

THE NUMBER LINE

February 2019

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LOUISIANA ASSOCIATION of
TEACHERS of MATHEMATICS

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PRESIDENT'S MESSAGE

Dear Fellow Educators,

Happy New Year! I hope the start of a new year gave you the opportunity to reflect on 2018 and set goals for 2019.

Thank you to everyone who attended our annual conference in October. LATM and LSTA joined forces to bring together math and science educators from around the state. Jean May Brett and Jan Graff served as conference co-chairs working tirelessly to coordinate the event. The feedback was excellent, and we hope that it ignited a spark in your teaching!

If you were not able to attend the event or missed a session, we have some exciting news for you! This year LATM is introducing a new publication *Conference Reflections*. Featured presentations were selected based on attendee and Executive Council feedback. Be on the look out in the next few weeks for more information.

At the conference, we honored several outstanding educators. Jessica Aguiard, Michelle Blanchard, Nakia Graham, and Jerrilyn Stewart were named LATM Outstanding Math Teachers. We also honored the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) finalists Stephanie Gullage, Troy Hobson, and Heather Williams. Congratulations to all of the honorees. For more information about these awards, please visit our website <http://www.lamath.org/>.

During the LATM general membership meeting, we elected and welcomed some new members to our Executive Council. LeAnn Vinson (St. Tammany Parish) was elected as Vice President of Elementary Schools, Heather Williams (Caddo Parish) was elected as Parliamentarian, and Lori Fanning (LSU Lab) will serve as BRACM Representative. Emily Flanders was also appointed Conference Reflections Publications Editor. Welcome to the team!

This year LATM and LSTA will host a joint math and science conference to be held in Baton Rouge, November 4th and 5th. The committee has begun planning which includes making adjustments to the schedule. We are hoping by doing so, more teachers from across the state to attend! Updates will be posted on our website.

Do not forget to like us on Facebook and visit our website!

Wishing you the best in 2019.

Sincerely,

Trisha Fos

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VICE-PRESIDENTS' CIRCLE

Using Exit Tickets to Improve and Drive Instruction

By Leann Vinson, VP – Elementary Schools

Have you ever given an assessment and wondered, “Why are my students struggling so much on this skill?” It has happened to me before, and what I did was took a step back to reflect on what I had been doing or not doing for my students.

I have used exit tickets in the past, but not effectively. I gave them occasionally, and I often did not do anything with them. This year, something changed. That change was using the data from my exit tickets to improve and drive my instruction.

Backward Design

I use exit tickets to plan my lesson. I use the backward design model so I know what the end goal is first. I make sure that whatever I teach aligns with my exit ticket. When you do not plan starting with then end goal, you run the risk of including unnecessary examples, questions, and activities. These things might get in the way of your students' mastery of the concept.

Guiding Questions While Planning a Lesson

- Is the objective being addressed in the exit ticket?
- Does my lesson align with the exit ticket?
- What background knowledge do the students need to be successful?
- Are there any expected misconceptions students will have in this lesson?

Keep It Short and Sweet

I use the exit tickets created by my curriculum, but you may want to create your own. The exit ticket should be short and to the point because you want to be able to check them quickly. You only want to include a couple of problems that truly focus on your objective. If you have access to technology, you may even use tablets or computers to administer your exit ticket.

Data Collection

Once I give my exit tickets, I put the data in a spreadsheet. This spreadsheet helps me collect data to see which students mastered the skill. Students will get a check if they got all correct on exit ticket, a dash for partial credit, and an X if they got mostly wrong on the exit ticket. Another option is to color the boxes green, yellow, and red instead of using symbols.

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		Students																							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
Lesson Number	1	√	√	-	-	√	X	√	√	√	√	X	X	-	-	√	√	√	√	√	√	√	-	-	
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I Have the Data, Now What?

Looking at the data, I am able to see which students understood the lessons. I am able to see if it is just a few students or majority of the class. This gives me the data to drive my instruction. The data may show that I need to reteach the lesson to the entire class, or it may show I just need to pull a small group for clarification on a topic. If a majority of the class fails to pass my exit ticket, I can start the next day's class with a discussion of the assessment. Additionally, exit tickets show me where students have misconceptions.

Guiding Questions When Analyzing Exit Tickets:

- What question(s) did the student miss?
- Why did the student miss that question?
- How can I group these students?
- How will I reassess?
- How can I differentiate?

Overall, exit tickets can be a game changer in your classroom if you do them consistently and efficiently. It can really help you reflect on how you are doing as a teacher. So now it's time for your exit ticket...Are you using quick, daily assessments in your classroom?

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Teaching Writing in Math: My Experience

By Christen Timmins, VP - Secondary Schools

I have a confession . . . for years, when someone would suggest including writing in math, I was that teacher who said, "Writing in math class? I don't have time for that! I have content to cover and standardized tests to prepare my students for!" Then the state standards changed, putting in increased emphasis students' ability to justify mathematic ideas. Then the LEAP 2025 became the new standardized test. Now, students must be able to express and justify their mathematical thinking in order to perform well on the test. These changes have set me on a mission to teach my students mathematical writing.

My attitude toward including writing in math class has completely changed. I now understand that the ability to write about mathematics is important for our students. The importance goes far beyond standardized tests. Future mathematicians and scientists sit in our classrooms. Good writing skills are vital to the success of any mathematician or scientist because they share their work with the world by writing scholarly publications. In truth, ALL of our students can benefit from learning to write about mathematics. Being able to write about mathematics supports the ability to read and understand mathematics. As adults, our students will encounter mathematical language at key points in their lives. Whether they are renting an apartment, managing credit card accounts, applying for a mortgage, making investments, saving for retirement, or buying health insurance, our students will need to understand mathematical jargon and make decisions based on that information. Teaching students to write about math will help prepare them for life as adults.

My mission to teach my students how to write about mathematics has not gone smoothly. At the outset, I knew my students would need to practice writing throughout the year in order to be ready to write on the LEAP test. I started by including the textbook problems that asked students to explain or justify their thinking when I assigned homework. "That was easy," I thought, and then gave myself an imaginary pat on the back for efficiently adding writing into an already packed lesson plan. Weeks went by. I realized that my efficient solution was not working so well. Every time I checked homework, I found that many students did not attempt the writing problems at all! Those that did attempt the problems gave terrible answers. My students seemed to struggle with finding the right words to use to explain their thinking. They often left out important ideas and connections as they put their train of thought into words. "What's wrong with these kids?!?" I thought.

I started paying more attention to the English teacher next door to me. I noticed she treats writing instruction as a process. She directly teaches the skills, like formulating a thesis sentence, that she knows are necessary for her students to become better writers. Throughout the year, she gives her students many opportunities to practice these skills in their writing. With each new assignment, she expects increasing sophistication in students' writing and provides feedback about their work.

Eventually, I realized that my students' inability to write about mathematics was not my students' fault. I had failed to teach my students how to translate their thoughts into written words. I had made the faulty assumption that since students already receive writing instruction in English class, I did not need to give writing instruction in math class. I had failed to acknowledge that writing well in math class requires knowledge and skills unique to mathematics. I had not directly taught

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students how to form a mathematical argument or how to use certain terminology and symbols appropriately. I also had not given students individual feedback about how to improve their writing. Now I develop my students' mathematical writing abilities by directly teaching certain skills, giving students many opportunities to practice writing, and providing feedback along the way.

Here are some suggestions for teaching writing in math:

Direct Instruction on Vocabulary/Symbols

Students must know the language of math in order to write about math.

- Teach definitions of terms and important symbols (such as $f(x)$, $f \circ g$, \cong , \overline{AB} , *ect.*)
- Emphasize the similarities and differences among definitions and among symbols.
- Hold students accountable for learning definitions and symbols. Include vocabulary and symbol recognition questions on quizzes. Keep giving quizzes until you are satisfied with student performance.

Direct Instruction on Mathematical Argument

Teach students how to build a mathematical argument.

- Start with known/given information.
- List the series of deductions that can be made and justified using definitions and theorems.
- State the conclusion.

Scaffold instruction so students progress from filling in missing parts of an argument to creating the argument totally on their own.

Provide Opportunities to Talk about Math

Speaking is connected to writing. Verbally stating an idea can make writing about that idea easier. Give students opportunities to discuss their ideas with a partner, in a small group, or in a whole-class discussion before asking them write.

Provide Opportunities to Practice Writing

On homework and practice problems, require students to give a written explanation/justification of their solution by:

- Stating the property, rule, or theorem that justifies their work, or
- Writing a sentence or two to explain their thinking, or
- Writing a full proof (2-column, flow, or paragraph).

Incorporate open-ended tasks into each unit. These tasks often require students to make and justify judgments.

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Require students to explain/justify their answers on some or all test questions. A simple rubric can make grading manageable. (i.e. 0 points – irrelevant or no explanation, 1-point – partially correct explanation, 2 -points – correct, complete explanation)

Incorporate math journaling into each unit.

Provide Feedback in a Variety of Ways

Students often need help identifying strengths and weakness in their writing.

- Model the process of writing good justifications during whole-class instruction.
- Periodically give each student SPECIFIC feedback about his/her writing. This can be done for short and longer writing assignments. You might want to collect student work or simply walk around the room and look at each student is writing while the class is working on an assignment.
- Periodically, show examples of strong and weak student writing during whole class discussion. (Be sure to remove student names!)
- Have students judge their own writing based on a provided rubric.
- Have students read and critique each other's writing.
- Expect higher levels of sophistication in student writing as the year goes on.

Teach Smarter to Save Time

Do not think of mathematical writing as an extra unit you have to teach. Most of the above ideas can be easily integrated into the daily/weekly lessons you already teach. Small tweaks to integrate writing into lecture notes, practice/homework problems, and assessments will have a tremendous effect on your students' writing ability in the long run.

My mission to teach my students how to write about mathematics is ongoing. Since I started my quest, my students are better writers when they leave me at the end of each year, but they are not as good as they could be.

At this point, I am hardly an expert at teaching mathematical writing. When my students leave me, they are better writers than they were the first day of school. However, they are still not as good as I think they could be. I struggle a lot with providing effective feedback. My natural inclination is to write "Great Job" or "Nice Explanation," neither of which tells my students what they did correctly. I plan to keep tweaking my teaching practices, trying new writing strategies, and working on giving useful feedback. I know many of you find yourselves in a situation similar to mine – struggling to adapt to current instructional requirements. If you are already attempting to teach writing, I hope you keep trying. If you are not teaching writing yet, I hope I have given you some reasons and strategies to get started.

Was this article helpful? Are there other topics you would like me to address in future articles? I would love to hear from you! If you have questions, comments, or suggestions please e-mail me at christen.timmins@stpsb.org.

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Conference Reflections

Conference Reflections Publication... COMING SOON!

Are you afraid that you missed out on great math presentations at the 2018 LATM/LSTA Joint Conference? Did you have a hard time deciding which presentations to attend?

Well, never fear! Now you can see some of the top-rated presentations in the first ever LATM *Conference Reflections* publication scheduled to be released in the upcoming weeks! The nine presentations that are featured were selected after a review of conference evaluations with a round of suggestions by LATM Executive Council members. Each highlighted presentation will have a summary, bio, as well as the materials used during the presentation. Stay tuned as this publication will be released soon!

Presidential Award for Excellence



We continue to await a news release on the 2017 and 2018 Presidential Awardees.

The Louisiana State Finalists for the Presidential Award for Excellence in Mathematics Teaching 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.

Congratulations to the 2018 state finalists:



Stephanie Gullage
Troy Hobson
Heather Williams



Raymond Smith, St Charles Parish Public Schools
Greenlawn Terrace, Jefferson Parish Public Schools
South Highlands Elementary School, Caddo Parish Public Schools

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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. **Nominations will be accepted through April 1, 2019 with application packets due May 1, 2019.**

Please nominate an outstanding secondary mathematics teacher you know or work with. Do not 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 written responses to address 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.

The video length remains 30 minutes and the number of supplemental pages is 6.

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

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. We received many excellent applications for the 2018 Outstanding Mathematics Teacher of the Year. A panel of exceptional Louisiana educators evaluated the applications to select finalists for each grade level band based on the following criteria: professional experience, professional development activities, professional memberships, reflective essay, and professional references. LATM is pleased to announce and congratulate the following awardees for 2018.

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2018 Outstanding Teacher Awardees



Elementary Teacher (K-4) **Michelle Blanchard** (right center), LSU Laboratory School
Middle School Teacher (5-8) **Jerrilyn Swett** (left center), Lancaster Elementary School
High School Teacher (9-12) **Jessica Aguillard** (far left), Grand Lake High School
New Teacher **Nakia Graham** (far right), Mansfield High School

These teachers were recognized on October 23, 2018 at an awards ceremony that took place during the LATM/LSTA Joint Conference in Shreveport.

Do you know an outstanding mathematics educator? Do you know a “newbie” teacher who is doing a great job teaching mathematics? If you answered yes to either question, then please encourage your colleague(s) to apply for the LATM Outstanding Teacher Award.

[Click here](#) for the on-line award application and judging rubric. They will be located under the Awards heading **beginning Monday, February 11, 2019**. Each nominee should complete all portions of the application and print the application for his/her own records before submitting it. **The on-line application must be completed no later than 11:59 pm on Friday, April 12, 2019**. A teacher reflection and two letters of recommendation must be uploaded during the application process. Applicants must be current members of LATM or must submit a membership form at the time of application. Membership forms can be found at <http://www.lamath.org/Awards.htm> under the membership link.

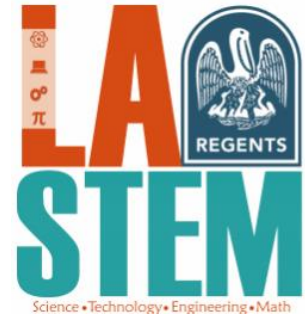
A panel of outstanding Louisiana educators will evaluate the applications to select awardees for each grade-level band based on the following criteria: professional experience, professional development activities, professional memberships, reflective essay, and professional references. Awards will be 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 many great mathematics educators in Louisiana! Thank you for helping us honor them.

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Louisiana Science Technology Engineering & Math

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.



Opportunities for Students

Carol Meyer Memorial Scholarship

Louisiana Association of Teachers of Mathematics will be honoring Carol Meyer, an elementary school mathematics teacher who died unexpectedly at an early age. Carol loved mathematics, and she was a recipient of the Presidential Award for Excellence in Mathematics and Science Teaching. Carol was an outstanding math teacher and a passionate member of the LATM executive board. She was always generous in sharing her love of math with her students and colleagues.

In Carol's memory, LATM is pleased to award two \$500.00 scholarships each year to college upperclassmen with a declared major in elementary education, mathematics education, or mathematics. Additionally, the scholarship awardees will 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 by **April 12, 2019**.

The link to apply will be on the Awards Page found at <http://lamath.org/Awards.htm>.

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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 including but not limited to Department staff, partner organizations, and Louisiana Teacher Leaders.

For the 2019 Teacher Leader Summit, math sessions will continue to include Tier 1 curriculum implementation training with a new focus on supporting diverse learners who persistently struggle in math. LATM has been a valuable partner in the past, and we hope to continue to see board members submit sessions that will support the improvement of math education across Louisiana. View the [2019 Teacher Leader Summit Overview](#) document for more information on applying to lead sessions and registering to attend the event.

AFFILIATE NEWS

Baton Rouge Area Council of Teachers of Mathematics (BRACTM)

BRACTM is in the process of reorganizing and expanding its circle of influence. We plan to offer a Spring Fling 2019 learning opportunity for teachers in early March. We want to help teachers catch their breath and then throw themselves into “finishing well”. More information will be forthcoming. Please contact Lori Fanning (lorifanning@lsu.edu) if you would like to join BRACTM.

North East Louisiana Association of Teachers of Mathematics (NELATM)

The NELATM is excited to welcome their new President, Dr. Jessica Hunter. Dr. Hunter has taught high school math for the past nine years. She has contributed to the field of math by sharing her expertise on several district, state and national math levels. With new leadership, comes new opportunities. The Board has been busy planning for the new year and is excited to offer their members many new and exciting opportunities. Check your emails or visit nelatm.org for upcoming classroom-ready activities, strategies for teaching math to diverse learners, and the upcoming spring mini conference.

South West Louisiana Teachers of Mathematics (SWLTM)

SWLTM held its Fall Meeting on November 2, 2018 at SOWELA Technical Community College. A new president was appointed and plans were set in motion for an upcoming Mini-Conference. More information will be forthcoming. Contact Katherine Gertz (katherine.gertz@cpsb.org) if you would like to join SWLTM.

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NCTM UPDATE

NCTM ANNUAL MEETING
& EXPOSITION 2019
April 3-6 | San Diego

LATM Donates to the Mathematics Education Trust (MET)

Each year, LATM donates to MET. Pictured below is Tricia Miller and Trisha Fos presenting the 2018 donation to Dr. Matt Larson, NCTM Past-President.



What is MET? The Mathematics Education Trust (MET) was established in 1976 to channel the generosity of contributors through the creation and funding of grants, awards, honors, and other projects that support the improvement of mathematics teaching and learning.

MET grants, scholarships, awards:

- Provide funds to support classroom teachers (Pre-K–grade 12) in improving classroom practices and increasing teachers' mathematical knowledge.
- Offer funding opportunities for prospective teachers and NCTM's Affiliates.
- Recognize the lifetime achievement of leaders in mathematics education.

Grants and Scholarships are presented to individuals or schools after a selective review of proposals submitted by applicants.

Awards range from \$1,500 to \$24,000 and cover costs such as:

- Conferences, workshops, or seminars
- Research and in-service training in mathematics
- Classroom activities
- Lessons and materials
- Graduate courses or other mathematics coursework
- Other teacher- or school-identified professional development activities

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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).

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/>.

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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 January issues of the NCTM journals.

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

Free Preview: ["Sliding" into an Equitable Lesson](#)

Free Preview: [Measuring Penny](#)

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

Free Preview: [What, How, Who: Developing Mathematical Discourse](#)

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

Free Preview: [Looking For and Using Structural Reasoning](#)

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Save the Date for
LATM/LSTA Math and Science Conference

November 4th and 5th
Baton Rouge River Center

For more information, visit one of our websites:
<http://lamath.org/>
<http://www.lsta.info/>



**LOUISIANA ASSOCIATION of
TEACHERS of MATHEMATICS**



Louisiana Science Teachers Association

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Renew your Membership

Are you still an LATM member? Have you renewed your membership lately? To check your status and renew your membership visit <http://lamath.org/Membership.htm>. Submit the renewal information online, print the renewal receipt after submitting, and pay with PayPal or mail the renewal receipt with your \$15 payment to the address specified on the receipt. If you have any difficulties with the online form, please contact Beth Smith at bethsmith1124@gmail.com.



Like us on Facebook

Social media has become a preferred means of communication in this tech-savvy digital age. If you have not liked LATM's Facebook page, you should do so now! Teacher opportunities, upcoming LATM events, mathematical articles, educational research, and much more are posted daily on the LATM Facebook page. LATM has much to offer and share with not only math teachers, but with parents, students, and the general public. When you like an LATM post, go a step further and share the post. By sharing a post, the post is distributed to a new group of people who can also share the post. You can even invite your friends to like the LATM Facebook page and become followers. Help us reach more people, so we can help more people!



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