# THE NUMBER LINE

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Look for this icon on articles which spotlight members of our Executive Council who work tirelessly as volunteers on behalf of the organization.

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## **PRESIDENT'S MESSAGE**

I am honored to serve as President of LATM once again. Over the past several years there have been many changes in education in Louisiana. In light of events addressed in the media each day, I believe our state education system is at a critical stage, especially concerning mathematics education. Throughout the fall of 2014, the Louisiana Association of Teachers of Mathematics (LATM) and the Louisiana Council of Supervisors of Mathematics (LCSM) worked together to gather information regarding the challenges that lie ahead for our teachers and students. LATM and LCSM are statewide organizations, composed of teachers, instructional coaches, supervisors and administrators, who have a strongly vested interest in the teaching and learning of mathematics in Louisiana. We are at a critical point in advancing mathematics education for the children of the state.

The state math organizations, along with the LSU Gordon A. Cain Center for STEM Literacy, have recently released a newly developed report about the challenges of math education in Louisiana entitled: *Why Louisiana Struggles with Math and What Can be Done to Change It: A Report by Louisiana Math Teachers.* You can find a copy of the Math Report on LATM's website. Included in this edition of the *Number Line*, you will find a copy of the Press Release created to accompany the Math Report. The report focuses on what is best for our students rather than politics. We want our students to be prepared to meet the challenges of the future. With that said, politicians, not educators, will be making decisions about the education of our students in the upcoming legislative session. I urge you to contact your legislators to voice your concern. Teachers, I encourage you to read both the report and the press release so that you are accurately informed and have the proper tools in order to share the information with others. Having accurate information is critical so that misinformation does not continue to be perpetuated.

A major goal of LATM is to support professional development in mathematics throughout the state. Through our annual joint math/science conference with LSTA, we endeavor to keep you abreast of issues and trends that impact the learning of our students. Our state conference in Shreveport in October did just that. It offered excellent opportunities for teachers to learn mathematics content strategies to use with their students.

Make plans to be involved in the upcoming **2015 LATM/LSTA Joint Conference**. This joint conference will be held in Baton Rouge, November 9-11, 2015. LATM/LSTA joint conferences are designed to provide a quality professional development opportunity for Pre K-12 teachers of mathematics and science. Although proposal forms for Conference Sessions and Extended Sessions are not yet available, now is the time to begin thinking about information you might be willing to share.

If you would like to be more involved with the conference, perhaps by serving on a committee, please contact me or Jean May-Brett (see Executive Council Contact list) to discuss possible ways for you to become involved.

Please remember to check the LATM website and the LATM Facebook page on a regular basis. You will find current information that is updated frequently. The website is <a href="http://lamath.org">http://lamath.org</a> and the Facebook page is <a href="http://www.facebook.com/Lamathteachers">www.facebook.com/Lamathteachers</a>.

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

Maryanne W. Smith

Maryanne W. Smith LATM President

# **TEACHER RECOGNITIONS**

## **Outstanding Math Teachers**

LATM honored its Outstanding Teacher Awardees as well as the 2014 LATM Lifetime Service to Math Education honoree during the LATM/LSTA Joint Conference luncheon held on October 21, 2014, in Shreveport, LA. Congratulations to all recipients. Awards are listed below.

#### 2014 LATM Outstanding High School Math Teacher

Angela Guthrie - Patrick F. Taylor Science & Technology Academy

#### 2014 LATM Outstanding Middle School Math Teacher

Elizabeth Grossie - Sugarland Elementary School

#### 2014 LATM Outstanding Elementary School Math Teacher

Amber Nugent - Concordia Parish Academy

#### 2014 LATM Outstanding New Math Teacher

Sara Floyd - E. B. Williams Stoner Hill Elementary School

#### 2014 LATM Lifetime Service to Math Education Award

Dr. Stan R. Chadick



Lifetime Service Honoree – Dr. Stan Chadick Jeffery Weaver – LATM President

LATM Outstanding Teacher Nominations are now being accepted.

#### Scaffolding Math Interventions for the PARCC-ready Classroom

Amanda Perry Vice-President for Elementary Schools

As I frequent classrooms of new teachers, I see and hear an issue that also permeates the veterans' classrooms – how do I meet them at their level and prepare for PARCC? Of course, this is a valid concern as educators are evaluated on standardized test scores.

Thankfully, many educators have worked for countless hours to make this a bit easier on the classroom teacher. The K-12 Math Guidebooks provided by the LDOE are a great resource for remediation. You can access your grade level from the <u>Year-Long Planning Resources</u> page on the LDOE website.

A teacher should download their specific guidebook and save it to their computer for easy use. Within the books, you will find each and every math standard for your level listed in a remediation guide. This guide also provides previous grade standards, same grade-level standards taught in advance, as well as those standards that are taught concurrently.

If you have a student struggling with a particular standard, you could use this guide to help find where the gaps may be. From there, one could use tasks from <u>Illustrative Mathematics</u>, <u>LearnZillion</u>, or our own state's bank in <u>EAGLE</u>.

When thinking about math interventions, a teacher should always meet the student at his or her level. Begin with concrete materials including those beautiful hands-on manipulatives that fall out of your cabinets because you have so many of them. Once the student shows mastery with the concrete, move to the representation – pictures work well here. When mastery is obtained at this level, students should begin to work through the abstract. Start with symbols in the most basic form for the skill. After much practice with the basic application, teachers should then have students apply their understanding in a PARCC-like task. This may mean that a 5<sup>th</sup> grade student is working a 3<sup>rd</sup> grade task during his or her intervention time and eventually works up to a 4<sup>th</sup> grade item followed by a 5<sup>th</sup> grade item within the same progression of standards.

Don't fret! Don't create more work for yourself. It's all there at the tip of your fingers. Scaffold appropriately, but don't "dumb it down." Continue to emphasize application with academic vocabulary. Interventions in math aren't just about the computational fluency. Students need to know how to apply that computation or skill in a more rigorous item or task. Have high expectations for all!

## How to Optimize a Lesson on Optimization

Vickie Flanders Vice-President for Colleges

Optimization is an important learning objective in calculus. Students often struggle with the optimization concept and find difficulty in working the application problems. Here is a great opening lesson for applications of optimization. The problem is stated below. It is taken from *Calculus: Early Transcendental Functions*, 6e by Ron Larson.

A manufacturer wants to design an open box having a square base and a surface area of 108 square inches. What dimensions will produce a box with maximum volume?

Begin by discussing the different size boxes that could be constructed with 108 square inches. Below are five different options. Label them A, B, C, D, and E. If possible, construct these boxes out of cardboard and bring them to class for this activity.



**A.**3 inches by 3 inches by 8 1/4 inches, **B.** 4 inches by 4 inches by

5 3/4 inches, **C.** 6 inches by 6 inches by 3 inches, **D.** 5 inches by 5 inches by 4 3/20 inches, and **E.** 8 inches by 8 inches by 1 3/8 inches



Divide the class into five groups - one for each of the scenarios above. Each group is to prove that their open box with given dimensions has 108 square inches of surface area. Then they are to calcuate the volume of the box. The volume of each box is listed above the box in the picture above.

Once the groups have calculated the volume of the box they are assigned, have the groups speculate as to why the 6x6x3 open box has the greatest volume of all five boxes given to the groups. Discuss with the students the fact that there are an infinite number of scenarios which would meet the requirements. Next have students determine whether the 6x6x3 box is the scenario that would obtain the maximum volume. These questions and the discussion that follows is very important in the learning process.

The students should then proceed to work out the problem using calculus techniques, allowing them to discover that the open box with the maximum volume is the box with dimensions 6x6x3 from Group C. Here are the general guidelines:

- 1. Identify all *given* quantities and all quantities to be determined. If possible, make a sketch.
- 2. Write a primary equation for the quantity that is to be maximized or minimized.
- **3.** Write a **secondary equation** from the information given, if needed.
- **4.** Put the primary equation into a function of *one* variable. Do this by solving the secondary equation for one of the variables and then substitute it into the primary equation.
- 5. Find the first derivative of the *primary (optimizing) equation*. Find where it is equal to zero and find where it is undefined. Be sure to exclude values that are not in the domain.
- 6. Use the first derivative test to determine if the critical number is a **relative maximum** or **relative minimum**.

## **Snapshots from the 2014 Conference**





**Kathie Rose** serves as the Membership Chair. She currently works as a Curriculum Coordinator in Calcasieu Parish after spending several years teaching fourth grade. Kathie serves as President of SWLTM and as the Math Master Teacher for the Calcasieu MSP Grant. She was named the Louisiana Educator of the Year by the Louisiana Association of Computer Using Educators and has given several presentations at state and national conferences. Kathie lives in Lake Charles with her husband, Benjy, and teenage sons, Austin and Griffin. Her other great passion is LSU Tiger Baseball!





# **OPPORTUNITIES FOR TEACHERS**



### Presidential Award for Excellence in Mathematics and Science Teaching

At this time we are still awaiting the announcement of the 2013 Presidential Awardees for Excellence in Mathematics and Science Teaching (PAEMST).

Pictured below are the 2014 mathematics state finalists for the PAEMST, Yvette Bryant who teaches at Chackbay Elementary and Kristen Mason from Ruppel Academy of Advanced Studies receiving their certificates from BESE President Chas Roemer during the annual state recognition luncheon held at the Governor's Mansion.

All LATM members are invited to nominate outstanding secondary (grades 7-12) science, math and computer teachers for the 2015 PAEMST using the nomination link <u>https://www.paemst.org/nomination/nominate</u>. Teachers may self-nominate

Individuals who are nominated will be notified by e-mail of their nomination; therefore, it is necessary that a working e-mail address be provided for each teacher nominated when the nomination is made. For more information please contact Jean May-Brett at jam05@bellsouth.net.



Yvette Bryant Chackbay Elementary



Kristen Mason Ruppel Academy of Advanced Studies

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**Amanda Perry** is the Vice-President for Elementary Schools. This is her 10<sup>th</sup> year in education. She is currently the New Teacher Content Coach in Caddo Parish Public Schools. Amanda served as an adjunct instructor for Centenary College's Department of Education for 2 years assisting with the development of mathematical content and resources for future teachers.



## LATM Outstanding Teacher Nominations Being Accepted

The Louisiana Association of Teachers of Mathematics (LATM) honors outstanding elementary, middle, and high school teachers from participating schools each year. LATM also honors an outstanding new teacher who is in his/her first three years of teaching. We also honor an outstanding mathematics educator, which can include supervisors, coaches, lead teachers, university instructors, Department of Education personnel or others who have made a significant contribution to mathematics education (non K-12 classroom teacher). One of the goals of LATM is to honor and recognize those individuals who model and promote standards-based mathematics teaching and learning for their students. If the nominee is not a current member of LATM, a membership form must accompany the award application. The membership form can be found at <a href="http://lamath.org">http://lamath.org</a> under the membership link.

An electronic version of the award application can be found at http://lamath.org under the awards link during the month of March. The nominee should complete all portions of the application and must return it to LATM at the address on the bottom of the application postmarked by May 1, 2014. A panel of outstanding Louisiana educators will evaluate the applications to select awardees for each category based on the following criteria: professional experience, professional development activities, professional memberships, two professional letters of recommendation, and a reflective essay. The essay should show evidence of how the applicant's teaching style reflects his/her philosophy about how students learn mathematics. Applicants should also discuss how his/her classroom practice or contribution is standardsbased, innovative and unique. Finally, the essay should provide insight as to how students are actively engaged and how individual learning styles are addressed in the applicant's classroom. For non-classroom teachers applying for the outstanding mathematics educator award, the essay should include a description of how he/she contributes to and promotes the above attributes or practices in the teachers he/she services. All applicants are free to cite anecdotal evidence in their reflective essay. The panel will not score incomplete applications and will disgualify nominees who do not follow the application guidelines.

During the Louisiana Association of Teachers of Mathematics annual conference, each awardee will receive a commemorative plaque, \$200 cash award, one-year electronic membership to NCTM, and a one-year membership to LATM.

#### Get Involved With Your LATM Journal

Volume 10 of the LATM Journal has been published online. Interested in reading about a true mathematician's experience or how the idea of recycling plastics is used in math? Read the 2014 issue <u>here</u>.



LATM JOURNAL

Did you make a presentation at the LATM Conference in Shreveport? Did the audience really like the ideas you shared? Why not write an article describing your presentation and how the information can be used in a mathematics classroom? The next issue of the LATM Journal is planned for release in December 2015. If you are interested in submitting an article, articles are accepted year round. Submission information can be found at http://lamath.org/journal/LATMJournalSubmissionInformation.pdf

The LATM Editorial Board is also looking for guest column writers. Possibly you have an opinion about a current mathematics education topic and would like to share that opinion with your fellow LATM members. If you have any questions or suggestions, the *LATM Journal* contact editor is Dr. DesLey V. Plaisance (desley.plaisance@nicholls.edu).

# **OPPORTUNITIES FOR STUDENTS**

## **Carol Meyer Scholarship**

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

In Carol's memory, the Louisiana Association of Teachers of Mathematics is pleased to award two \$500.00 scholarships each year to two high school seniors who have expressed an interest in **pursuing a Bachelor's degree in elementary education, mathematics education, or a degree in mathematics at a Louisiana college or university**. It is our hope that another future outstanding mathematics teacher or mathematician will be helped along the way by this award.

Follow this link for the 2015 application: <u>http://lamath.org/CarolMeyerScholarship.htm</u>

The application must be postmarked by Friday, March 20, 2015. Questions and requests for more information can be sent to <u>scholarship@lamath.org</u>.

# **AFFILIATE NEWS**

#### **Baton Rouge Area Council of Teachers of Mathematics (BRACTM)**

The Baton Rouge Area Council of Teachers of Mathematics will focus the spring semester on standardized state testing. Members will receive various links to articles and resources that may aide them for the upcoming test. We will also be holding a general meeting aiming to increase membership on April 29th at the LSU Lab School. Refreshments will be served from 5:00-5:30 with meeting to follow. More information will be released soon.

The executive board has also begun planning for the 2015-2016 school year. Members are encourage to offer suggestions as to what type of professional development would be useful during the upcoming year! To begin receiving BRACTM emails by becoming a member, please contact Trisha Fos at <u>bractm@gmail.com</u>.

#### Northwest Louisiana Mathematics Association (NLMA)

The Northwest Louisiana Mathematics Association's Winter Conference was held on Saturday, February 28, 2015, at the Caddo Parish School Board. Participants embarked on a journey that offered "Support for the Common Core." Conference participants were given the opportunity to network with colleagues, share best mathematical practices and observe modeling of strategies to support the CCSS for mathematics. KTBS in Shreveport aired coverage of the conference. The coverage can be viewed <u>here</u>.

NLMA is currently seeking individuals from Region 7 who want to take a more active role in the organization by serving on the NLMA board. For questions or more information, email Tonya Evans at <u>tevans@caddoschools.org</u>

#### Louisiana Council of Supervisors of Mathematics (LCSM)

Lafayette Parish hosted the winter membership meeting for the Louisiana Council of Supervisors of Mathematics (LCSM) at the Vermilion Conference Center on Friday, December 5, 2014. Approximately 40 math educators and supervisors from across the state gathered to network and receive the latest updates regarding the upcoming PARCC assessments from Carolyn Sessions, Common Core Math Consultant at the Louisiana Department of Education. Carolyn's presentation highlighted the changes in the recently released PARCC Assessment Guide (Nov. 20, 2014), the policy change regarding fluency, and the PARCC Evidence Statements.

LCSM President, Penny Gennuso, presented "A Report by Louisiana Math Teachers" which was written by Louisiana math educators and shows support for Common Core State Standards. This letter was endorsed by the LCSM membership.

If you are interested in becoming a member of LCSM or would like to update your membership, please contact Sabrina Smith at <u>Sabrina.smith@jppss.k12.la.us</u>.

#### SouthEast Area Teachers of Mathematics (SEATM)

The 2014-15 school year started off with SEATM electing new officers. This year's officers are Susan Carter, President; Jamie Bateman, Vice President – Elementary; Jochen Kranz, Vice-President – Middle; Gina DuRapau, Vice President – High School; Ellen Marino, Treasurer; Cynthia Benefiel, Membership; and Catherine Salzer, Secretary.

On Thursday, November 13<sup>th</sup>, Pre-K through 12<sup>th</sup> grade teachers from across the SEATM region met at Fontainebleu High School to "Harvest the Standards" with Math Curriculum Specialists. The evening was spent listening to the changes in the math curriculum, a question and answer period, and collaboration among grade levels to discuss how the standards are being taught and assessed in classrooms. At this meeting, teachers were recognized for achievements they had received, such as, "Teacher of the Year" award recipients. Maryanne Smith, President of LATM, spoke with attendees to discuss *The Math Report*, a study on the needs of high standards in mathematics, throughout the State of Louisiana.

#### Southwest Louisiana Teachers of Mathematics (SWLTM)

Many teachers from Southwest Louisiana participated in the LATM/LSTA Joint Conference in Shreveport and brought back a multitude of strategies, ideas, and resources to enhance their mathematics instruction. The 3-5 MSP group presented their new learning to one another at a recent follow-up training.

**Vickie Flanders** is an Assistant Professor of Mathematics at Baton Rouge Community College. She teaches courses ranging from developmental algebra to multi-dimensional calculus. She serves on numerous committees including Curriculum Committee, Faculty Senate, and the LSU/BRCC NIH Bridges to Baccalaureate Grant. She was recently awarded the 2014 Dove Award for Outstanding Service to BRCC.



## **NCTM UPDATE**



Effective Teaching to Ensure Mathematical Success for All Join thousands of your peers at the premier mathematics education event—NCTM's Annual Meeting & Exposition—in Boston, April 15–18. Attend sessions on the Common Core State Standards for Mathematics, differentiated instruction, assessment, and STEM, to name a few, as well as visit hundreds of exhibitors with the latest tools, resources, and technologies. <u>http://www.nctm.org/boston/</u>

#### Apps Optimized for Your Desktop and Tablet

Help an alien spaceship move cows into corrals by counting, adding, and subtracting in "Grouping and Grazing." It's one of 26 interactive resources from NCTM Illuminations that are optimized for your desktop and tablet! Check it out along with other online games, manipulatives and tools <u>here</u>.





#### Preparing for Problem Solving and Revisiting Freckleham

With *Teaching Children Mathematics* building a great collection of rich tasks on its "Math Tasks to Talk About" blog, it's a good time to step back and examine one way to support students as they tackle the tasks. One way to do so is with the Preparing for Problem Solving Interview <u>here</u>.

#### Common-Core Math in Practice

A special report, *Common-Core Math in Practice*, looks at how the Common Core State Standards are changing instruction in mathematics. The latest in an ongoing series on high-priority issues in K–12 education, this report explores how schools and teachers are adjusting their practices and shows where there are gaps in support and understanding. <u>Education Week http://www.edweek.org/ew/collections/common-core-math-report-2014/index.html</u>





#### Stop Using Shortcuts and Math 'Tricks'

Linda Gojak, past president of NCTM, is waging a war against the old advice that students should cross off zeros when dividing, among other math "gimmicks" and shortcuts. With this particular technique, students can quickly solve a problem like 4000 divided by 100 by eliminating two zeroes from each number and simplifying the problem to 40 divided by 1.

<u>The Hechinger Report</u> <u>http://hechingerreport.org/content/common-core-math-experts-say-teachers-need-stop-using-shortcuts-math-tricks\_17964/</u>

## **The Math Report**

#### WHY LOUISIANA STRUGGLES WITH MATH AND WHAT CAN BE DONE TO CHANGE IT

Louisiana Association of Teachers of Mathematics, Louisiana Council of Supervisors of Mathematics and The Gordon A. Cain Center for STEM Literacy at Louisiana State University issue a report calling for a change in math instruction.

BATON ROUGE, LA – The Louisiana Association of Teachers of Mathematics, The Louisiana Council of Supervisors of Mathematics and The Gordon A. Cain Center for STEM Literacy at Louisiana State University released a report in November (<u>http://www.lamath.org/</u> and <u>http://www.cain.lsu.edu/node/120</u>) calling for a change to math instruction in Louisiana.

Nationally, nearly two-thirds of fourth and eighth grade students are not proficient in math. In Louisiana, students rank 46<sup>th</sup> among states in math performance. Louisiana's students are frequently not prepared to secure entry-level employment in many high wage, high growth jobs, leaving a great number of positions unfilled and going to out-of-state applicants. This gap in basic math skills is similarly affecting college bound students. Thirty percent of incoming college freshman in Louisiana need to enroll in a remedial course because they did not graduate high school prepared to succeed at a college level.

"I have been a math educator in Louisiana for over 30 years, and I know first-hand that our students are capable of more. We must not only raise our expectations of what our students are capable of, but also shift the way that we teach. We must prepare students for the jobs here in Louisiana. I want to see us move forward," said Maryanne Smith, President of the Louisiana Association of Teachers of Mathematics.

This gap begins early for students. By third grade, less than thirty five percent of Louisiana's students are proficient on Louisiana's state mathematics exam. When elementary school students do not understand numbers, number operations, and shapes, they struggle in high school with the algebra and geometry skills required in jobs and in college.

For years, students have relied on short cuts, an overuse of calculators in elementary school, and rote memorization. The report calls on educators to embrace the math called for by the Common Core State Standards for Mathematics (CCSSM). These standards are not the same as Louisiana's previous math standards. Instead, the CCSSM are designed to help students master mathematics by:

- <u>focusing</u> on what matters most,
- in a <u>coherent</u> way across grade levels, while
- <u>rigorously</u> developing conceptual understanding, procedural skill and mathematical fluency, and the ability to apply knowledge of math to solve complex and real-world problems.

"I visit classrooms every week and we are beginning to see these changes work. It is hard, but our students are retaining more of what they practice. Students who were behind and previously struggled with math are starting to make real breakthroughs. I have seen the successes for our students in changing our approach to math instruction. We have to commit to the hard work, it's worth it," said Penny Gennuso, the President of the Louisiana Council of Supervisors of Mathematics.

This report calls educators, parents, and communities to action. To demand a new approach to math instruction to ensure that students are prepared for the jobs available here in Louisiana.

To read this report go to: <u>http://www.lamath.org/</u> or <u>http://www.cain.lsu.edu/node/120</u>

## **MDC UPDATE**

#### The MDC Initiative Is Growing in Louisiana

A mid-year review of the 2014-15 Louisiana Math Design Collaborative (MDC) reveals successful efforts in several components. From eight state-sponsored districts the initiative has been expanded now to 16 districts through inclusion in MSP projects, the new district cohort with the LDOE institutes, and individual district funding.

The training teams in Bossier and Lafayette provided one-day fall institutes for teachers and administrators new to MDC. They also provided a second one-day institute in late January.

Six of the new districts were able to benefit a one-day Math Solutions coaching visit to provide demonstration lessons. Several of the initial state sponsored districts have delivered MDC sessions for the math teachers new to their systems this year and for teachers whose grade and course assignments were changed for 2014-15.

Teachers from districts not included in district and school-wide programs around MDC are invited to review the materials and encouraged to consider implementing the challenges or tasks in their instruction. The Math Assessment Project website <u>http://map.mathshell.org</u> with the formative lesson challenges and tasks is free and easily accessible.

Available to all math teachers, the website offers both Problem Solving and Concept Development lessons for middle and high school courses. The three levels of tasks - Novice, Apprentice and Expert provide a wide range of items for teachers to select from. With the tasks that are available are scoring rubrics, ungraded and grade samples of student work. All of the items are aligned to Common Core Math Standards for both content and mathematical practice.

Membership in the Edmodo MDC group remains open allowing any Louisiana math educator access to the program power points, handouts, and other resources.

Math educators in Kentucky have developed for MDC style lessons for grades K-5. A link to those items is <u>http://www.reneeyates2math.com/elementary-lessons.html</u>

For more information about MDC, contact Jean May-Brett at jam05@bellsouth.net.



Evangeline – Math Solutions Coach Joyce Collett with students and teacher participants



Lafayette – Teacher Activity

# MSP UPDATE

The 2014-15 cycle of Louisiana Math Science Partnership (MSP) projects will be winding down with the spring academic year follow-up sessions. There are 20 strong MSP projects providing content professional development to hundreds of Louisiana classroom teachers.

Some post-summer institute survey comments provide a view into the great success of the different MSP efforts around the state

"My goals were definitely met through this program. I feel really prepared to teach Eureka Math. I have not taught the Eureka program before so I'm sure along the way I will have questions, but I know there are a plethora of resources I can use to help guide me if I come across something I don't understand." St Bernard Elementary Math participant

"I learned much more than I could have on my own. I learned new strategies like how to use tape diagrams, ratio charts, etc. I also did many activities and labs that can be used in my classroom." Lafayette Middle School Math Participant

"I believe watching someone else teach math, which I hardly ever get to do, has taught me what to do and what not to do as a teacher in my classroom. I will talk less, give the students more time to think, process, and respond. I will also give them more project-based activities." Bossier High School Algebra Physical Science Participant

"I became more knowledgeable of science concepts and not just book information. I grew in the new strategies of applying the knowledge learned." Caddo Elementary Science Participant

"I now have a better understanding of the math standards. I have learned many strategies to help make me a more effective teacher. I still have a lot to learn, but feel this two week MSP project gave me a great jump start to this school year!" Avoyelles Elementary Math Participant

Many of the presentations during the joint math and science conference in Shreveport were given by MSP project participants, district master teachers and instructional staff members from the partner universities. Additionally many MSP teachers attended the conference through project funding.

Of the 20 funded projects seven are in their third and final year. These projects will come to a close with the end of the school year. However, thirteen of the current MSP projects will be continuing into a second year beginning with 2015 summer institute.

The Louisiana Department of Education (LDOE) announced a new round of competitive funding for MSP subgrants. The deadline for new project applications is February 27, 2015. MSP grants support high-need school districts in the implementation of new standards and assessments through collaborative partnerships with Institutions of Higher Education (IHE). MSP projects must include districts and university partners and may include community resource providers such as museums, foundations and non-profit facilities.

Application materials and information can be found on the LDOE website at: <u>http://www.louisianabelieves.com/funding/grants-management/mathematics-and-science-partnership-grant-opportunity</u>

#### **Pictures From MSP Projects Around the State**



East Baton Rouge Elementary Math MSP Project



Bossier Middle School Math MSP Project

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## **Renew your Membership**

Did you attend the 2014 LATM/LSTA Joint Conference in October? If so, your LATM and LSTA memberships were automatically renewed. If you were unable to attend, it's time to renew your membership by visiting <u>http://lamath.org/Membership.htm</u>. Submit the renewal information, print the renewal receipt, and mail the renewal receipt and \$15 payment to the address specified on the receipt. If you have any difficulties with the online form, please contact Kathie Rose at <u>kathierose@ymail.com</u>.