. This discourages students from automatically selecting an operation and trying to solve the problem.

### Steps to Introducing Numberless Word Problems:

1. Choose a word problem or create your own, but take out all the numbers and the question.
  - Ask the students what they know about the problem from the information given.
  - Ask the students if there's any math they find in the problem. Some problems might not have any key words.
2. Brainstorm the possible questions.
  - Ask the students what they wonder the question will be.
  - After a discussion of possible questions, reveal the actual question. Continue to keep the problem numberless.



Monica visited her grandparents' farm a few times a year.

She spent some days in March, some days in July, and some days in November.

How many days did Monica spend at the farm altogether?

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3. Identify the information needed to solve the question.

- Ask students where the numbers in the problem would go.
- Reveal to students the actual numbers in the problem.

4. Solve the problem.

- Students can use multiple strategies to solve

Try this strategy with your students. Perhaps it will help you solve your “problems” with word problems.

Monica visited her grandparents' farm 3 times a year.

She spent 4 days in March, 12 days in July, and 7 days in November.

How many days did Monica spend at the farm altogether?



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# LATM/ LSTA Joint Conference



*LATM and LSTA presents*

## **STEM**ulate Your Mind

November 4th and 5th 2019

Baton Rouge, La  
Raising Cane's River Center

For more information, visit our websites:

[www.lamath.org](http://www.lamath.org) [www.lsta.info](http://www.lsta.info)

### **Conference Sponsors**

LATM and LSTA would like to thank McGraw Hill and Carolina Biological Supply for their early conference sponsorship.



For more information on how you can support our math and science teachers by becoming a sponsor of the 2019 Joint Conference please contact [Patrice Mire](#) or [Trisha Fos](#)

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## **CALL FOR EXTENDED SESSION PROPOSALS 2019 LATM/ LSTA Joint Conference**

Interested presenters may submit a proposal for extended sessions (3-hour session) to be held on Monday, November 4, 2019. Presenters must provide all equipment (computers, LCD panels, internet access, and other items) needed for their presentation.

To submit an online Extended Session proposal [Click Here](#)

Make sure proposals are submitted via this [link](#) by **June 14, 2019**. The conference program allows for each Extended Session to have a maximum of three names listed as the presenters: Lead Presenter followed by, at most, two Co-Presenters. Co-Presenter information must be entered at the bottom of [the form](#). The Presenter and Co-Presenter(s) listed in this proposal must register for the conference. Lead-Presenters can apply for [LATM Presenter Travel Grants](#). Questions or concerns regarding this process should be directed to Maribeth Holzer at [latm.lsta.extsessions@gmail.com](mailto:latm.lsta.extsessions@gmail.com).

## **CALL FOR CONCURRENT SESSION PROPOSALS 2019 LATM/ LSTA Joint Conference**

LATM/LSTA will soon be accepting proposals for **50 minute concurrent sessions** to be held **Monday, November 4 and Tuesday, November 5th**. Is there a lesson, unit, strategy, or topic you have a passion for and would like to share with you colleagues? We would love to hear from you!

The link for proposals will be posted on our [website](#). If you have any questions prior, please contact Tricia Miller at [scienceandmatheducators@gmail.com](mailto:scienceandmatheducators@gmail.com).

## **LATM Travel Grant Applications**

The Louisiana Association of Teachers of Mathematics is awarding up to \$3000 in travel grants with each grant awarded, worth **up to \$300**, to offset the expense of attending its **2019 LATM/LSTA Joint Math and Science Conference in Baton Rouge, November 4-5, 2019**. The money can be used to cover conference registration, short course registration, lodging, meals, parking, and/or travel. Grant applicants will be notified of their status at least one month prior to the conference. The money will be awarded at the conclusion of the conference. There are two types of grants are offered: attendees and presenters.

Applicants must be [LATM members](#) on or before August 1, 2019. Entry packets that do not meet the requirements or provide false information will be disqualified.

**For grant application:** <http://lamath.org/travelgrants>

**Applications must be postmarked no later than September 27, 2019.**

**Send the application packet to:** Beth Smith, 711 Comanche Trail, West Monroe, LA 71291.

**Questions may be emailed to** Beth Smith at [bethsmith1124@gmail.com](mailto:bethsmith1124@gmail.com).

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## Conference Reflections Publication... NOW AVAILABLE!

We are excited to introduce the first ever *Conference Reflections*! This publication features nine presentations from the **2018 LATM/LSTA Joint Conference** that were selected after a review of conference evaluations with a round of suggestions by Executive Council members. Each highlighted presentation will have a summary, bio, as well as the materials used during the presentation. [Click here](#) for the publication.

## Presidential Award for Excellence



While there has been no announcement of the 2017 or 2018 Presidential Awardees, the program moves forward with the submission process for the 2019 State Finalists. The 2018-19 academic year is a secondary cycle for the Presidential Award program. Teachers of math, science, computer and engineering courses in grades 7-12 are eligible in 2019. Application packets for teachers nominated this year are due **May 1, 2019**.

If you know one of the candidates nominated this year, please encourage them to complete and submit their application packet. You might be able to review the candidate's application entry or help with the classroom taping of the required video.

- 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.

The classroom video length is limited to 30 minutes and the number of supplemental pages is 6 with one of them being a resource/reference page.

Nominees who are working on a 2019 packet submission may request a state mentor who will be given access to review submission materials but not edit.

Following the May 1<sup>st</sup> application deadline a state selection panel will review the packets and meet to select up to three state finalists.

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

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# LATM Outstanding Teacher Awards

## LATM Outstanding Teacher Awards

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. Each year LATM honors outstanding elementary, middle, and high school teachers from participating schools. We also honor an outstanding new teacher who is in his/her first three years of teaching.

The window to apply for a 2019 Outstanding Mathematics Teacher of the Year award closed on April 12<sup>th</sup>. Many excellent applications were submitted. A panel of exceptional Louisiana educators is now faced with the difficult task of selecting the winner for each category. Applications will be judged based on the following criteria: professional experience, professional development activities, professional references, teaching philosophy, and classroom practices. Winners will be notified in May, or June, if a tie-breaker round is required. Awards will be presented during the LATM/LSTA Joint Conference being held November 4-5, 2019, at the Raising Cane's River Center in Baton Rouge.

We know there are lots of great mathematics educators in Louisiana! Thank you for helping us honor them.

## Louisiana Science Technology Engineering & Math

The Louisiana Science, Technology, Engineering, and Mathematics Advisory Council (LaStem) is tasked to coordinate and oversee 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 developments, industry, and workforce needs, and to increase the number of women who graduate from a postsecondary institution with a STEM degree or credential. The council is composed of leaders from around the state both, in education and industry. Trisha Fos serves as the LATM representative on the board. The Advisory Council meets quarterly.



Take some time to explore the Louisiana Science Technology Engineering and Mathematics Advisory Council's (LaSTEM) official website. The site is a tremendous resource for educators, students and parents. It houses a wealth of information ranging from implemented programs, statistics, educator resources and grant opportunities to the latest news and developments in STEM industries. [Click here](#) to visit the site.

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# Opportunities for Teachers

## Lifetime Service to Mathematics Education Award

LATM is proud to announce that the nomination period for the Lifetime Service to Math Education Award will be opening soon. This award is bestowed at the LATM annual conference, which this year will be held in Baton Rouge on November 4-5. To nominate someone for this honor, consider the guidelines mentioned below and visit our [website](#) complete the form. Nominations will open on June 1st with the nomination **deadline of August 30, 2019**.

The Lifetime Service to Math Education Award recognizes an LATM member for distinguished service in the field of mathematics education. LATM members in good standing are invited to share in the selection process by sending nominations and a rationale for each nomination to the current LATM President for review by the selection committee. The award is designed to recognize a former LATM member who has made extraordinary contributions to the advancement of math education over a significant period of time. The recipient may be a teacher, a former LATM Executive Council member, a current or former school administrator, state department of education employee, elected official, or other individual who meets the following criteria.

1. The nominee must have been a member of LATM for a minimum of five (5) years. LATM will verify membership.
2. The nominee must have exhibited an excellence of contribution to LATM.
3. Among the types of outstanding services that are considered by the committee are:
  - a. Unique or extraordinary contributions to the LATM organization over a significant period of time.
  - b. Active leadership in mathematics education at local, state, or national level.
  - c. Noteworthy scholarly contributions to mathematics education at any level.
  - d. Direct and substantial contributions to the improvement of mathematics education at any level.
  - e. Overall excellence of contributions.
4. If the nominee has previously served on the Executive Council, it is recommended they must have completed their last term a minimum of three (3) years prior to this nomination. An awardee may not return to the Executive Council for a minimum of one conference cycle once awarded.

In addition to providing information about the nominee, the nomination form requires that the nominator provide two additional references (name, email address, and phone number) who can be contacted to provide information to support your nomination.

The LATM Board respectfully requests that nominees not be informed of their nomination. Most of us can think of an individual who has had an impact in advancing mathematics education. Please consider nominating one or more individuals worthy of this prestigious award **no later than August 30, 2019**.

If you have further questions, contact Lifetime Service to Mathematics Education Award Chairperson, Tricia Miller at [triciamiller555@gmail.com](mailto:triciamiller555@gmail.com).

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## Assessment Development Educator Review Committee

Educator input is essential to the assessment development process because it ensures that Louisiana's tests are fair, valid, and reliable metrics of student growth and achievement. The Louisiana Department of Education is now recruiting diverse educators for a variety of [Assessment Development Educator Review Committees](#) scheduled to convene May through August. Committees include:



- Range-finding for LEAP 2025 math, science, and social studies
- Item Content and Bias Review - LEAP 2025 math and LEAP Connect
- Alignment Review - LEAP 2025 math and ELA (includes Passage Review)

Committee members may review newly developed test items, provide guidance on scoring student responses to constructed-response and extended-response test items, or help determine cut scores for the new science tests. Participants can see the built-in mechanisms which ensure the development of high-quality assessments and ensure that tests are aligned to the standards, appropriate for the grade or course, and appropriate for Louisiana students. Additionally, the educators that do this work learn how to better use assessments in their classrooms or school systems.

Access [Assessment Development Educator Review Committees](#) in the [Assessment Guidance Library](#) to learn specific information about the committees, convening dates and locations, travel

### Intensive Algebra I Pilot

The Intensive Algebra I Pilot [presentation](#) on February 14 reviewed the successes of the Intensive Algebra I pilot and discussed why and how every high school should offer the Intensive Algebra I course to 9th graders who persistently struggle in math.

- Both Springboard and Agile Mind will be providing two-day implementation trainings at the 2019 Teacher Leader Summit to support the implementation of the Intensive Algebra I course.
- Contact [STEM@la.gov](mailto:STEM@la.gov) for more information on offering the Intensive Algebra I course.

### Math Teaching Tools That Add Up to Student Success



On June 18-19, 2019 join instructor Stephanie Schmidt at the University of New Orleans to explore Eureka Math for Grades 3-5. Eureka Math is a tier 1 math program for grades K – 8 and approved by the Louisiana Department of Education. Come review instructional strategies used in Eureka modules and teaching tools to help you integrate Eureka into classroom lessons in this two-day workshop. Participants will share best practices and resources currently being effectively used in their instruction. [Click here](#) for more information.

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## Louisiana Department of Education (LDE) UPDATE

The **2019 Teacher Leader Summit** will take place **June 26–28, 2019** at the Morial Convention Center in New Orleans. This annual event will bring together roughly 6,500 educators and content experts who are focused on creating meaningful growth for every student, every day. Educators will have the opportunity to choose from more than 200 sessions led by content experts.

Agile Mind, College Board (Springboard), Great Minds (Eureka Math), Illustrative Mathematics, JUMP Math, Patterson Geometry, and Zearn will be present at Teacher Leader Summit to support implementation of high quality curriculum. Pre-registered tracks will be divided into grade-bands and will focus on three key areas for teachers:

- **Initial curriculum implementation:** Curriculum-specific sessions will focus on the basics of effective implementation, key curriculum components, planning through lesson annotation, and a deep dive into curriculum lessons.
- **Advanced curriculum implementation:** These curriculum-specific sessions are designed for experienced users of the Tier 1 curriculum. Learning will focus on planning for individualized instruction, supporting student-led mathematical conversations, and understanding the connections between curriculum and LEAP 2025 assessment item types.
- **Support for diverse learners:** Participants will learn research-proven methods for supporting students who persistently struggle in math. Learning will include an overview of supports, a deep dive into supporting diverse learners, and strategies for effective remediation to support mastery of on-grade-level math standards.

The session list will be released through a special edition of the Teacher Leader newsletter. Please contact [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) with any questions.

## AFFILIATE NEWS

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

BRAC TM represents teachers from the parishes of East Baton Rouge, West Baton Rouge, Baker, Zachary, Central, Iberville, Livingston, East Feliciana, St. Helena, Ascension and Point Coupee. BRAC TM provides its members with two general meetings and a mini conference each year. Membership dues at \$10.00 for professionals and \$5.00 for students. Please contact Lori Fanning ([lorifanning@lsu.edu](mailto:lorifanning@lsu.edu)) for more information on how to get involved.

### North East Louisiana Association of Teachers of Mathematics (NELATM)

The Northeast Louisiana Association of Teachers of Mathematics (NELATM) services the Region 8 schools in Union, Morehouse West Carroll, East Carroll, Lincoln, Ouachita, Monroe City Schools, Richland, Madison, Jackson, Caldwell, Franklin, Tensas, Catahoula, and Concordia. For more information about NELATM, visit [NELATM website](#). Contact [Maribeth Holzer](#), NELATM Representative

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## North West Louisiana Mathematics Association (NLMA)

The Northwest Louisiana Mathematics Association (NLMA) services the Region 7 schools in Bossier, Bienville, Caddo, Claiborne, DeSoto, Lincoln, Natchitoches, Red River, Sabine, and Webster. NLMA offers a mini-conference once a year in February. The conference fee is \$5.00 which includes NLMA membership. Contact [Tori Palms-Moore](#), NLMA Representative.

## South West Louisiana Teachers of Mathematics (SWLTM)

The SouthWest Louisiana Teachers of Mathematics (SWLTM) serves the parishes of Allen, Beauregard, Calcasieu, Cameron, and Jefferson Davis. SWLTM offers its members 2 meetings per year as well as workshops and mini-conferences. Students and faculty from McNeese State University and Sowela Technical College are encouraged to join the organization and attend meetings. Membership dues are \$10 for professionals and \$5 for students per year. Contact [Katherine Gertz](#), SWLTM Representative.



The advertisement features a red-bordered box containing the Louisiana Association of Teachers of Mathematics logo on the left, which includes a graph, a compass, a protractor, and a laptop with a red 'M'. To the right of the logo is the text "is now on" followed by the Twitter logo. Below these elements is the text "Follow us, tweet @ us, and give us a shout out @LATeachersMath."

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# NCTM UPDATE



## Enhance Your Professional Development with NCTM Membership

As a mathematics educator or researcher, your passion is ensuring that all students receive the highest quality math education possible. Membership in NCTM means access to the resources you need to turn your passion into measurable student learning outcomes.

### NCTM Member Benefits

#### Publications:

The Essential membership tier includes one subscription, with print and digital access, to a school journal, while Premium members enjoy print and digital access to all three as well as NCTM's research journal, the Journal for Research in Mathematics Education. Premium members also receive one FREE e-book per year after renewal.

Enjoy a member-only discount at the NCTM Store (20% for Essential members and 30% for Premium members), and stock up on books, e-books, and other professional publications and products.

#### Professional Development:

- Essential members receive 20% off registration to the NCTM Annual Meeting & Exposition and the Regional Conferences
- Premium members receive 30% off registration to the NCTM Annual Meeting & Exposition and the Regional Conferences
- Student members get FREE registration to NCTM Regional Conferences!
- 20% members-only discount for Essential members and 30% off for Premium members on a wide variety of books, e-books, NCTM gear, and other resources that will add to your classroom through the NCTM Store

#### And More:

- **Grants.** [Search and apply for funds](#) to support your work to improve classroom practices and engage in lifelong learning. There are more than 20 different grants available to NCTM Members only – many specific to a grade band or professional level.
- **NCTM-Sponsored Group Insurance Plans.** [Contact NCTM](#) to learn more.

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## Membership Options:

NCTM offers several flexible [membership options for individuals](#). Compare the options to choose the membership type that is right for you.

## NCTM Centennial Annual Meeting & Exposition

Share and celebrate your teaching ideas and practices April 1–4, 2020, in Chicago, Illinois: Celebrating 100 Years—Looking Back and Moving Forward. Details for submitting proposals were released April 1, 2019. The deadline to [submit a proposal](#) is July 1, 2019.

## NCTM Annual Meeting & Exposition Speaker Proposals

A call for [Speaker Proposals](#) for the 2020 NCTM Annual Meeting & Exposition will open Winter 2019. The 2020 NCTM Annual Meeting & Exposition will be held October 21–24, 2020, in St. Louis, Missouri.

## Future Annual Meeting Dates

Mark your calendars for the Annual Meeting's upcoming transition to the fall starting October 2020. In 2020, the transition year, a special Centennial Annual Meeting & Exposition will be held in April, and then the Annual Meeting will be held in October.

October 21–24, 2020 St. Louis

September 22–25, 2021 Atlanta

## **MET Awards, Grants and Scholarships SUMMER CYCLE**

The Mathematics Education Trust (MET) of the National Council of Teachers of Mathematics (NCTM) funds projects that enhance the teaching and learning of mathematics. NCTM encourages you to apply for a grant that will advance your professional development and help you increase your effectiveness as an educator. Below are just a few grants offered by NCTM that are to be **postmarked by May 3, 2019**. Be sure to visit <https://www.nctm.org/Grants/> for a full listing and details on how to apply.

### **[Enhancing Student Mathematics Learning through the Use of Tools and Technology Grants](#)**

Grants of up to \$3,000 are awarded to persons currently teaching mathematics in grades Pre-K–12 for the innovative use of technology and other tools to "help teachers and students visualize and concretize mathematics abstractions...."

### **[Pre-K-8 Preservice Teacher Action Research Grants](#)**

A grant with a maximum of \$3,000 for action research conducted as a collaborative by university faculty, preservice teacher(s), and classroom teacher(s) seeking to improve their understanding of mathematics in Pre-K–8 classroom(s).

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### **Professional Development Scholarship Emphasizing the History, Number Theory, and Discrete Mathematics**

A scholarship of up to \$3,000 for an individual currently teaching mathematics at the grades 6–12. The purpose is for the individual to complete credited course work or design and implement a personal study plan in one of the following areas: some aspect of the history of mathematics, number theory, or discrete mathematics, create and field-test appropriate classroom activities incorporating the history of mathematics, number theory, or discrete mathematics into the curriculum and to prepare and deliver a professional development presentation to colleagues.

### **Program of Mathematics Study & Active Professionalism Grants**

A program grant of up to \$24,000 for a classroom grades Pre-K-6 teacher seeking to improve his/her understanding and appreciation of mathematics by completing course work in school mathematics content and pedagogy working toward an advanced degree, and taking an active professional approach toward teaching mathematics. The proposal may outline a study plan for a one-year, a two-year, or a three-year program.

### **Prospective Middle School Teacher Course Work Scholarships**

A scholarship, up to \$3,000 for a full-time college or university junior who is pursuing a career goal of becoming a certified teacher of middle (grades 6–8) school mathematics.

### **Prospective 7-12 Secondary Teacher Course Work Scholarships**

Scholarships, up to \$10,000 for full-time college or university sophomores who are pursuing a career goal of becoming a certified teacher of secondary (grades 7–12) school mathematics.

### **School In-Service Training Grants**

Classroom teachers receive up to \$4,000 for support of in-service programs.

For more information, visit <https://www.nctm.org/MET/>.

## **Free Preview Articles from NCTM Journals**

NCTM serves as an amazing resource for mathematics educators. The website, [www.nctm.org](http://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 April issues of the NCTM journals.

#### **Teaching Children Mathematics (TCM)** (Pre K – 6)

Free Preview: [Acorns to Oaks: Nurturing Growth through Strengths-Based Practices](#)

#### **Mathematics Teaching in the Middle School (MTMS)** (5 – 9)

Free Preview: [LEGOs: Linking Units, Operations, and Area](#)

#### **Mathematics Teacher (MT)** (8 – 14)

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