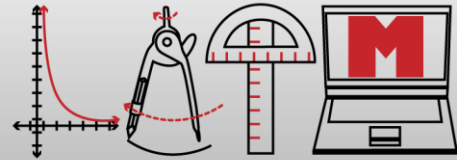


THE NUMBER LINE

September 2019

www.lamath.org



LOUISIANA ASSOCIATION of
TEACHERS of MATHEMATICS

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organization and
profession!

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PRESIDENT'S MESSAGE

Greetings fellow educators,

I hope everyone had a fantastic start to the 2019-2020 school year. Each of you play such an important role in shaping Louisiana's future.

We are excited to be hosting this year's LATM/LSTA joint conference at the Baton Rouge River Center and are anxious to see everyone November 4 and 5. This year the new two-day format will allow less time away from your students while still offering a quality, professional learning opportunity. A variety of extended sessions will be offered Monday morning at an additional cost. The official start of the 2019 LATM/LSTA Conference: STEMulate Your Mind will begin at noon on Monday with the *Carolina Biological Conference KickOff*, where exhibitors will showcase educational materials and instructional equipment available from commercial distributors and not-for-profit organizations and agencies. The Kick Off will be followed by concurrent sessions in the afternoon ending with LATM Outstanding Teacher Award Ceremony at the Louisiana Arts and Science Museum.

The conference will continue Tuesday with a full day of concurrent sessions. The conference committee has been working hard to prepare a great event for math and science teachers of all grade levels. Sessions will focus on Mathematics, Science, STEM, STEAM, and/or General Classroom Practices.

We are always in need of volunteers at the conference. One of the easiest ways to volunteer is by serving as a session presider. There is a need for Presiders for each regular session of the conference; these people help to protect the integrity of the CLU program. This is a great opportunity to support your organization. Since sessions fill up quickly, presiders have the advantage of being guaranteed a seat at the session in which that person is presiding. If you are willing to serve as a presider, please indicate this on the presider line on the registration form. Presiders will be contacted in November for assignments.

You can find more information about the conference in subsequent sections of this newsletter or by visiting the [LSTA website](#).

Take care, and I look forward to seeing you all at the conference in November.
Sincerely,

Trisha Fos



Trisha Fos
LATM President
tfos1@lsu.edu

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VICE-PRESIDENTS' CIRCLE

Best Practices for Cooperative Learning

By Christen Timmins, VP - Secondary Schools

Cooperative learning is an instructional strategy that has been around for a long time. Analysis of the plethora of research on the topic has shown that cooperative learning has a significantly higher impact on student learning than individualistic learning (students working alone) or competitive learning. Whether you are a novice or a pro at implementing cooperative learning, the beginning of the school year is a great time to review some best practices for this powerful strategy.

There are many definitions of cooperative learning. The National Education Association has defined cooperative learning as, "A teaching strategy where small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of the team is not only responsible for learning what is taught but also for helping teammates learn." A slightly different definition states "cooperative learning is characterized by positive interdependence, where students perceive that better performance by individuals produces better performance by the entire group".

Central to all definitions of cooperative learning are *cooperation* and *shared responsibility for learning*. When the design of a cooperative learning activity neglects one or both tenets, cooperative learning becomes ineffective. In these instances, group work may devolve into off topic discussions. Other times, one or two students do all the work while the other groups members do nothing. Many students lose the potential learning benefits when these scenarios play out in the classroom.

In contrast, when cooperative learning is truly cooperative and students take responsibility for each other's learning, students benefit academically, emotionally, and socially. Research indicates that cooperation, compared with competitive and individualistic efforts, typically results in higher achievement and greater productivity, more caring, supportive, and committed relationships, and greater psychological health, social competence, and self-esteem (Johnson & Johnson, 1989). These benefits stem from the fact that cooperative learning fosters student interactions that can help to break down social barriers and develop empathy.

To ensure your students get the maximum benefit from cooperative learning activities follow these best practices:

1) Form *Interdependent* Teams

Group students so that members are diverse in achievement level, gender, race/ethnicity, or any combination of these. Anytime you form new groups, use a quick teambuilding or ice breaker activity to help students start communicating with each other in a non-judgmental way. This will help put students at ease and make them more likely to contribute their ideas to the academic task.

2) Set Group Goals

Create learning activities with clearly defined goals. The goal could be a target score on an assessment that the group is preparing for, a product, or some other indicator of

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learning. Most importantly, the goal should be one that can only be achieved if all group members do their part. One way to do this is to assign specific materials/resources to each student. You should see students try to build a 3-D model when one person can only touch the paper and the other person can only use the scissors. Talk about cooperation! Another way to keep all group members involved is to assign each student a specific topic to read/learn and design the final goal so that students must combine and synthesize their learning in order to meet the goal.

3) Ensure Individual Accountability

The assessment should be based on both the final *team product* and *individual performance*. Rubrics can be designed to account for both. Make sure the work is challenging enough that no one person can complete it alone. Don't step in too early when students struggle. Allow the other group members to help the struggler. Of course, if the whole group is struggling and frustrated you should step in. However, only do so to give enough of a hint to get them working again, then step away. Another way to ensure individual accountability is to make use of the "random reporter" and similar strategies. The basic premise of these strategies is that any group member should be able to "report out" to the class about their group's work at any time. This holds students accountable for paying attention to what other group members are saying and doing at all times.

4) Teach Communication and Problem-Solving Skills

Explicitly teach and reinforce interpersonal skills. In today's social media driven culture, even high schoolers need guidance on appropriate ways to communicate ideas. Students should be consistently reminded how to be an active listener. Help students learn to explain their ideas and opinions, encourage teammates, and disagree with dignity by providing sentence starters and modeling their use. You can find printable sentence-starter cards online. Putting these cards at each student's desk provides students with a quick reference for communicating thoughts and opinions in an appropriate way. Consistently remind students the importance of completing tasks when others depend on them.

5) Integrate Cooperative Learning with Other Teaching Strategies

Variety is the spice of life. Use a variety of teaching methods per lesson or unit. While cooperative learning is beneficial for student achievement, there are many other teaching strategies that are also beneficial to student learning. Some strategies can be used in conjunction with cooperative learning. Other times, whole group direct instruction or individual practice are useful and necessary. Competitive learning can also be appropriate at times, especially when reviewing before a test or assessment.

Cooperative learning involves groups of students working cooperatively and taking responsibility for each other's learning. When implemented well, cooperative learning benefits students academically, socially, and emotionally. By following the best practices for cooperative learning, you can ensure *all* students reap these benefits.

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2019 LATM/ LSTA Joint Conference

Conference Overview

Monday, November 4th

Extended Sessions and Field Trips:	8:30 a.m. - 11:30 a.m.
Exhibitor Registration and Set-up:	8:00 a.m. - 11:30 a.m.
Conference Participant Check In:	9:00 a.m. - 4:30 p.m.
Carolina Biological Conference Kickoff:	12:00 p.m. - 1:30 p.m.
Exhibit Hall Open:	12:00 p.m. - 5:00 p.m.
Concurrent Sessions:	1:40 p.m. - 4:30 p.m.
Outstanding Educator Awards @ LASM	5:00 p.m. - 6:30 p.m.

Tuesday, November 5th

Conference Participant Registration:	7:30 a.m. - 12:00 p.m.
Exhibit Hall Open:	7:30 a.m. - 3:30 p.m.
Concurrent Sessions:	8:00 a.m. - 4:20 p.m.
Dedicated Exhibit Hall Times:	11:50 a.m. - 12:10 p.m. & 2:00 p.m. - 2:30 p.m.

2019 LATM Travel Grant Awards

The Louisiana Association of Teachers of Mathematics is awarding up to \$3000 in travel grants! Each grant awarded will be worth up to \$300 and can be used 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 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 application packet to: Beth Smith, 711 Comanche Trail, West Monroe, LA 71291.

Questions may be emailed to Beth Smith at bethsmith1124@gmail.com

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Conference Registration Information

Early Bird registration:

Postmark your check or P.O. or pay your registration online no later than September 27, 2019 and save \$50 off the full registration rate. With the conference registration online payment option, it's now easier to get your early bird payment submitted!

Pre-registration:

October 25, 2019 is the postmark date for checks and P.O.s or online payments for the pre-registration discount of \$25 off the full registration rate.

2019 Conference Rates

Full Conference Early-Bird Registration	
Save \$50 when compared to Full Conference Registration. Must be postmarked or paid online no later than September 27, 2019.	\$100.00
Full Conference Pre-Registration	
Save \$25 when compared to Full Conference Registration. Must be postmarked or paid online from September 28 – October 25, 2019.	\$125.00
Full Conference Registration	
Mail-in payments postmarked after October 25, 2019 will not be accepted. Either pay online at time of registration or hold payment until on-site arrival.	\$150.00
Full-time Non-teaching Undergraduate Student Full Conference Pre-Registration	
Must be postmarked or paid online no later than October 25, 2019.	\$25.00
Full-time Non-teaching Undergraduate Student Full Conference Registration	
Mail-in payments postmarked after October 25, 2019 will not be accepted. Either pay online at time of registration or hold payment until on-site arrival.	\$30.00
Monday Only Pre-Registration	
Must be postmarked or paid online no later than October 25, 2019.	\$50.00
Monday Only Registration	
Mail-in payments postmarked after October 25, 2019 will not be accepted. Either pay online at time of registration or hold payment until on-site arrival.	\$75.00
Extended Session – Monday Morning: 8:30 a.m.-11:30 a.m	\$25.00
Extended Session participants must register for the Full Conference by October 18, 2019.	

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Conference Hotel Information



Hilton Baton Rouge Capitol Center

201 Lafayette Street
Baton Rouge, La 70801

To make reservations:
Call 1-800-995- 6962 OR 1-225-344-5866
Group Code: LSMT
OR visit this [link](#).
Book by October 13th to guarantee rate.

Rate: \$119/night Valet Parking: \$25



Holiday Inn Express Baton Rouge Downtown

400 North Blvd.
Baton Rouge, La 70802

To make reservations:
Call 1-225-379-3884
Group Code: MST

Rate: \$99/night Self Parking: \$25
*breakfast included

All attendees of the **2019 LSTA & LATM Joint Conference "STEMulate Your Mind"** are invited to explore LASM's galleries and enjoy unlimited planetarium shows. **Admission is free** to conference attendees on Tuesday, November 5, 2019 beginning at noon. Simply present your conference badge at the front desk and enjoy a day at the Museum on LASM.



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Grab-n-Go Lunch Options

With your choice of a 12 oz. soft drink or a bottled water, choose one of the following:

1. **Honey Ham and Swiss** on Sourdough Bun with lettuce, tomato along with chips and cookie.
2. **Smoked Turkey and American cheese** on Ciabatta Bun with lettuce and tomato along with chips and cookie
3. **Chef Salad** with ham, turkey, cheddar, swiss, hardboiled egg, lettuce, tomato, Italian dressing, whole fruit and cookie
4. **Chicken Caesar Salad** with Romaine lettuce, garlic croutons, shaved Parmesan cheese, grilled chicken and Caesar dressing with cookie

All options are \$14.00 (state rate lunch allowance)

Past evaluations found the offer of Grab-n-Go lunches to be greatly appreciated by conference participants. As a result, we will again provide that opportunity. The Committee understands you do not want to miss anything during the day on Tuesday. When registering you will have a choice of four box lunches. You will be able to select, pay and have the lunch shown as part of your registration cost. You will 'grab' your meal in the River Center and 'go on' to the next session on your agenda without missing a beat. There will be no need to get your car out of the parking garage (and have to repay when returning) or worry about the weather (will it be raining at lunch time). This is a perfect convenience whether you want to have lunch and visit the exhibits, continue attending sessions or sit with one of the colleagues as you break and discuss the day's learning.

Thank you to our sponsors!



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6 Reasons to Attend the 2019 Joint Math-Science Conference

If you are not convinced yet, here are a few reasons to attend the [2019 LATM/LSTA Joint Conference](#):

- Drop by the first-timers session to learn about the many options within the Conference Guidebook and how to benefit from them not only during the conference but after you return home.
- Attend an Extended Session to deepen your knowledge on a topic you choose.
- Learn during dozens of sessions presented by classroom teachers and educators from museums and other community facilities like LIGO and LASM.
- Walk the exhibit hall packed with technology, resources and takeaways that will greatly benefit you, your school and district.
- Be inspired and make new friends – lots of educators will be there to share common challenges, successes and techniques. Featured presenters from across the nation will focus on practical strategies and resources you can take with you.
- Visit the PAEMST, LATM and LSTA association booths to learn about your organization the awards and programs offered throughout the year.

Meet us there! The Early Bird Deadline is [September 27th](#).



Coming Soon.... LATM Conference Reflections Issue 2

We are excited to announce that *LATM Conference Reflections* will be back for its second issue! This time it will highlight presentations from the upcoming [2019 LATM/LSTA Joint Conference](#)! Last year, nine presentations were featured from the 2018 LATM/LSTA Joint Conference. Each featured entry contained a summary of the presentation, a bio of the presenter, as well as a link to the materials used during the presentation. Be sure to take pictures, rate the sessions you attend at the conference and provide feedback on the things you found helpful. The top sessions will be featured in the second issue of *LATM Conference Reflections*. Throughout the conference, remember to use the Conference Guidebook to submit an evaluation of each session you attend.

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Presidential Award for Excellence



Through the support of local superintendents, principals, district staff, and teaching colleagues, Louisiana had an outstanding cohort of nominees and one of the highest submission rates in the country. As a result, our state selection panel had a difficult task of determining the 2019 State Finalists.

Congratulations to the 2019 Louisiana State Finalists for the Presidential Award for Excellence in Mathematics Teaching:

Margaret Acree	Sterlington High School, Ouachita Parish
Stephen Anderson	Episcopal High School of Baton Rouge
Jeffrey Weaver	Central High School, Central Community Schools

While we continue to wait for a White House proclamation for the 2017 and 2018 Presidential Awardees for Excellence in Mathematics and Science Teaching (PAEMST) our 2019 state efforts were outstanding. A heartfelt thank you to everyone who nominated an outstanding mathematics teacher, provided a letter of support for a nomination, or served as a mentor or member of the state selection panel. If you know any of the state finalists or other nominees, please congratulate them on their exceptional work in and out of the classroom.

The State Finalists, their principals and superintendents will be recognized during a luncheon at the Governor's Mansion in September. Additionally, they will be honored during the [Louisiana Mathematics and Science Conference](#) in Baton Rouge during the annual awards ceremony.

The 2019-20 academic year will be an elementary cycle for the Presidential Award program. Teachers of math, science, computer and engineering courses in grades K-6 are eligible in 2020. The nomination process will open later this school year. Begin thinking now of who you would like to nominate and watch for announcements on the LATM website and Facebook page. Look for the PAEMST Exhibit table at the [Joint Conference](#) November 4th and 5th.

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

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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.

This year we received many excellent applications for 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. The panel of judges had a tough time choosing the *most* outstanding teacher for each award level. After careful consideration, LATM is pleased to announce and congratulate the following awardees for 2019.

Elementary School Mathematics (K-4):	Jordan Vicknair , Luling Elementary	St. Charles Parish
Middle School Mathematics (5-8):	Shannon Gary , Hughton Elementary	Bossier Parish
High School Mathematics (9-12):	Jeffery Weaver , Central High School	Central Community Schools
New Mathematics Teacher:	Jamar Ferguson , Arthur F. Smith Middle Magnet	Rapides Parish

Awardees will be recognized at the LATM/LSTA Awards Ceremony which will take place at 5pm on November 4th at the Louisiana Art and Science Museum in Baton Rouge. The award ceremony is being held in conjunction with the LATM/LSTA Joint Conference. If you will be attending the conference, please plan to join us at the ceremony to help honor and congratulate these teachers for their outstanding work with mathematics students.

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.



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Opportunities for Teachers

Quality Science and Mathematics Grant Program

Is there a concept you would like to teach but do not have the materials? Are you looking for a way to purchase new classroom tools to create better learning experiences for your students? Could you use additional funding to buy equipment to bring an idea seen during last year's conference or a professional development training back to the classroom? The answer may be here through the Quality Science and Math Grant Program (QSM).

Submit an application TODAY – It's easy... You have until midnight on **September 15th** to determine what you would like to request, write and submit an application. Be sure to answer each criterion requested, fully describe what you want to do and justify the expenditures for your proposed project. The award amount is **up to \$1,000** for **NON-consumable instructional materials**.

Go to the [QSM link](#) and begin your application. Check out the requirements and number of words allowed per section. Type your responses on your computer then copy/paste the information into the applicable fields. This is so you will have a copy of your project description, budget and materials. The QSM application site will save your entries in the case you need to pause and finish at a later time. For those of you that have begun an application, be sure to complete your entries by **midnight on September 15th**.

Any additional questions? Please contact Brenda Nixon at bnixon@lsu.edu 225-202-2680.



Visit LATM's
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LATM Executive Board Officers

The Nominations Committee presents to the membership the following slate of officers, approved unanimously by the LATM Executive Board:

Christen Timmins	President Elect
Sommer Anderson-Picou	Secretary
Lori Gerard	Vice President of Secondary Schools

If you have additional nominations to the Executive Board, please email them to Tricia Miller at triciamiller555@gmail.com no later than Wednesday, October 21, 2019, so that the ballot can be prepared for the annual business meeting that will be held at the [2019 LATM/LSTA Conference](#) in November. All nominees should have agreed to serve, attend all Executive Council meetings, and be a current member of LATM.

Constitutional and By-Law Amendments

The following proposed amendments and changes to the LATM Constitution and By-Laws have been made by the LATM Board. All proposed additions are underlined and all proposed deletions are marked with a ~~strikethrough~~.

ARTICLE IV: EXECUTIVE COUNCIL OFFICERS

Section 3. A treasurer, membership chairperson, ~~and~~ communications coordinator, and regional representatives will be appointed by the Executive Council. The membership chairperson, ~~and the~~ communications coordinator, and regional representatives shall serve two-year terms. The treasurer shall serve a 3 year-term.

Section 6. The Executive Council shall constitute the governing body of this Association. Voting membership on the Council shall consist of ~~be as follows:~~ the officers offices provided for in Sections 1-4. ~~and a representative from each of the active, chartered NCTM affiliate groups within the state~~

BYLAWS

ARTICLE I: DUTIES OF THE EXECUTIVE COUNCIL MEMBERS AND POSITIONS

~~Section 10. The duties of Affiliate Representatives are:~~

- ~~1. To identify all school districts served by the Affiliate group;~~
- ~~2. To establish contact within each school district (ex: director of personnel);~~
- ~~3. To report activities of the affiliate group to LATM and vice versa;~~
- ~~4. To make sure the affiliate is considered "in good standing" with NCTM no later than the LATM Annual Leadership Conference (Retreat); and~~
- ~~5. To fulfill any additional duties as written in the Bylaws and/or Standard Operating Procedures for the Executive Council and for this position.~~

~~Section 11-10.~~ The duties of the communications coordinator as they relate to the organization's newsletter, journal, website, and social media formats are:
1. To coordinate with the above named positions to assure the publication and dissemination of information;

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2. To oversee the publication and dissemination of necessary notices as directed by the president or the Executive Council;
3. To oversee the publication and dissemination of proposed amendments to the Constitution and Bylaws of this Association; and
4. To fulfill any additional duties as written in the Bylaws and/or Standard Operating Procedures for the Executive Council and for this office.

Section 11.

The duties of a Regional Representative are:

1. To identify all school districts (both public and private) served within the designated region;
2. To establish contact within each school district or independent school (ex: director of personnel, administrator, mathematics leader, especially mathematics supervisors and curriculum specialists);
3. To serve as a liaison between the schools/teachers and LATM reporting information/activities in both directions;
4. To make sure the region's needs for professional development are conveyed to LATM and information on LATM's networking/professional development opportunities are disseminated to those in the schools; and
5. To fulfill any additional duties as written in the Bylaws and/or Standard Operating Procedures for the Executive Council and for this position.

If you have questions about any of these proposed changes, please contact Trisha Fos. Any suggested changes/revisions with detailed justification must be submitted in writing (email) to Trisha at tfos1@lsu.edu no later than Monday, October 28, 2019. The membership will consider these proposed changes at the annual business meeting that will be held on Monday, November 4, 2019 at 6:30pm at the 2019 Math and Science Joint Conference in Baton Rouge.

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. In addition to the \$500 scholarship, awardees will receive complimentary LATM student memberships. This award is being granted to fund a student for the upcoming summer or fall term. It is our hope that another future outstanding mathematics teacher or mathematician will be helped along the way by this award.

Congratulations to **Daniel Rockwell** and **Stephanie Webre** for being selected as the **2019 Carol Meyer Memorial Scholarship recipients!** We wish the best of luck to you as you continue your studies.

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Louisiana Department of Education (LDOE) UPDATE

Rachel McCloskey
LDOE Representative

Hello from the LDOE Math Team, and welcome back to another exciting year! Thank you to all who attended and presented at the 2019 Teacher Leader Summit. Sessions this year focused on supporting diverse learners, initial curriculum implementation, advanced level curriculum implementation, understanding the rigor of the LSSM, and more. The feedback for sessions was overwhelmingly positive, and teachers left the summit feeling inspired and prepared to support student learning in math.

With the start of the new school year, we would like to remind you of key resources available on the [K-12 Math Planning](#) page that can be used to support your planning. We hope you find all of these resources helpful in your classroom, and, as always, please send any feedback you have to classroomsupporttoolbox@la.gov.

- *Louisiana Guides to Implementing* curricula are available for Eureka, Illustrative Mathematics, and Springboard. These documents provide multiple layers of guidance regarding how each Tier 1 curriculum's lessons correlate with the Louisiana Student Standards for Mathematics (LSSM).
- *Companion Guides for Teachers* assist educators in interpreting and implementing the LSSM. These documents contain descriptions of each standard to answer questions about the standard's meaning and how it applies to student knowledge and performance.
- *Remediation Guides* assist teachers in quickly identifying the prerequisite standard(s) for each on-grade-level content standard to support students with unfinished learning.
- *Eureka Remediation Tools* are built at the topic-level and provide teachers with a diagnostic assessment on the standards foundational to the on-grade-level topic, as well as, detailed guidance on what to look for in student work and what materials to use to respond to student unfinished learning.



LATM and LSTA presents

STEMulate Your Mind

November 4th and 5th 2019
Baton Rouge, La
Raising Cane's River Center

For more information, visit our websites:
www.lamath.org www.lsta.info

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NCTM UPDATE

Registration is now open for the 2019 Regional Conferences. For more information, visit <https://www.nctm.org/regionals/>.

NCTM turns 100 next year. Join thousands of math education professionals in Chicago to celebrate at the Centennial Annual Meeting & Exposition. In addition to compelling sessions, networking opportunities, and valuable content, there will be special events and surprises to mark the occasion.

Whether you're a PK to Grade 12 classroom teacher, math coach, administrator, math teacher educator, preservice teacher, or math specialist, you will want to attend. Something like this only happens every 100 years!



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MET Awards, Grants and Scholarships

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 1, 2020**. 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

PK-5 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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LATM EXECUTIVE COUNCIL

Trisha Fos President tfos1@lsu.edu		Tricia Miller Past President triciamiller555@gmail.com	
LeAnn Vinson VP Elementary leann.vinson@stpsb.org	Christen Timmins VP Secondary christen.timmins@stpsb.org	Sommer Anderson-Picou Secretary sapicou@cadoschools.org	
Ellen Daugherty Treasurer edaugh1@lsu.edu	Heather Williams Parliamentarian hwilliams@cadoschools.org	Beth Smith Membership Chair bethsmith1124@gmail.com	
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