THE NUMBER LINE

February 2021

www.lamath.org

LOUISIANA ASSOCIATION of TEACHERS of MATHEMATICS

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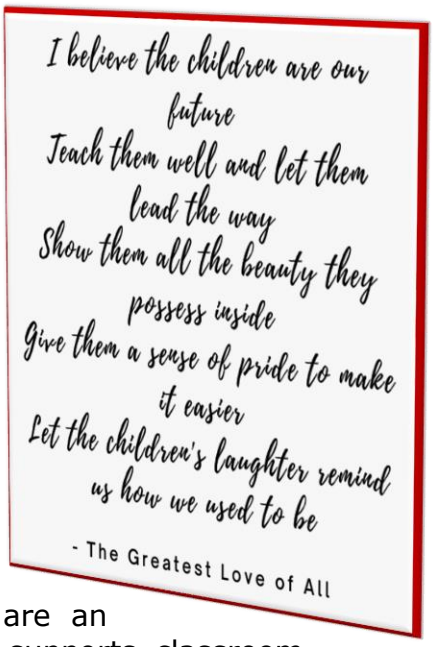
PRESIDENT'S MESSAGE

Greetings LATM Members!

Please accept my ***great*** **appreciation** and ***deep*** **admiration** for the work you are doing to educate our most precious state resource, children and young adults. Whether you work at the preschool, K-12, or college level, this school year continues to challenge all of us in ways we would have never imagined a mere one year ago. Yet, you persevere often at the risk to your own physical and mental health. I see your efforts and I am so proud of the work you are doing!

As a current classroom teacher, I understand how daunting it feels to stare down the path of second semester toward standardized testing/exams. I offer to you these lyrics, from a song on Whitney Houston's first album, that have inspired me since I was 6 years old.



These lyrics remind me that our job as mathematics educators is about much more than teaching state or national standards. The belief that "children are our future" unites us. This year if you help just one child or young adult to develop persistence, or patience, or empathy, or any other soft skill, then *you* are an excellent educator. If you ever once allow students to lead the direction of their education, *you* are an excellent educator. If you help just one student recognize his/her own special gift or talent, *you* are an excellent educator. If you develop the self-worth of just one student who previously felt worthless, *you* are an excellent educator. If you give a student a reason and the space to laugh, *you* are an excellent educator. If you are an administrator, district-, or state-level employee who actively supports classroom teachers in the aforementioned endeavors, ***you*** **are an excellent educator**.

LATM is here for you! This newsletter is full of resources to support and recognize your efforts.

I'm excited to announce that the **NCTM Regional Conference is coming to New Orleans in February 2022**! In light of the NCTM regional conference and continued uncertainty around whether COVID-19 restrictions will still be in place this fall, the **LATM/LSTA Joint Conference, planned for fall 2021 in Lafayette, has been canceled**. We look forward to seeing you at the 2022 NCTM Regional Conference in New Orleans instead! Please see the NCTM Update article in this newsletter for more information the regional conference and upcoming virtual professional development opportunities. Thank you for being an excellent Louisiana mathematics educator!

Christen Timmins

Christen Timmins
LATM President
christen.timmins@stpsb.org

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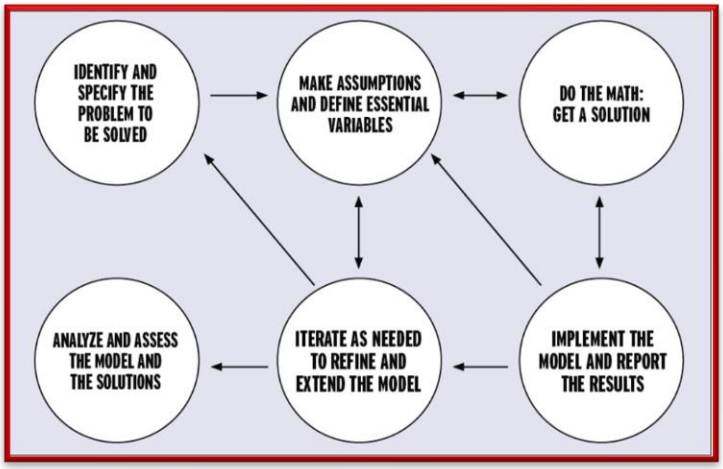
Where do STEM and Standards-based Mathematics Instruction Intersect?

In Mathematical Tasks and Project Based Learning where Context is Key!

Lori Fanning
Baton Rouge Area Representative

As we increase the expectation of mathematical modeling in pursuit of our standards for mathematics, we must strive to find interesting and meaningful context for problem solving through modeling. Students should understand and apply the mathematics they are learning and should be able to connect the concepts they are learning to each other… to science…and to engineering. The development of reasoning through problem solving within the context of engineering (all kinds of engineering) helps us to encourage and train the "thinkers" we need in the future.



The engineering concepts used in many STEM projects serve as a framework for the "greater focus, clarity, and coherence" throughout the mathematics curriculum that is needed so that the mathematics we "do" is not a disjointed set of skills. While building mathematical skill and proficiency is important, the context for these skills is the key to success in building interest in the fields of mathematics, engineering, and science. Some of the crosscutting concepts in STEM that are tightly aligned to standards-based mathematics instruction are the study of **patterns -** scale, proportion, and quantity; **systems** and **systems models**; **structure** and **function**; and **stability** and **change**.

As we engage in our practice and prepare our students to meet the standards, we must be thoughtful about the tasks and instructional processes we use to engage our students. Here are some resources to make that work more efficient by providing instructional tasks and longer-term learning projects with an engineering context related to the areas mentioned above.

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

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Why Letting Your Child Struggle with Math is Okay

A thought-provoking piece on the implications of parenting students through struggle in mathematics. This article is co-authored by

Nell McAnelly
LATM Lifetime Service to Mathematics Education Awardee

and

Tricia Miller
LATM Past President

What does math problem-solving typically look like for your child? No matter how accomplished a student is, most parents have seen frustration firsthand when working with a child who "gets stuck" completing a problem. As educators, we're often asked, what's the right way to respond?

The "Helping" Problem

Often, in the interest of seeing children succeed or relieving their frustration, parents jump to the rescue and do the thinking for them. But is that the best approach? Consider that by telling children what strategy or tools to use, you're removing the challenge for your child and inadvertently interfering with the learning process.

It's true that letting kids struggle productively isn't easy for parents, but it does help children as they build math knowledge and master independent problem solving. So how does this work in everyday life? Put simply: Give children opportunities to grapple with mathematical concepts, and refrain from trying to save them from discomfort.

What to Do Instead

Think about a child who loves sports. You can take your child to a basketball game to watch a superstar's technique for making a foul shot, but you and your kids know it's the hours spent shooting free throws that actually hone those skills. In other words, no one else can take the shot for them.

Similarly, giving children the answer or precise path to find the solution to a homework problem deprives them of the chance to make sense of the math they are studying. It is entirely natural—and helpful—for students to struggle a bit and take time to figure out a problem and solution. That's part of the learning process.

We tend to seek and expect immediate success, but that would just let us know that a student can complete a task with little effort. The real learning happens when children are forced to think deeply, make connections to prior knowledge, and use tools strategically to solve a challenging problem that promotes reasoning and perseverance.

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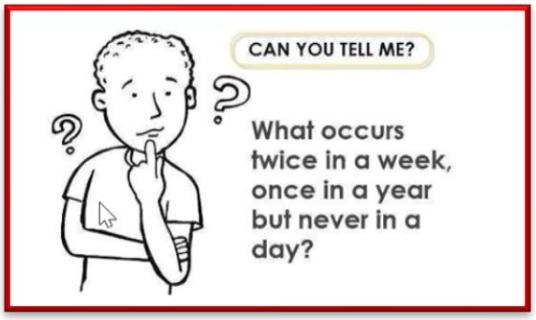
Educator-Approved Tips

By learning to tackle issues and come up with a solution themselves, students develop persistence and resilience. It's like when children play a board game repeatedly. They know they won't finish in first place every time, and they expect struggle and even failure to be part of the process. Over time, they also find that they learn and refine strategies as well and get better as they play.

So, when working with your child, consider this advice:

- Try stepping away to attending to your own work or a household task and then return to check on their progress.
- If they truly are stuck and spinning their wheels, support can be useful. But be sure to provide it for them in a way that keeps them thinking and reasoning.
- Consider pushing your child's thinking by asking questions rather than leading them step by step to the answer. For example, ask them what they already know about the problem and what they wish they knew so that they could make progress in solving it. Chances are you'll help them get "unstuck" without stopping them from learning along the way.



This is a challenging time for kids and parents alike, and we can all relate to wanting to comfort and support children. But let's be sure to do so in ways that lead to long-term benefits, not short-term wins that, in the end, won't sustain their success with key subjects like mathematics.

This article was published in December as a part of the Our Children online magazine.

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Presidential Award for Excellence

PAEMST Nominations and Applications for 2021

The 2020-2021 nomination and application windows for Grades 7-12 mathematics and science teachers, including STEM courses, for the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) program are now open. The PAEMST awards are the nation's highest honors for teachers of mathematics and science. Awardees serve as models for their colleagues, inspiration to their communities, and leaders in the improvement of mathematics and science education.

Presidential Awardees receive a certificate signed by the President of the United States, a trip to Washington, D.C. to attend a series of recognition events and professional development opportunities, and a $10,000 award from the National Science Foundation. Awardees also join an active network of outstanding educators from throughout the nation.

Teachers must sign up to apply or be nominated for the 2021 award by March 1, 2021. This year the application deadline is April 1, 2021.
Sign up to apply or nominate an educator at www.paemst.org.

LATM congratulates the 2020 LA Mathematics PAEMST State Finalists

Stephanie Gullage
Raymond K. Smith Middle
St. Charles Parish Public Schools

Anna Redding
George Welch Elementary
Ouachita Parish Schools

Carly Tamor
Copper Mill Elementary
Zachary Community Schools

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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. We received many excellent applications for the 2020 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, professional reflection essay, and professional references.

LATM is pleased to announce and congratulate the following awardees for the

2020 Outstanding Teacher Award

Elementary Teacher (K-4)

Angelle Bourgeois
Allemands Elementary School

Secondary School Teacher (5-12)

Margaret Acree
Sterlington High School

New Teacher

Kimberly Key
West Feliciana High School

These teachers were recognized on November 2, 2020 at the virtual awards ceremony.

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.

The on-line award application and judging rubric will be found here under the awards link **beginning Monday, February 15th, 2021.** 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 9th, 2021**. 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 here under the membership link.

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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, professional reflection essays, and professional references. Awards will be presented during the fall of 2021.

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

Opportunities for Teachers

Quality Science & Mathematics Grant Program (QSM) Proposals Now Being Accepted

Looking for a way to purchase instructional materials for your math, science, or STEM class? Then consider applying for a Quality Science & Mathematics (QSM) grant! Grants of up to $1000 for approved materials are awarded to Louisiana public school teachers to provide quality science, math, and STEM classroom instruction.

LSU Gordon A. Cain Center

- Any full-time classroom teacher assigned to teach science, mathematics, or STEM courses in a K-12 public regular education program, who was not awarded a QSM grant in the fall round, is eligible to apply in this cycle
- Requested materials must be for student use during classroom instruction
- Consumable supplies, subscription software, and fixed asset items are not funded
- Charter school teachers are eligible to apply
- Proposals will be accepted from **February 1 – March 5**
- **Over $100,000 available in this cycle!**

Applicants must show their proposals will enhance the quality of standards-based instruction for regular education students who are enrolled in mathematics, science, or STEM classes. For more information about the program and to apply, please click here.

Teachers Experience STEM at Tulane

The Tulane Center for K-12 STEM Education will again be hosting **virtual** events for both students and teachers this Spring. Teachers of 3rd through 8th grade students are invited to participate in Tulane's online teacher professional development. The workshop will include two 2-hour live sessions and 2 hours of on-your-own-time independent work during

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the week in between sessions. The workshop will take place on BOTH **Saturday, April 10th** AND **Saturday, April 17th** from 9:00-11:00 am CDT each day. **Registration for the April workshop will open in March**. Participating teachers will receive a **$125 stipend** upon completion of the PD. Teachers must participate in all parts of the workshop to be eligible for the stipend! Space is limited and preference is given to teachers from majority free or reduced lunch schools and teachers already in the classroom. There is a $20 refundable deposit that will be refunded to teachers upon completion of the PD. Click here for more information.

The Louisiana Science, Technology, Engineering and Mathematics Advisory Council

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 LaSTEM's 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.

NEED Energy Workshops

The National Energy Education Development Project is hosting live online virtual professional development. Our virtual workshops are inspired by the same mission and goals as our in-person trainings. These interactive workshops are designed to improve one's own energy knowledge as a consumer, to provide hands-on lessons and activities, and to learn new strategies to engage students in a distance learning environment by sharing hints, tips and tools for teaching in today's classroom. One-day workshops are provided throughout the school year. Join us! View upcoming workshops here.

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The Statistics in Schools Programs (SIS) of the U.S. Census Bureau

The SIS program provides data, tools, and activities educators can incorporate into their lessons to help teach students statistics concepts and data analysis skills. The activities and resources are organized by subject (English, geography, history and social studies, mathematics and statistics, and sociology) and grade (PK-12).

- SIS activities are standards based connected to the foundational knowledge and skills students should have at certain grades
- All SIS activities were developed by teachers for teachers.

SIS provides over 100 activities to enhance learning in different grades and subjects. These activities are all free and available on the SIS website.

- Pick a subject or grade level to see what activities are available, and get details such as learning objectives, relevant topics, and skills taught.
- Select and download the activities you want.
- All activities include a list of materials, a student worksheet, and teacher directions.

New activities are posted throughout the year. Click here for more information.

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Webinar Series: Illustrating the Impact of Mathematical Sciences

The mathematical sciences play a critical role in advancing crucial innovations and improving our prosperity, health, and security. Join the National Academies of Science, Engineering and Medicine for a series of webinars featuring mathematicians telling the most important stories of how math has made an impact, from precision medicine to climate science. This webinar series is part of a larger National Academies' study that will identify and illustrate the broad impact of the mathematical sciences. Learn more about the study here. For access to past webinars within the series click here.

Toshiba America Foundation Science and Math Improvement Grants

The foundation seeks to improve the quality of U.S. science and mathematics education by investing in projects designed by classroom teachers. Previously funded projects include materials for the hands-on study of environmental science issues, the implementation of innovative mathematics curricula, and equipment for a teacher-designed curriculum. Depending on your grade level and requested grant amount application due dates may vary. Click here for more information on how you and your students can take advantage of this opportunity.

CYBER.ORG Technology Grants

We're here to remove barriers for teachers. If that barrier is classroom technology, this is the right place. CYBER.ORG's technology grant program is designed to support teachers and qualified extracurricular programs to provide cyber education to K-12 students in the United States. Grants are awarded based on the availability of funds, geographic representation, and demonstrated need, with preference for applicants who intend to use CYBER.ORG curriculum materials. Applications will be received continuously, and awards will be made during the first two weeks of December, March, and June.

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Shell Regional Lab Challenge

Shell and the National Science Teachers Association (NSTA) have partnered to recognize outstanding elementary, middle, and high school programs for their exemplary approaches to science lab instruction utilizing limited school and laboratory resources. The Shell Science Lab Regional Challenge will showcase the work of teachers, representing their schools, who submit innovative, replicable strategies to deliver quality lab experiences with limited equipment/resources, and award teachers/schools with additional tools, resources, and rich professional development opportunities needed to support high-quality science teaching and strengthen their existing capabilities. Elementary and Middle School Prize Winning Schools will each receive a lab makeover support package valued at $10,000.

- High School Prize Winning Schools will each receive a lab makeover support package valued at $15,000.
- Each teacher is limited to one application per year.
- Schools may submit an unlimited number of science teacher applications annually: each school is limited to winning two prize packages in total.

Shell Louisiana Assets and the parishes they serve.

- Convent, Louisiana (St. James Parish, Livingston Parish)
- Geismar, Louisiana (Ascension Parish, City of Zachary SD, City of Central SD, City of Baker SD, East Baton Rouge Parish)
- New Orleans, Louisiana (Jefferson Parish, Orleans Parish, Terrebonne Parish, Lafourche Parish, St. Tammany Parish, St. Bernard Parish)
- Norco, Louisiana (St. Charles Parish, St. John Parish)
- Port Allen, Louisiana (West Baton Rouge Parish)

Click here for the Shell Regional Lab Challenge Application. The application deadline is **February 18, 2021.**

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Opportunities for Students

Virtual Girls in STEM/Boys at Tulane in STEM Program

The Tulane Center for K-12 STEM's Virtual GiST/BATS Program provides fifth through seventh grade boys and girls with the opportunity to virtually meet and work with both male and female role models in science, technology, engineering, and mathematics (STEM) fields. Workshops developed and offered by faculty and student teams will encourage participants to inquire, investigate, and discover in a science and engineering environment. Our goal is to welcome young students to careers in STEM fields by encouraging creative thinking, promoting self-esteem, and increasing awareness of the opportunities that await them.

TULANE UNIVERSITY
PRE-COLLEGE PROGRAMS

The Tulane Center for K-12 STEM Education will be hosting **three virtual GiST/BATS events** this Spring. Students will participate in two 50-minute workshops that will be held over Zoom on **February 13th, March 20th, and/or April 24th.** The workshops will take place from **9:00 AM to 11:00AM CDT.** Students may participate in more than one event this Spring. Supplies that cannot be found around the house and t-shirts will be mailed to the students ahead of time. Please email k12stem@tulane.edu with any questions!

Carol Meyer 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. It is our hope that another future outstanding mathematics teacher or mathematician will be helped along the way by this award.

Requirements:

- College undergraduate with at least 40 hours completed
- Declared major in elementary education, mathematics education, or mathematics
- Anticipated graduation date after May 2021

Applications must be submitted by April 9, 2021. The link to apply will be on the Awards Page found here.

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LDOE Update

Teacher Leader Summit 2021

The 2021 Teacher Leader Summit will bring together Louisiana birth to grade 12 educators and content experts who inspire, innovate and impact meaningful growth for every student. Educators participating in the event will share their knowledge, learn new skills, and prepare for the 2021-2022 school year.

The **in-person Teacher Leader Summit will take place from May 25-27, 2021** at the Ernest N. Morial Convention Center in New Orleans. As space is limited, seats for this event are being allocated to school systems.

Teacher Leader Summit: **The Virtual Series will take place from June 1-3, 2021**. There are no registration limitations for this event; however, session capacity will be limited by the virtual platform capacity. Registration for the virtual summit will be released later in the spring.

More information can be found on the 2021 Teacher Leader Summit site.

Learning Acceleration

All students deserve equitable access to engaging and challenging grade level instruction in mathematics. For students with unfinished learning, educators must accelerate access to grade-level content rather than delay it through the provision of disconnected work best suited for earlier grades. To better match this focus on accelerating learning, some of our math resources for educators are getting a facelift. The Standards Remediation Guides have been retitled as Learning Acceleration Guidance. The content of the documents remains the same. All resources on the K-12 Math Planning Page will be updated in the coming months to reflect a focus on acceleration of knowledge in order to ensure students' readiness for grade level content.

DEPARTMENT of EDUCATION
louisiana Believes

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Strategic Planning for 2020-2021

In the fall, the Department released the Important Prerequisite Math Standards guidance for the 2020-2021 school year.

To further support the use of this guidance, asynchronous virtual training modules are now available. Available training includes

- a short introduction video,
- an elementary training video and slide deck, and
- a middle school training video and slide deck.

For more information on any of the above topics please visit the Louisiana Believes K-12 Math planning page or email STEM@la.gov.

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LATM Regional Representative Spotlight

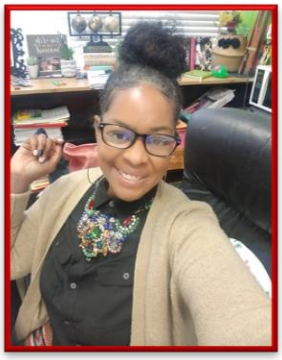
Region 3: Blaine Robertson

My name is Blaine Robertson and I am a 7th year high school math teacher from Reserve, Louisiana. I received a bachelor's degree in Mathematics from Howard University, and I received a master's in Curriculum and Instruction in Mathematics from Louisiana State University. I am currently the Master Teacher for the Math Department at East Saint John High School where I teach College Algebra and Algebra II Honors. I also serve as a professional development facilitator and math praxis coach for the Teaching and Learning Center, an affiliate of the Louisiana Association of Educators.

Region 6: Jamar Ferguson

My name is Jamar Ferguson. This is my 5th year as a math teacher. I have taught 7th and 8th grade math. The most enjoyable part about teaching math is creating a learning environment that is conducive for every learner, in terms of instructional and engagement strategies. This is not always the easiest task (by far) but it is one that I find to be enjoyable and rewarding.

Region 7: Torri Palms-Moore



I am a Louisiana native and LSU Alum. I currently reside in Shreveport, Louisiana with my husband Kerry and two kiddos, Korbyn and Keeghan. Our oldest daughter, Shakary, is a sophomore at LSUS in Elementary Education. I have been working in education for over 16 years and served the great students of Caddo Parish as an elementary and middle school classroom teacher, Math Interventionist, and an Assistant Principal of Instruction. I am a Math Content Leader for the LDOE and worked on the districts Math Task Force. I love math and teaching students to problem solve and think critically. I am proud to serve as the LATM Region 7 representative.

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NCTM UPDATE

NCTM Membership

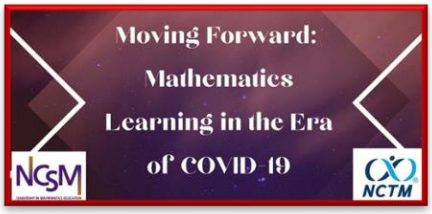
Joining NCTM is an excellent way to ensure your students received the highest quality math education possible. You will have access to various resources, research, an instant network of your peers along with other exclusive member savings.
Click here to join today!

Virtual Conference

The NCTM 2021 Virtual Conference will be held **Monday, February 1 through Saturday, February 6th.** NCTM is committed to bringing the math community together for engaging content that will help transform the learning and teaching of mathematics. Join your colleagues for the NCTM 2021 Virtual Conference, February 1-6, and share in the excitement and love of math! All conference session recordings will be available for your on-demand viewing the week following the conference. Recordings and session materials will be available via the NCTM 2021 Virtual Conference Portal for 30 days following the event. Click here to register. information.

Moving Forward: Mathematics Learning in the Era of COVID-19

NCSM (National Council of Supervisors of Mathematics) and NCTM have published "Moving Forward," a joint document to provide guidance for mathematics teachers and leaders at all levels to make informed decisions for next steps due to COVID-19. NCTM has also curated a list of books, articles, webinars, and other resources to support teachers in making instructional decisions this school year. Click here for more information.



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Grant Opportunities for NCTM Members

The Mathematics Education Trust (MET) provides funding for professional development and recognition of outstanding contributions to the field of mathematics education through grants, scholarships, and awards.

There are numerous grants that applications open in early February and are due in May. These grants include: Enhancing Student Mathematics Learning through the Use of Tools and Technology, Future Leader Initial NCTM Annual Meeting Attendance, and School In-Service Training Grant.

Click here for complete list!

NCTM Annual Meeting and Exposition

Due to the ongoing pandemic, the 2021 Annual Meeting & Exposition—originally scheduled for St. Louis—has been reimagined into a fully virtual experience.

Featuring 600+ education sessions, the NCTM 2021 Virtual Annual Meeting will provide the full range of program content, learning opportunities, and collaboration typical of major NCTM events. The event will be held from Wednesday-Saturday across a two-week period – April 21-24 and April 28-May 1. There will be one registration rate for the entire event experience. Click here for registration rates to be available soon.

NCTM Regional Coming to New Orleans in 2022!

As previously mentioned in our President's Message, LATM is excited to announce that NCTM is hosting a regional conference right here at home, in New Orleans. Mark your calendar for **February 2-4, 2022**.

NCTM has opened the call for proposals. Proposals for the New Orleans 2022 Regional conference must be **submitted by March 1, 2021**. To submit a proposal click here.!

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Join or Renew your Membership

Are you still an LATM member? Have you renewed your membership lately? In these unprecedented times, the LATM is continuing this year's offer of **complementary memberships** to math educators and future math educators. Visit our membership page to join.

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!

Click above or visit www.facebook.com/Lamathteachers to "LIKE" our Facebook page.

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