

THE NUMBER LINE

www.lamath.org

May 2014

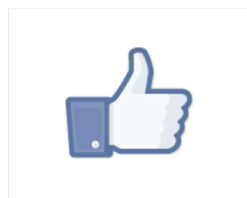


LOUISIANA ASSOCIATION of
TEACHERS of MATHEMATICS

Table of Contents

<u>President's Message</u>	2
LATM/LSTA 2014 Joint Conference Information	
<u>Short Course (Extended Session) Proposals</u>	3
<u>Travel Grant Application</u>	4-5
<u>Teacher Recognitions</u>	6-7
<u>Student Recognitions</u>	7-8
<u>Opportunities for Teachers</u>	8-9
<u>NCTM Update</u>	9-10
<u>Vice-Presidents' Circle</u>	10-13
<u>New Teacher Tidbits</u>	14
<u>Affiliate News</u>	14-18
<u>Louisiana Department of Education Updates</u>	18
<u>Executive Council (Get to Know Us)</u>	19-21
<u>Membership Renewal</u>	21

Hyperlinks in the Table of Contents may be used to quickly access specific articles.



Visit LATM's
Facebook page and
find out what is
happening with your
organization and
profession!

PRESIDENT'S MESSAGE

Welcome to another award winning edition of the LATM Newsletter for the month of May. As we head into the last month of school, I want to recap some of the exciting and interesting April events that occurred in New Orleans, the state of Louisiana, and across the nation.



In the city of New Orleans, the NCTM Annual Meeting was held from April 9-12, 2014, at the Morial Convention Center. Over 7000 members from all grade levels converged to hear and see the latest and greatest innovations for teaching mathematics. Of these 7000 attendees, approximately 200 Louisiana teachers took advantage of NCTM's Saturday-only registration which offered of a full-day rather than the typical half-day of sessions. NCTM's annual meetings and conferences always provide a wonderful opportunity to network with teachers from around the country to hear about methods and techniques being implemented by others in different regions.

Teachers and students in grades 3-8 were engaged in CCSS-based LEAP and iLEAP state testing and in PARCC's performance-based assessment field testing during April. CCSS-based End-of-Course state testing in high schools and PARCC End-of-Year field testing will be held in May. This is an exciting but challenging time as students and teachers work to achieve the shifts that the Common Core State Standards require. Like any change, it must be met with patience and an understanding that change is never easy. On behalf of LATM, I want thank our members for your professionalism as you approach this change with the "do whatever it takes" attitude to provide the best outcome for Louisiana's students.

April was also *Mathematics Awareness month*. Established in 1986 during the Reagan administration, Mathematics Awareness month is an opportunity to look deeper in the wide spectrum of applications of mathematics. Professional organizations create a number of activities and resources centered around a theme each year. The theme for 2014 was *Mathematics, Magic, and Mystery*. The website <http://www.mathaware.org> offers multiple resources from 1991 forward. These resources are also accessible via Twitter and Facebook.

During the summer, I hope you give yourself the opportunity to explore and expand the capacity of your teaching as well as taking the opportunity to relax and rejuvenate yourself.

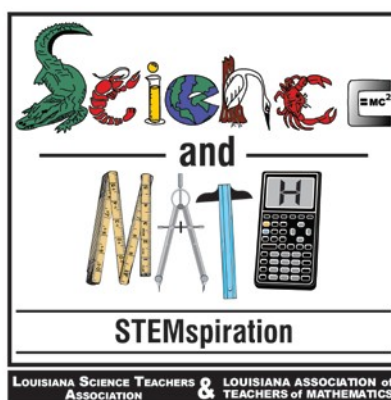
Jeffrey Weaver

Jeffrey Weaver
LATM President



[Return to Table of Contents](#)

LATM/LSTA 2014 JOINT CONFERENCE



Shreveport, Louisiana
October 20-22, 2014

Short Course (Extended Session) Proposals for 2014 Math Science Conference

Interested presenters may submit a proposal for a 3 hour or a 6 hour session or field trip that will be held on **Monday, October 20, 2014**. Three offsite computer labs are available for technology sessions. **With the exception of extended sessions which require a computer lab, presenters must provide all equipment (computers, LCD panels, Internet access, and other items) needed for their presentation.**

Submissions of Extended Session proposals can be made at <http://lamath.org/conference2014/>. Proposals must be submitted **by June 15, 2014**. NOTE: Participants must register for Extended Sessions as part of the pre-conference registration process. The publication of the pre-conference registration documents requires an early submission deadline for Extended Sessions.

The conference program allows for each Extended Session to have a maximum of 3 names listed as the presenters: the **Lead Presenter** followed by, at most, two **Co-Presenters**. Co-Presenter information must be entered at the bottom of the form. **The Presenter and Co-Presenter(s) listed in this proposal must register for the conference.**

Questions or concerns regarding this process should be directed to Maryanne Smith at smith70471@yahoo.com, Donna Vishnefski at dvishnefski@caddo.k12.la.us, or Henry Mejia at henry.mejia@bossierschools.org.



[Return to Table of Contents](#)

Fall 2014 Louisiana Association of Teachers of Mathematics Travel Grants

LATM is awarding ten travel grants for \$300 each to offset the expense of attending its 2014 LATM/LSTA Joint Math and Science Conference in Shreveport, October 20-22, 2014. The money can be used to cover conference registration, short course registration, lodging, meals, parking, and/or travel. Grant applicants will be notified of their status at least one month prior to the conference. The money will be awarded at the conclusion of the conference. Awardees must attend two full days of the conference (Monday-Tuesday or Tuesday-Wednesday), but are encouraged to attend all three days to gain the full benefits of the conference.

Applications must be postmarked no later than August 29, 2014. The LATM Travel Grant Coordinator will select a committee of math leaders from throughout the state to score the applications. Order of receipt or geographic location will not be considered in the awarding of the travel grants.

Qualifications and regulations for grant eligibility are as follows:

1. Applicants must be LATM members on or before August 1, 2014.
2. Awardees must attend two full days of the conference (Monday-Tuesday or Tuesday-Wednesday).
3. Awardees are expected to use information and skills gained at the conference to improve their teaching skills and classroom instruction.
4. Awardees are not eligible to reapply for the travel grant until the 2017 Annual LATM or LATM/LSTA Joint Conferences.
5. Awardees who decline to attend the 2014 LATM/LSTA Joint Math and Science Conference cannot apply the money to other conferences or transfer it to another individual.
6. Awardees who decline to attend the 2014 LATM/LSTA Joint Math and Science Conference and who have not notified the LATM Awards Coordinator by October 1, 2014 are not eligible to reapply for the travel grant until the 2017 Annual LATM or Joint Conference.
7. LATM Officers, Board Members, or Travel Grant Committee Members are not eligible for the grant.
8. Awardees cannot submit expenses that will be paid by other funding sources.

Entry packets that do not meet the requirements or provide false information will be disqualified.

Entries must be postmarked no later than August 29, 2014.

Send one (1) original and four (4) copies of the application packet in one envelope to:

Beth Smith, 711 Comanche Trail, West Monroe, LA 71291

Questions can be e-mailed to Beth Smith bethsmith1124@gmail.com.

A digital copy of the application form provided on the next page can be found at http://lamath.org/travelgrant/LATM_Travel_Grant_Application_Fall_2014.pdf.

[Return to Table of Contents](#)

Fall 2014 LATM Travel Grant Award Application

Applicant Information

Name: _____
(Dr., Mr., Mrs., Ms.) (First) (Middle) (Last)

Position Title: _____

LATM Membership Address: _____
Street Address City State Zip

Home Phone: _____ Cell Phone: _____ School Phone: _____

Name of Principal/Supervisor: _____

School Name: _____

School Address: _____
Street Address City State Zip

E-mail Address: _____ Alternate E-mail Address: _____

School Phone Number: _____ Fax Number: _____

Grade Level(s) Taught: _____ Subject(s) Taught: _____

How many annual LATM, LATM/LSTA Joint Conferences, and NCTM National or Regional Conferences have you attended in the last five years? _____

Are you presenting at the 2014 LATM/LSTA Joint Conference? _____

Answer the following questions on a separate page. Responses should be a paragraph or two each. **Please type.**

1. Briefly describe how you view your position as a teacher of mathematics in Louisiana.
2. Briefly describe the value you see in attending the 2014 LATM/LSTA Joint Math and Science Conference in Shreveport. Please identify specific information, skills, or contacts you seek at the conference, and indicate how they will be used and shared with your colleagues.

My signature indicates that I am receiving no duplicate funding for attending the 2014 LATM/LSTA Joint Math and Science Conference.

Applicant's Signature _____

My signature indicates that I support this applicant and as an expression of partnership, my school or district will be responsible for covering the cost of any substitutes necessary for this faculty member to attend the 2014 LATM/LSTA Joint Math and Science Conference.

Principal's Signature _____

Entry packets that do not meet the requirements or provide false information will be disqualified.

Entries must be postmarked no later than August 29, 2014.

**Send one (1) original and four (4) copies of the application packet in one envelope to:
Beth Smith 711 Comanche Trail, West Monroe, LA 71291**

[Return to Table of Contents](#)

TEACHER RECOGNITIONS

LATM Outstanding Teacher Awards

Congratulations to the awardees and finalists for the 2013 LATM Outstanding Teacher Awards. Each awardee and finalist will be presented with an engraved plaque by an LATM representative at an award ceremony at his/her respective school.

2013 Outstanding High School Math Teacher

Awardee: **Anita Szombathelyi**, Airline High School, Bossier Parish Schools

Finalist: **James Rogers**, Neville High School, Monroe City Schools

Finalist: **Ashley Keiss**, Grant High School, Grant Parish Schools

2013 Outstanding Middle School Math Teacher

Awardee: **Serena White**, Lee Junior High School, Monroe City Schools

Finalist: **Kimberly Litton**, Mansfield Middle School, Desoto Parish Schools

Finalist: **Marcia Lynne Denison**, J.I. Watson Middle School, Calcasieu Parish Schools

2013 Outstanding Elementary Math Teacher

Awardee: **Debra McMurry**, Crowville Middle School, Franklin Parish Schools

Finalist: **Lissa Leehy Dumas**, Sallie Humble Elementary School, Monroe City Schools

2013 Outstanding New Math Teacher

Awardee: **Jana Ruth Carlson**, Crowville Middle School, Franklin Parish Schools

Finalist: **Emily Scott**, Northside High School, Lafayette Parish Schools



Ashley Keiss, finalist for the 2013 LATM Outstanding High School Math Teacher Award, is presented her plaque by Vickie Flanders, LATM College Vice-President, during a ceremony at Grant High School.

[Return to Table of Contents](#)

LATM Travel Grant Recipients for the 2014 NCTM Conference

Congratulations to the following teachers who were Travel Grant Recipients for the NCTM 2014 Conference:

Fan Disher, Mandeville High School, Mandeville
Anita Szombathelyi, Airline High School, Bossier City
Jennifer Thrasher, Broadmoor Middle School, Shreveport
Tabitha Trudnak, Waller Elementary, Bossier City
Anita Williams, Avoyelles High School, Moreauville

Each of the grants was for \$500 to offset the expense of attending the 2014 NCTM National Conference held April 9-12, 2014, in New Orleans. The funds were used to cover lodging, meals, parking, and/or travel. Each recipient was also given a free registration to the conference in addition to the \$500 grant.

STUDENT RECOGNITIONS

Carol Meyer Scholarship Awards

LATM is pleased to honor the memory of Carol Meyer, an elementary school 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 Council. 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 \$500.00 scholarships to two high school seniors: **Allison Petite**, East Ascension High School, Ascension Parish Schools, and **Hannah Trahan**, Erath High School, Vermilion Parish Schools. Both Allison and Hannah plan to pursue a Bachelor's degree in elementary education, mathematics education, or mathematics. The awards will be made upon enrollment in a Louisiana college or university.

Mathematical Science Awards from State Science Fair

Senior Division			
1st	David C. Luo	Baton Rouge Magnet High School	"Mysteries of the Euclidean Algorithm Revealed and Applications"
2 nd	Benjamin A. Meltzer	Baton Rouge Magnet High School	"An Elo-like Rating System For n-way Competitions"
3 rd	Elijah B. Ash	Caddo Parish Magnet High School	"Observing Chaos in the Zhang Supply and Demand Model"
4 th	Natalie M. Wang	Caddo Parish Magnet High School	"It's All the Same: A Mathematical Analysis of Fractals in Urban Growth"
HM	Daniel J. Lombas	Eunice High School	"Gene Pool Party Diving Into Year Two of an Ongoing Study"

Junior Division			
1st	Elizabeth Shelton	Alexandria Country Day School	"What a Difference a Word Makes"
2nd	Jadon B. Roy	Grace Episcopal School	"Three is the Magic Number"
3rd	Annabeth Briley	Sacred Heart	"Making Money: Finding the Most Profitable Path for Your Savings"
4th	Linda N. Denson	Benjamin Franklin Elementary	"Can Sudoku and Flow Free Improve Math Ability?"
HM	Luca B. Busalacchi	J.B. Martin Middle School	"Batter Up "

OPPORTUNITIES FOR TEACHERS

Write for Your *LATM Journal*!

Do you have an innovative teaching idea that you think other teachers could benefit from in their classroom? Does it incorporate the Common Core State Standards and/or the Mathematical Practices? For example, do you have a way of teaching "comparison of fractions" that provides for student understanding of that concept and not just the use of an algorithm? Have you been using this method and know how well it works? Or, do you conduct professional development and have a great strategy for demonstrating to teachers how to teach the quadratic formula? Great teaching strategies should be shared. Maybe you have conducted a mathematics education study and have some results to share? Share your knowledge! Write an article. Submission information can be found through a link on the LATM webpage at <http://www.lamath.org/>. If you have questions or suggestions, contact the *LATM Journal* editor, Dr. DesLey V. Plaisance (desley.plaisance@nicholls.edu).



Have you read the most recent *LATM Journal*? You can find the current volume online at <http://www.lamath.org/journal/LATMJournalVolume92013.pdf>. Be sure to check out Volume 9. Read articles on fractals, math apps, and more! Read a guest column from our Editor Emeritus, Dr. Katherine Pedersen. You can also read the past issues of the *LATM Journal* (<http://www.lamath.org/journal/index.htm>).

Submit an Article for the New Teacher Tidbit Column

A special thank you to Kat Corerro Buckner for her willingness to write our first article for the New Teacher Tidbit column. If you are a math teacher with 5 years or less of instructional experience, you can help other teachers, new and veteran, by telling us about your best experiences, tips, lessons, activities, and/or materials. In approximately 200 words or less, share a triumph you have experienced in the math classroom. Please remember to include your first and last name, your current teaching assignment, and your years of experience. We would also like to share a photo of you with our network. This is your chance to let your new voice be heard and help others. Send your written submission (in WORD format) and a photo of yourself (in JPEG format) to stacey.magee@stpsb.org for consideration to be published in an upcoming LATM newsletter.

[Return to Table of Contents](#)

Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST)

The nomination period for the 2014 PAEMST closed April 15th. Individuals who have been nominated must complete and submit their application packet by May 15, 2014. The 2014-15 academic year process to accept nominations of secondary level (grades 7-12) math teachers will open next fall. Each year LATM members, school administrators, curriculum coordinators, students and parents are encouraged to nominate outstanding teachers of mathematics for the PAEMST. For more information please contact jam05@bellsouth.net.

Take the Dow Teacher Challenge!

The Center for Science of Teaching and Learning (CSTL) and Dow have come together to support STEM education in our schools. STEM education is absolutely vital for our children and our future. We need to encourage children to pursue science, technology, engineering and math related fields. Our real challenge lies in how to achieve our goal of improving STEM education.

We would like to introduce the **STEM THE GAP Teacher Challenge**. Teachers of all fields are invited to submit their ideas for increasing STEM education in the classroom. The top 25 entries will earn a \$1,000 grant to be used in the classroom!

Visit www.dow.com/education to submit an entry. The deadline for all submissions is May 16, 2014.

NCTM UPDATE

NCTM Summer Professional Development



Join NCTM in San Diego or Chicago for summer professional development opportunities. Whether you are an experienced classroom teacher or just beginning your career, NCTM's Interactive Institutes will provide the instructional strategies and high-quality professional development you need to successfully implement CCSSM in the classroom. Institutes will be held from July through August and include [Algebra Readiness for Every Student \(Grades 6-8\)](#); [Connecting Number and Operations in the Classroom \(Grades Pre-K-5\)](#); and [Engaging Students in Learning: Mathematical Practices and Process Standards \(Grades 9-12\)](#). Save \$40 with early-bird registration rates.

www.nctm.org.

Registration Is Open for NCTM Affiliate Leaders Conference 2014

NCTM Affiliate groups may now register participants for the NCTM Affiliate Leaders Conference 2014. This conference is specifically designed for teams of at least two current and potential leaders of all NCTM Affiliates. The Leaders Conference will be held in Chicago, Illinois, July 25–27, 2014. This years' conference theme is "Leadership: Transforming Affiliates from Good to GREAT!" www.nctm.org

Consideration of Moving the NCTM Annual Meeting to the Fall

The NCTM Delegate Assembly voted to support a motion to change the NCTM Annual Meeting from the spring to the fall of each year to allow more teachers to attend. Because of the advance notice required for contracts and binding commitments, the earliest that this change could occur would be the 2020 conference in St. Louis.



Delegates to the NCTM Caucus pose with outgoing NCTM Board Member, **Latrenda Knighten** from Baton Rouge, and NCTM Southern 2 Regional Affiliate Representative **Jean Ware** from Shreveport. Front row: Knighten, **Nell McAnelly** (LATM), and **DesLey Plaisance** (LCSM); Back row: Jean Ware, **Penny Gennuso** (LCSM), and **Sandra Lebouef** (LCSM).



Caucus delegates, **Sharon Besson** (BRAC TM) and **Spencer Roby** (LSU Council of PreService Teachers of Mathematics), meet with **Latrenda Knighten**, outgoing NCTM Board Member.

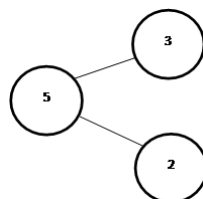
VICE-PRESIDENTS' CIRCLE

BOND – Not James, but Number

Amanda Bundrick Perry
Vice-President of Elementary Schools

What is all of this terminology people use with the Common Core State Standards? What are these bonds? Why can't children learn the way we were taught?

Let's delve into what some may think is a "new" tool really brought to the forefront by these standards and used widely in EngageNY and other curricula. Number bonds are defined as a pictorial representation of part-part-whole relationships. This mathematical tool appears in the EngageNY curricula in kindergarten through grade 5 as students explore modules of units (better known as Number and Number Relations). The number bond shows that a whole can be decomposed into smaller parts or two parts can be composed to make the whole. Concrete objects such as place-value blocks can be used with number bond organizers to show the part-part-whole relationship. Pictorial representations are then used before the use of numerals. They complete the cycle of concrete to pictorial to abstract representation. This procedure leads students to equate addition as putting together and subtraction as taking away or breaking apart. A basic number bond relationship is shown below. Variations allow for the use of circles or squares in the pictorial.



Once students become comfortable with this tool, the circles or squares disappear with students using only numbers and line segments to show the part-part-whole connection as seen here:

$$\begin{array}{c} 5 \\ \wedge \\ 3 \quad 2 \end{array}$$

Orientation of the number bond doesn't change its meaning or function. Algebraic reasoning is also included when students represent an unknown piece of the number bond with a question mark or a variable.

$$\begin{array}{c} 3 \\ 10 < \\ ? \end{array}$$

Number bonds can be a useful tool in multi-digit computation when students are more adept at using mental strategies. Rather than seeing $24 + 33$, students can begin to use number bonds to decompose the addends.

$$\begin{array}{ccc} 24 & + & 33 \\ \wedge & & \wedge \\ 20 & 4 & 30 & 3 \end{array}$$

This allows students to use numbers with which they are more comfortable and to develop a deeper sense of place value as they add the tens ($20 + 30$) and ones ($4 + 3$).

Numbers bonds have been valuable to me in the process of teaching decomposing and recomposing fractions and the concept of unit fractions. If the number bond is used as a tool in kindergarten and built upon each year, students will experience the coherence and gain a better understanding of operations.

Since number bonds are not a new strategy or practice, this article serves as reminder to us all to be aware of the need for students to persevere and critique problems and possible solutions. Students must approach math in the way that scientists approach problems – with questions, testing, retesting, and reporting conclusions with justified research. Practice makes perfect so practice, practice, practice!

Lesson Study as a Form of Professional Development

Lori Fanning
Vice-President of High Schools

As we implement any new curriculum, it is important for us to assess the effectiveness of new lessons through the use of data. What concepts are new to this course? Which concepts will be directly linked to the next course? On which concepts do the students at our school traditionally perform well or poorly? How will teachers measure or assess progress toward the learning goals? The process of "Lesson Study" with a small group of teachers offers a collaborative framework to analyze classroom practice and its effectiveness. Teachers collaboratively plan, teach, collect data, revise, and analyze the results of a single lesson and its impact on the learning goals of the unit of study and the overarching themes of the course.

In a typical lesson study cycle, a small group of teachers within a course will identify a topic that is considered difficult for their students or is new to the grade level. The teachers research the

concepts behind the topic (what comes before it and what comes after it; what are the gaps in learning) and develop student learning goals. The teachers design a lesson that promotes the learning goals and anticipate student responses (what are the pre-requisite skill gaps, what kinds of responses do students typically provide for this topic). One team member then teaches the lesson while the others observe and collect evidence of student learning. Data collection can include the identification of the level of teacher questioning on Bloom's taxonomy, the level of responses that students provide in discussion (whole class and small group) compared with written responses, evidence of confusion, number of times that students added to student discussion, evidence of differentiation, wait time, etc. The teacher team will then analyze the results and determine the level of progress made toward the learning goals followed by a lesson revision. Other teachers then can use the revised lesson as is or have the group of teachers observe the next teacher and revise the lesson further.

There are several major benefits to participating in an ongoing lesson study. First, analyzing how students learn what you intended to teach provides you with a valuable tool for improving instruction. Secondly, observers collect data regarding teacher delivery of the lesson and evidence of student learning simultaneously. This allows analysis that provides guidance to the revision of the lesson and can result in changes to classroom routines as well as actual instructional practice. Lastly, lesson study serves as a field test of a lesson that can be improved and adapted by other teachers. This deprivatization of practice will give you and your team members an opportunity to direct your own professional development and improve your teaching as a group of peers striving to improve teaching and learning.

Some Resources Related to Lesson Study

Hiebert, J., & Stigler, J.W. (2000). A proposal for improving classroom teaching: Lessons from the TIMSS video study. *Elementary School Journal*, 101, 3-20.

Lewis, C. (2008). *Lesson Study: In Easton, L. B. Powerful designs for professional learning*. Oxford, OH: National Staff Development Council.

Lesson Study Research Group – Teachers College, Columbia University

<http://www.teacherscollege.edu/lessonstudy/>

The Lesson Study Research Group provides information, resources (reading materials, presentations, and teacher tools for implementation), and networking opportunities to U.S. educators who are interested in learning more about lesson study.

Lesson Study in Japan, U.S. Science Education

<http://www.lessonresearch.net/>

This site is a product of an NSF-funded research project from the Mills College Education Department that is focused on studying 4 models (one of which is Lesson Study) for spreading inquiry based elementary science instruction.

The Teaching Gap Website

<http://www.lessonlab.com/teaching-gap/index.htm>

The Teaching Gap: The Best Ideas from the World's Teachers for Improving Education in the Classroom, by James W. Stigler and James Hiebert, compares mathematics teaching practices in Japan and Germany with those in the United States.

[Return to Table of Contents](#)

Developmental Mathematics

Vickie Flanders
Vice-President of Colleges

Developmental mathematics courses are courses taught in a college setting where the content is below college level mathematics. The developmental mathematics courses range from basic arithmetic to elementary algebra to intermediate algebra. For those who aren't quite sure what this means, think of comparing middle school arithmetic to Algebra I to Algebra II. More and more students are taking developmental mathematics courses, causing a huge concern for colleges across the nation.

According to the National Center for Educational Statistics, "Between 1975 and 2011, the immediate college enrollment rate increased from 51 percent to 68 percent." (<http://nces.ed.gov/ipeds/>) This means that more students are entering college to pursue a professional degree; however, this does not mean that those students are prepared for college mathematics courses. Because a community college offers open enrollment, it is more likely to receive developmental mathematics students rather than a four year university which has a minimum math placement test score used for enrollment. If a student does not meet the required minimum math score, that student has the option of attending a community college to take the necessary developmental courses before transferring to the four year university. How does this affect Louisiana, and more specifically, the college where I teach? According to the National Center for Educational Statistics, Baton Rouge Community College (BRCC) had an enrollment of 9,106 students in the Fall 2012 semester, where half were part-time, and half were full-time. (<http://nces.ed.gov/ipeds/>) Of the total mathematics courses taught at BRCC, 58% are developmental mathematics courses. In fact, 63% of students take at least one developmental mathematics course at BRCC.

We know that starting off in developmental math courses puts students behind in their degree program. In fact, if a student places in the first of three developmental math courses, it takes a minimum of three semesters before the student can take a college level math class. Since eligibility for college level math is a prerequisite for many science classes, the students are unable to take these courses before they finish the sequence of developmental courses. Undoubtedly, this leads to low retention rates. According to the National Center for Educational Statistics, BRCC had a retention rate of 53% for full-time students and 39% for part-time students who began their studies in Fall 2011 and returned in Fall 2012. (<http://nces.ed.gov/ipeds/>) There is obviously a connection between the high percentage of students taking developmental courses and the low percentage of student retention.

To move forward, some essential questions must be asked. Why are there so many students entering college underprepared? What kind of an education are they receiving in high school? Will the Common Core alleviate this problem? I do not have the answers to these questions. Because I am aware of the statistics, I think it important to share with other teachers, and then work with my peers to improve the student retention rate.



[Return to Table of Contents](#)

NEW TEACHER TIDBITS

Using Crafts to Help Students Learn

Kat Corerro Buckner
Grade 2 Second Year Teacher
Caddo Parish

As a first year teacher, I wanted to find creative ways to grab my students' attention and keep them engaged. Math is a difficult subject for many students. I found that providing unique ways of presenting math materials, like disguising the math in a craft or hands-on activity, is the best way for my students to learn. I taught first grade my first year. My favorite activity was "[Two-digit Addition Window](#)" which is one found in a two-digit activity packet from TeachersPayTeachers. When teaching two-digit addition, it was really difficult for students to know when to regroup ones to form another ten. My students absolutely loved it, and they were able to remember to regroup after the project.

New teachers need to be creative in planning lessons and to share ideas with other teachers. Some of the best ideas and projects I found were on Pinterest, TeachersPayTeachers, and www.NCTM.org. I have used video clips, online activities for the Smart Board, arts and crafts projects, and hands-on activities to enhance my math lessons. The first years of teaching can be extremely difficult and stressful, but at the same time offer rich learning experiences. Make your lessons fun for your students and yourself. When you put your creative energies into them, you will enjoy teaching the lessons more while your students love the learning!

AFFILIATE NEWS

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

BRAC TM's mini-conference, *Extraordinary Explorations in Math and Literacy*, has been rescheduled for Saturday, August 23, 2014 from 8:00-3:00 at the LSU Lab School. This will be a great time to get some fantastic professional development right at the start of the new school year when you need it most. We encourage attendees from around the state! There will be presentations on various mathematical topics from kindergarten through the college level. These presentations will be presented by local educators. Our two previously scheduled, award winning guest speakers, Jerry Pallotta and Brog Bagert, have agreed to be there, as well.

For further information, please contact Trisha Fos at tfos1@lsu.edu.

Greater New Orleans Teachers of Mathematics (GNOTM)

GNOTM sponsored the attendance of four teacher leaders at the Saturday session of NCTM. The Board has been planning a Spring reception.

Northeast Louisiana Association of Teachers of Mathematics (NELATM)

The Northeast Louisiana Association of Teachers of Mathematics Executive Board is working on plans to offer our membership a day of professional development this summer. Members may offer suggestions as to what type of professional development would be useful by contacting Pamela Martin (pmartin@ulm.edu). We will also be updating our membership database this summer. Members will be contacted via e-mail and given an internet link so that they may update their contact information.

Three members of NELATM presented two gallery workshops at the recent NCTM Annual Meeting in New Orleans. Kathie Smart and Pamela Martin presented *Playing with Place Value*. The session provided educators with games to reinforce writing numbers in expanded and standard form, to order and compare whole numbers and decimal values, and to place digits in numbers strategically which leads to a better understanding of place value through problem-solving and mathematical reasoning. The pictures below show Kathie presenting and participants “playing with place value.”



Kathie Smart also partnered with Michael Broome to present *Measuring Up: An Interactive Model for Perimeter and Area* which offered attendees a hands-on approach of modeling perimeter and area using square tiles and colored chips. Participants used square tiles to create banquet tables of varying dimensions and used colored chips to represent people seated at the tables. Dimensions of the ‘tables’ and the number of ‘people’ seated around them provided information from which formulas for area and perimeter could easily be derived. Michael discusses information with his audience in the photo to the left. Participants create banquet tables in the photo to the right.



Northwest Louisiana Mathematics Association (NLMA)

The Northwest Louisiana Mathematics Association’s Winter Conference was held Saturday, February 15, 2014 from 8:00 a.m. – 12 noon at LSU- Shreveport. The conference theme was *NLMA 2014: Getting to the Core*. Our inspirational speaker was Roger Vance, a teacher at Cope Middle School.

Four Caddo Parish schools received an award for 100% participation of their mathematics teachers at the conference. They included:

Northside Elementary, Dr. Cindy Frazier, Principal
Oak Park Microsociety, Sabrina Anderson, Principal

Westwood Elementary, Renee Ellis, Principal
Southern Hills Elementary, Jesse Scott, Principal

In addition, Westwood Elementary received the "mic" award for having the greatest number of teacher presenters which was seventeen. Over 250 teachers were in attendance. Eighteen sessions from PreK – College were offered with thirty-six presenters sharing their mathematical knowledge and expertise.



[Return to Table of Contents](#)

Louisiana Council of Supervisors of Mathematics (LCSM)

The Louisiana Council of Supervisors of Mathematics will hold its spring meeting on Friday, May 9, 2014. The meeting will be held in Lafayette at the Vermillion Conference Center located at 326 Gauthier Road and will begin at 10:00 AM. Lunch will be served and the meeting will conclude at 1:30 PM. Rebecca Kockler, LDOE Chief of Staff for the Office of Content, will provide LDOE updates and Carolyn Sessions, LDOE CCSS Math Consultant, will provide PARCC updates.

Any mathematics coordinator, coach, supervisor, or other educator who provides mathematics leadership should consider joining LCSM. To receive membership information, please send contact information to Sabrina Smith, Secretary, at (Sabrina.Smith@jppss.k12.la.us).

SouthEast Area Teachers of Mathematics (SEATM)

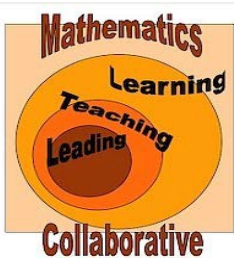
SEATM held its Annual Spring Meeting and Teacher Recognition Reception on May 1, 2014 at 6 p.m. The organization recognized "Teachers of the Year," PTA Educator of Distinction winners, PAEMST Awardee Mande' Warren, and newly certified National Board Teachers. The Teacher "Carol Meyer" grant award was also presented at the dinner. More information about the grant and the reception can be found at our website www.SEATM.org.

Southwest Louisiana Teacher of Mathematics (SWLTM)

A cohort of mathematics teachers in Calcasieu Parish Public Schools is completing its work in the Math Science Partnership Grant for the 2013-14 school year. During a June institute, these teachers attended a three-week professional development opportunity held at the district's Curriculum and Instruction Department. They participated in hands-on, minds-on activities led by Shavella Harvey, a mathematics instructor at McNeese State University and Advanced Placement math teacher at Washington-Marion High School. Assisting her were Master Teachers Cottie Mouton, instructional coach at Barbe Elementary School, and Jessica Rivero, lead teacher at Henry Heights Elementary. Those participating in the project learned more about the Standards for Mathematical Practice and the Common Core State Standards, as well as how these new changes in curriculum would affect their instruction. The instructor and master teachers modeled activities and demonstrated how the mathematical practices were embedded in each. Participants were actively engaged throughout the training and came away with many great ideas, materials, and the knowledge to implement the Common Core State Standards successfully.



[Return to Table of Contents](#)



Math Teachers from eight elementary schools also participated in project PRISMA (Providing Rigorous Instruction for all Students of Mathematics). These teachers engaged in activities which promoted a deep conceptual understanding of mathematics, discourse in a math classroom, and the use of models that are important in Common Core State Standards instruction. This project was led by Heather Nelson, Director of the Mathematics Learning, Teaching, and Leading Collaborative.

LA DEPARTMENT OF EDUCATION UPDATE

Mandy Boudwin
Mathematics Program Coordinator

Information in this update:

- [Curriculum Guidebooks Now Available](#)
- [PARCC Assessment Guides Released](#)
- [PARCC Releases EOY Practice Tests for Math](#)
- [Annotated Reviews for Curricular Resources Now Available](#)

Curriculum Guidebooks Now Available

The Grades 3-5, Grades 6-8 and High School Guidebooks have been [posted](#) on the Department's website. They can be found by going to the Library, Browse by Category, and then clicking on Year-Long Planning. The final guidebook, Grades K-2, is scheduled to be released on June 1.

The tasks for each grade level have also been posted separately from the guidebooks. They are located on the [same page](#) in the Library (scroll down to Math under Unit Assessments and Planning Resources).

For additional information regarding curriculum, assessment, and professional development, visit the District Support Toolbox [Assessment and Curriculum](#) page to find the planning guides, instructional materials reviews, and other important information.

PARCC Assessment Guides Released

To help educators continue to learn about the structure of the ELA and math PARCC assessments for grades 3-8, the Department has released [assessment guides](#). These initial guides are based on the current information available from PARCC. The guides will be updated as PARCC releases new information and the LDE receives feedback from the field.

PARCC EOY Practice Tests for Math

PARCC has released practice tests and answer keys for its math End-of-Year Assessments in Grades 3 and higher. Practice tests for the math Performance-based Assessment will be available in early fall.

Annotated Reviews for Curricular Resources Now Available






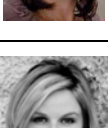

LDE has updated the list of annotated reviews for instructional resources in both ELA and Mathematics. Reviews can be accessed [here](#). As additional reviews are completed, they will continue to be posted on this website.

[Return to Table of Contents](#)










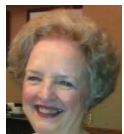
LATM EXECUTIVE COUNCIL








Get to Know Us

This newsletter typically “spotlights” two to three Executive Council members. In this edition, we have provided our pictures, places of employment, positions on the Executive Council, and e-mail addresses so that you can get to know us better. We invite you to let us know how LATM can better serve you. We also want you to know that your active involvement in the organization – whether serving on a committee, volunteering at a conference, attending our conference, or running for an office – is important to LATM’s continued success. We hope to hear from you soon!

	Jeffrey Weaver, President , is an instructor at Baton Rouge Community College. jtweaver81@hotmail.com
	Maryanne Smith , Gifted Coordinator for St. Tammany Parish Schools, is President-Elect . smith70471@yahoo.com
	Vickie Flanders, Vice-President of Colleges , is an instructor at Baton Rouge Community College. flandersv@mybrcc.edu
	Lori Fanning, Vice-President of High Schools , is an instructor at the LSU Laboratory School. lorifanning@lsu.edu
	Penny Gennuso , the K-12 Math and Science Academic Specialist for the Lafayette Parish school system, is Vice-President of Middle Schools . mscromath@aol.com
	Amanda Bundrick Perry , a fourth grade teacher in the Caddo Parish school system, is Vice-President of Elementary Schools . ALBundrick@yahoo.com
	Sandra LeBouef , Middle School Math Content Coach in the Lafayette Parish school system, is Secretary . slebouef@lpssonline.com



	Ellen Daugherty , Elementary Literacy Coach at the LSU Laboratory School, is Treasurer . edaugh1@lsu.edu
	Stacey Magee , Secondary Math Specialist for the St. Tammany Parish school system, is Parliamentarian . stacey.magee@stpsb.org
	Nell McAnelly , Co-Director, LSU Cain Center for Scientific, Technological, Engineering, and Mathematical Literacy, is NCTM Representative . mcanelly@math.lsu.edu
	Kathie Rose , Membership Chair , is a Curriculum Coordinator for the Calcasieu Parish school system. kathierose@ymail.com
	DesLey Plaisance , LATM Journal Editor , is an Associate Professor of Mathematics and Director of University Graduate Studies at Nicholls State University. desley.plaisance@nicholls.edu
	Jean May-Brett , Presidential Awards Coordinator , is a Network Coach and the MSP Director for the Louisiana Department of Education. jean.may-brett@la.gov
	Mandy Boudwin , Mathematics Program Coordinator for the Louisiana Department of Education, is the LDOE Representative . mandy.boudwin@la.gov
	Carolyn Sessions , CCSS Math Consultant for the Louisiana Department of Education, is Newsletter Editor . carolyn.sessions@la.gov
	Beth Smith , high school math teacher at Neville High in Monroe, is Website Editor . bethsmith1124@gmail.com
	Cat McKay is the ACTM Representative . cmckay7930@earthlink.com

	Trisha Fos , third grade teacher at the LSU Laboratory School, is the BRAC TM Representative . tfos1@lsu.edu
	Joan Albrecht , Math Support Specialist in the Jefferson Parish school system, is the GNOTM Representative . joan.albrecht@jppss.k12.la.us
	Vicky Hand , LCSM Representative , is the Supervisor for High School Mathematics in the Calcasieu Parish school system. vicky.hand@cpsb.org
	Pam Martin , mathematics instructor at the University of Louisiana at Monroe, is the NELATM Representative . pmartin@ulm.edu
	Tonya Evans , NLMA Representative , is the K-12 Math Supervisor for Title 1 schools in the Caddo Parish school system. tevans@caddo.k12.la.us
	Ellen Marino , sixth grade teacher in the St. Tammany Parish school system, is the SEATM Representative . ellen.marino@stpsb.org
	Tricia Miller , Elementary Curriculum Specialist in the Calcasieu Parish school system, is the SWLTM Representative . tricia.miller@cpsb.org

Renew your Membership

[Renew your membership](#). Submit the renewal information, print the renewal receipt, and mail the renewal receipt and \$15 payment to the address specified on the receipt.

Have a Wonderful Summer!



[Return to Table of Contents](#)