

In this issue:



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As I look at the efforts to make mathematics education equitable and accessible for all students, I am impressed with the number of organizations that have made this a priority. The National Council of Teachers of Mathematics has just issued a position paper on Closing the Achievement Gap. TODOS: Mathematics for All was founded with the vision of equity in mathematics education. Articles on equity appear in professional journals and newspapers regularly. As I try to keep up with all of this information, I have given much thought to what offering all students access to the best mathematics education entails. There is not an easy answer to this question.

I attended the NCSM Leadership Academy, "Building Learning Communities for Equity and Excellence." Over 80 participants worked in school and district teams learning how to make our schools and classrooms equitable by:

- developing a shared mission, vision, values and goals*
- using a results-driven culture to focus risk-taking and change*
- developing collaborative teams of adults*
- developing curricular and instructional coherence through continuous growth and improvement.*

The richness of our academy lies in learning specific strategies for working together to improve our practice and reach all students.

Following the NCSM Academy, I attended the National Coalition on Equity in Education Leadership Conference, which opened my eyes to a new perspective – or perhaps a missing perspective on what we need to do to ensure all students equitable opportunities. I met many NCSM and TODOS members who are very dedicated to the vision of NCEE. If you are not familiar with this organization, visit their website <http://11.ncee.education.ucsb.edu> for more information and some excellent articles on this topic.

At our summer strategic planning meeting the NCSM Board identified the projects and initiatives as our focus for the coming year. It was clearly mandated by the Board that consideration of equity will pervade all of our work, from the website and journals to our annual conference and leadership academy. This is a top priority for us. We need your help to make this happen. If you are interested in volunteering to work on a task force, writing an article for the journal or newsletter, helping at the conference or working for NCSM in any capacity, contact melgojak@sbcglobal.net and I will get your name to the appropriate person. It is time to "Seize the Moment & Make a Difference"

Please look at the list of candidates for the Fall NCSM elections. Voting will be through our web site, a method that is proving more and more effective in encouraging members to vote. Just go to the web site, read about the candidates, and make your choice. For further information, see page 10 of this Newsletter issue.

I am pleased to announce that, after a thorough search, the NCSM Board has selected Terri Belcher as our first Executive Director. We welcome Terri and look forward to working with her in the coming years. ...See article on page 5

NCSM is uniquely positioned to help launch and sustain the necessary

leadership change process for mathematics improvement – moving leaders from being curriculum managers to becoming instructional leaders. To address this need, NCSM is advocating a six-step, phase-in process for leading school and district change. Road Map to Instructional Leadership: A Pathway to Achieving Equity in Mathematics. Although introduced in linear fashion, the process is actually developmental with each step naturally leading to the next while continuing to use the skills obtained from the previous step(s). By implementing these steps, mathematics leaders will fulfill the four major job responsibilities identified by NCSM:

- 1) ensure a rigorous and equitable curriculum (step 1)***
- 2) provide prompt and accurate feedback (steps 2, 3)***
- 3) facilitate professional conversations about student learning (steps 4,5)***
- 4) ensure continuous learning through coaching and professional development (step 6)***

Due to the daily demands on educators' time, the change process must

be "jump-started" with an immersion phase led by a NCSM trained facilitator. The external (or internal) NCSM facilitator will provide the impetus to change behaviors by channeling pressure from the superintendent to the leaders and by the facilitator's professional presence in the district and school. The facilitator will assist the school and district through an immersion phase, proficiency phase, and maintenance phase. The phases will ensure that the knowledge and skills necessary for instructional leadership are well learned and employed by school leaders.

The facilitator presence will be intense and concentrated during the first set of steps and it will lessen as principals and district leaders take over. Just as there must be a design to initiate change, there must also be a specific design to gradually withdraw the facilitator from the every day change process. As staff instructional leadership knowledge and skills increase, facilitator support and assistance decrease. As a professional organization of mathematics leaders, NCSM will be able to support instructional leaders during the change efforts (immersion and proficiency) and after direct facilitator assistance is greatly decreased (maintenance).

To begin the work in the district there must be the creation or adoption

of an acceptable curriculum document (step 1). Key leaders, including coordinators, directors, and lead teachers, must carefully analyze the current district mathematics curriculum. At a minimum, the document must have an articulated and reasonable scope, sequence, and time-line of mathematics objectives based upon the state standards. The NCSM Road Map includes a guideline the district may use to critique the current document. This document forms the baseline from which the facilitator's work begins and is an essential part of the ensuing process.

Based upon the adequacy, availability, and acceptance of the curriculum document, the immersion phase by the facilitator will begin. Instructional leaders, including principals and central office professionals, will learn to conduct classroom visits for the express purpose of gathering data around teacher implementation and impact (step 2). These visits are for the purpose of support of teachers and schools, not evaluation. Visiting classrooms to find evidence of teacher implementation and impact is one of the job demands of instructional leadership. Classroom visits will be initiated immediately and maintained throughout the phases. An instructional leader must look for evidence that teachers are effectively teaching and students are adequately learning the desired curriculum. This can be achieved only through visiting classrooms on a regular basis.

***Ted H. Hull, Ed. D.,
Chair, NCSM Task Force***

NOTE: In the previous article, Summer Newsletter 2005, the need for a plan of action was established. The National Council of Supervisors of Mathematics (NCSM) has decided to develop this plan and is basing the work around four responsibilities and six steps. This article further explains the responsibilities and steps. The development team intends to conduct alpha level research on the model before May, 2006.

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2) *The NCSM Road Map for Instructional Leadership brings the following pressure and support:*

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Terri Belcher

I. Proposal Cover Form (Adobe Acrobat Reader 3.0 or higher required)

II. Proposal (One page maximum)

A. Need. Why are you applying

B. Outcomes. Explain what you hope to gain from the experience, if selected. Show how you will use your experience to benefit others in mathematics education in your local area.

III. Background and Experience (Two pages maximum – outline format preferred)

A. Formal Education. Give the institution, type of degree, major, minor, and date each degree was granted.

B. Teaching Experience. Give the school(s), teaching assignments, dates, and any other information that accurately portray your teaching career.

C. Leadership Experience. Give any information that accurately portrays your leadership roles and responsibilities.

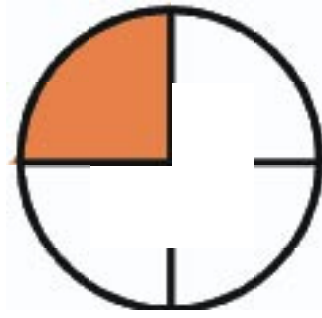
D. If selected, be ready to submit a high-resolution picture of yourself suitable for use in the NCSM newsletter.

I Letter of Support (One page maximum)

The letter of support must describe your leadership in mathematics education. Please ask the writer to include a brief summary of her or his role in mathematics education.

Deadline for all materials to be mailed to MET is November 4.

For further information, go to <http://www.nctm.org> or about met@nctm.org

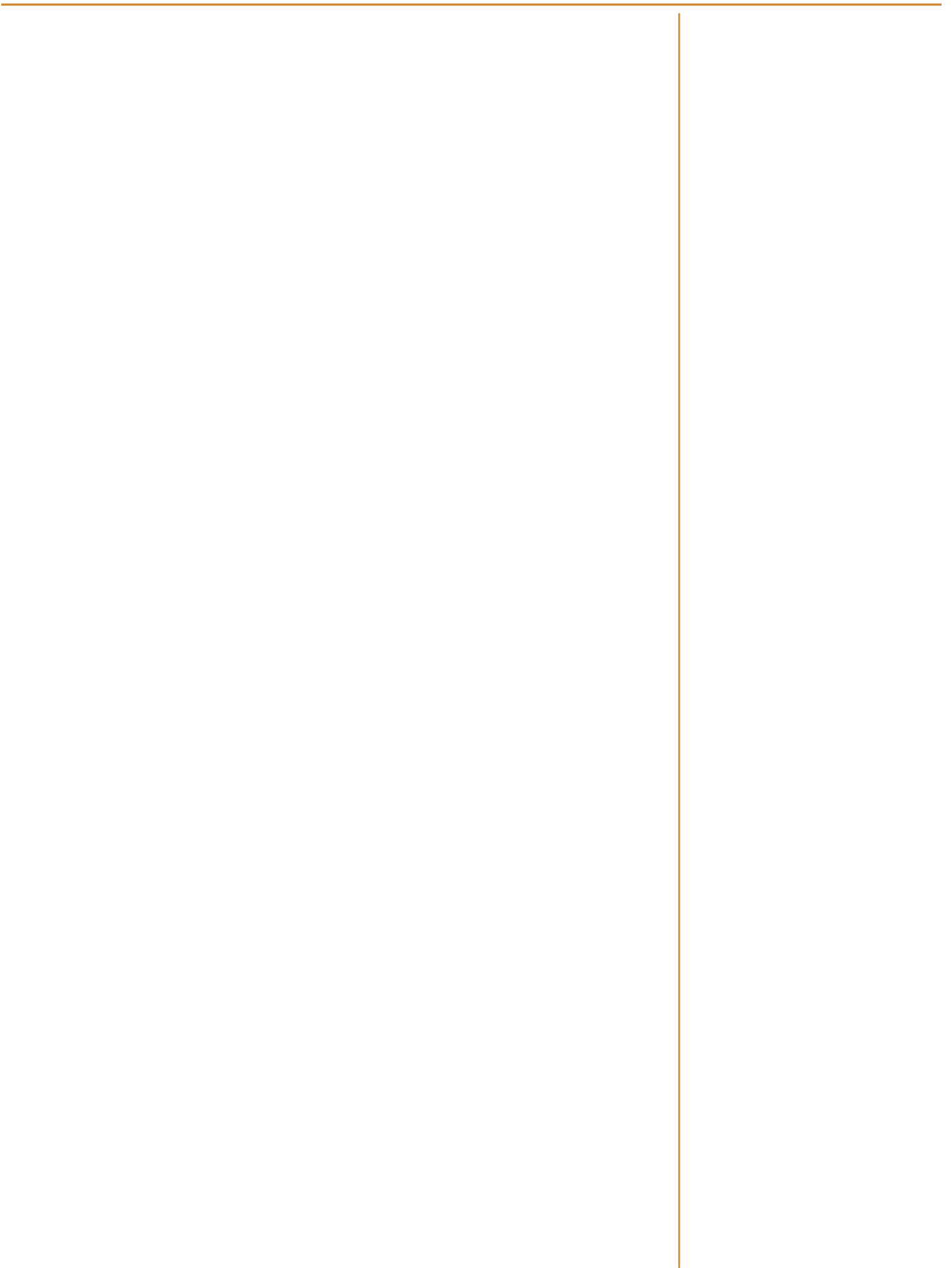


Rosemary Klein
Davidson Elementary School
Davidson, North Carolina

*NCSM Journal
Call for
Submissions*

*Information on
advocacy for
mathematics
Education now
included on the
NCTM website:
www.nctm.org*

If you would like to volunteer go to ncsmonline.org for additional information.



NCSM Holds Elections for New Board Positions in Fall

Fern Tribbey

*NCSM Nominations
Committee Chair*

Dr. Timothy Kanold
Superintendent
Adlai E. Stevenson High S.D.125
Lincolnshire, Illinois

Dr. John Sutton
Senior Research Associate
RMC Research Corp.
Denver, Colorado

Second Vice President

Jennie Bennett
Middle School Math Teacher
Houston ISD
Houston, Texas

Patsy Shearer
Department Chair Consultant
Brevard Co. Schools
Rockledge, Florida

Regional Director Southern 1 (Military APO/FPO (AA), Bermuda, Florida, Georgia, North Carolina, South Carolina, Puerto Rico, South Carolina, Virginia, Virgin Islands)

Carol Newman
Mathematics Curriculum Specialist
Broward County
Plantation, Florida

Karen Norwood
Associate Professor
North Carolina State Univ.
Raleigh, North Carolina

Regional Director Eastern 1 (Alaska, Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming)

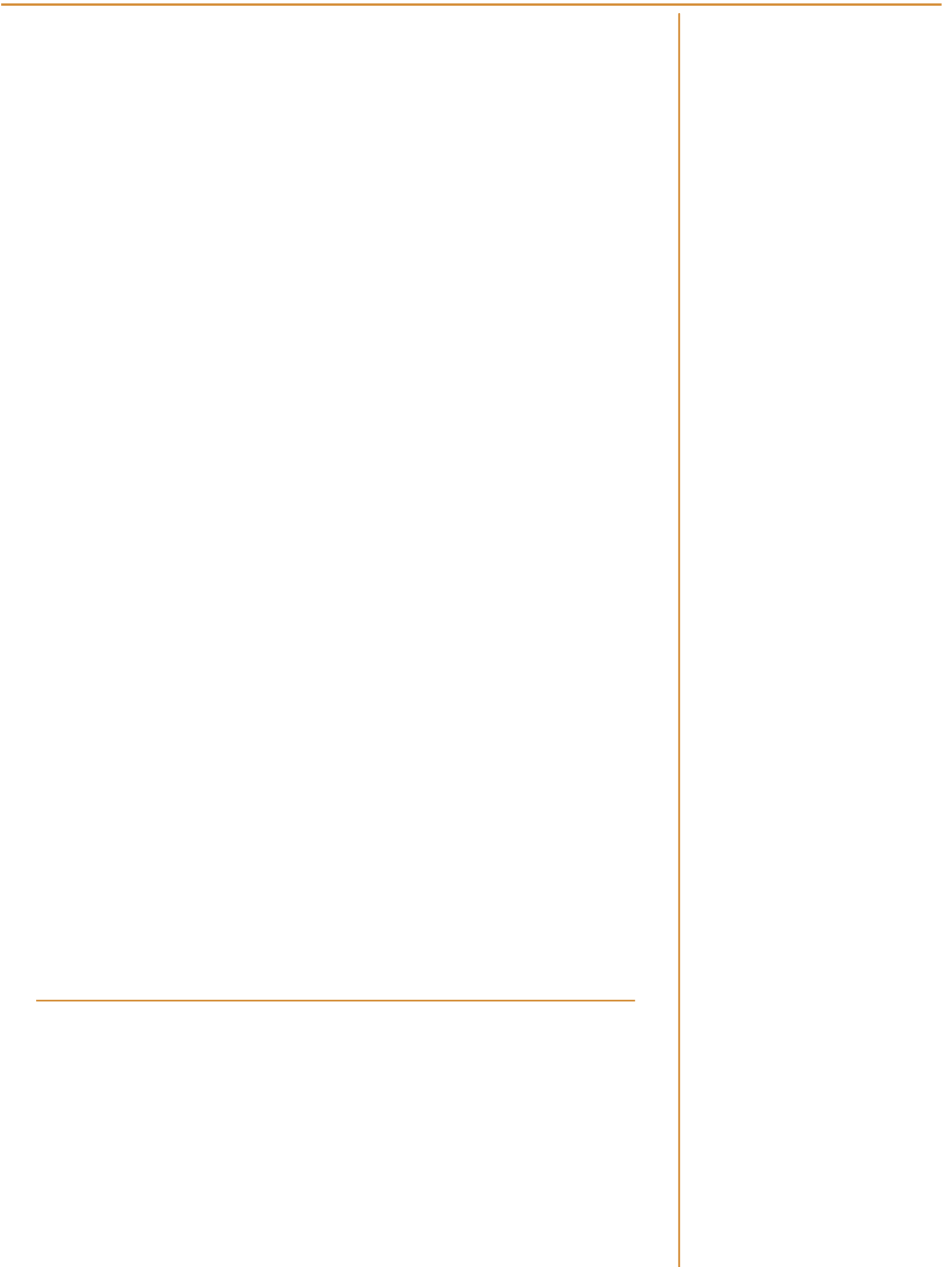
Jim Barta
Associate Professor, Elementary/Math
Education
Utah State University
Logan, Utah

Sandra Schoff
K-12 Mathematics
Coordinator
Anchorage School District
Anchorage, Alaska

The Nominations Committee, with representation from each region, selected the candidates from the nominees submitted by the members. Elections take place beginning September 10, 2005 and close on October 15, 2005. Members will receive post cards in September announcing the elections and giving instructions for the electronic voting. The results will be announced November 15, 2005. Have a voice in NCSM. Take time to OTE!

Special Thanks to the Nominations Committee

Chair	Fern Tribbey	Northbrook, IL
Eastern 1	Beryl Swed	Saranac lake, NY
Eastern 2	Geri Anderson-Nielson	Washington, DC
Southern 1	Susan Craig	Augusta, GA
Southern 2	Judy Trowell	Little Rock, AR
Central 1	Shirley Cooper	Dayton, OH
Central 2	Jim Foley	Coon Rapids, MN
Eastern 1	Pam An Arsdale	Lakeside, A
Eastern 2	Nancy Drickey	McMinnville, OR
Canada	Ruth Dawson	Burlington ONT



***Larry Orihuela, Math
Curriculum Specialist
Miami-Dade County Public
Schools***



Scenes from a Successful Meeting of Leaders!



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and later s are t em it ot ers*

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during erri elc er s oncentric
ircles leader i e ercise*



*Leaders ad man o ortunities to
discuss situations and solutions*



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The "Editorial Time Warp" and Other Phenomena: [esterday was the last day of school for my 8-year old and 7-year old, making today the first "official" day of Summer Xacation, and one of my tasks for today is to write the "Welcome back to School" Regional Report for the Fall NCSM Newsletter, which you are reading now!] All know that summers go by entirely too fast the best of times, so having this one disappear in one day (in writing, at least) is a bit daunting. I hope that everyone has oops, I mean had (see how challenging this time warp thing can be) an enjoyable summer. I am especially hoping that if you took the opportunity to attend the NCSM Leadership Academy in Park City, Utah in July. And if you did, how about writing up a paragraph or two about your experience and sending it to me for possible inclusion in a future Newsletter (part of the time warp experience is you always have to be thinking way ahead!]

golden opportunities beckoning!! Go ahead visualize your name in one of those spaces!]

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YOU! In that regard, thanks to Donna Karsten, Math Consultant for the Nova Scotia Dept. of Education, for the following news about exciting happenings in Nova Scotia. See, it that easy you let me know, and I will try to let all our members know!

News from Nova Scotia Dynamic Classroom Assessment (DCA) a professional development program that is designed to help middle grades and high school mathematics teachers learn how to gather information about students mathematical thinking, make inferences about what students know and can do, and then make instructional decisions that are better aligned with students mathematical understanding. In Nova Scotia, we will be training approximately 30-35 facilitators on September 20-21, 2005. We have also provided grants to school boards that will provide 150 junior high mathematics teachers with 5 substitute days to receive the training. If it is as successful as we hope, we will then work out a way to roll it out to all junior high teachers and all senior high teachers during regular in-service events over the next few years.

CASTS Meeting September 22-24, 2005 In conjunction with the Canadian Aboriginal Science and Technology Society's 2005 conference, a special forum, entitled Contemporary Issues in Mathematics/Science Education and Aboriginal Communities will be held in Sydney, Nova Scotia, on September 23. The purpose of the forum is for stakeholders to discuss contemporary issues in mathematics and science education that pertains to Aboriginal communities (both rural and urban). As well, it will be an opportunity to strategize and prioritize these contemporary issues into an action plan for wide distribution to attendees of this forum. This forum is being

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Southern 2 Regional Report



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Florida has two meetings planned for the fall. The regular Florida Council of Teachers of Mathematics (FCTM) meeting is October 20-22. Florida has their Florida Association of Mathematics Supervisors (FAMS) meeting in the days prior to the FCTM meeting. Information on the supervisors meeting can be obtained from either Bob Davis (bob_a_davis@ccps.k12.fl.us) or Annmarie Hubscher (hubschera@brevard.k12.fl.us).

Georgia is also holding their state meeting October 20-22. Extreme Makeover \hat{o} the Mathematics Editions the theme for this year. The design is to celebrate their new curriculum. This meeting will be held in Eatonton. I think Georgia also has a leadership meeting connected to the GCTM meeting. Contact Marion Tillotson (mtillotson@henry.k12.ga.us) for more information about the Georgia meeting.

North Carolina is hosting a full-day session for leaders on October 12, the day prior to their regular state meeting October 13-14, although they do not have a separate leaders \emptyset group. Jean Joyner is the North Carolina NCSM state representative (joynerj@meredith.edu).

South Carolina has their meeting set for October 27-28. Debbie Donovan is the South Carolina contact. Debbie was excited about the state Mathematics and Science Coaching Initiative. Jay Holton at the state office (JayHolton@sve.state.sc.us) has information about this initiative. Debbie was especially concerned about the coordination between high school and the two year colleges.

Marlene Robinson is the new state representative for Xirginia, so send an email to her if you need information on Xirginia: rrobinson@shipleyschool.org. I also tried to reach the islands but they were too busy dodging storms \acute{o} Cindy Dennis, and Emily.

Many of the school districts in the South 1 Region are in the last few weeks prior to starting back to school around the first of August. I have even heard of some districts starting school during July. June has been a busy month for district and school projects but July is many a vacation time. Trying to reach my contacts in the various states this month was next to impossible so I surfed the web to get information.

Region S2 NCSM Caucus attendees identified two primary areas of concern in 2004. In fact, the two identified concerns spanned all NCSM Regions and those concerns were named leadership and e s uity. To address this need, the NCSM Board appointed a Task Force to clarify the issues and to create a NCSM response. As a result, work began on the Road Map to Instructional Leadership: A Pathway to Achieving E s uity in Mathematics. Articles about the Road Map appear in this publication and in the 2005 Summer Newsletter. Furthermore, the 2005 Caucus attendees discussed both leadership and e s uity in greater depth. The following information is a report from Region S2 members concerning the response to the leadership section of the s uestion. E s uity will appear in the next newsletter. Your input and recommendations about the Road Map are critical. Please take time to express your views, concerns, suggestions, and ideas.

Caucus attendees were asked to discuss three issues around leadership. First was a definition = second were concerns = and third were recommendations. Rather than write a definition on leadership, I am including some of the common words used to describe leadership that caucus attendees used. Common leadership terms were: guide, direct, vision, focus, support, positive, share, inspire, empower and influence.

These are excellent descriptors and will be utilized in the Road Map documents.

Funding was mentioned frequently as we discussed concerns. Some form of inclusiveness was also mentioned. Mathematics leaders are often not included in the decision loop, or decisions are made without input or knowledge from the practitioners. Multiple, often conflicting, programs are adopted and passed down the line. Also mentioned was a lack of instructional leadership: direction is not clear, expectations are not communicated, and research is not referenced. Finally, there was a concern expressed about leaders being unwilling to take the more difficult path. Many educators in leadership positions were perceived to be too willing to mediate or compromise. The above concerns are not an exhaustive list. However, the list does incorporate some of the most common themes brought out during the caucus.

The final section asked for recommendations for NCSM actions. One theme was to be more vocal advocates for mathematics in the local, state, and National levels. This included stronger links with other practitioners, information briefs, higher levels of involvement, and stronger networks. Another major theme was to build and support leaders in mathematics. Finally, there were recommendations for more active promotion of best practices. This is invaluable information for the Task Force members. As the Road Map unfolds, these issues and concerns will be imbedded in NCSM documents.

Alabama and many other states plan Mathematics Meetings for our region. Beverly Kimes, Director of Mathematics for Birmingham City Schools, Alabama, has provided me with information concerning the Regional NCTM meeting scheduled for October 20 ó 22, 2005 in Birmingham. The conference is addressing ò The Role of Assessment: More than Testing! ò Additional information on this conference may be found at <http://www.dpo.uab.edu/~tsmith1/ATM.htm>

Suzanne Mitchell, NCSM Arkansas State Representative sent information on the Summer State Mathematics and Science Professional Development Conference featuring Marcia Tate and Brain Research: Strategies for Learning Mathematics and Science, held at University of Central Arkansas, Conway, AR. Four hundred teachers participated on July 20-22, 2005.

The Arkansas Conference on Teaching, Statehouse Convention Center, Little Rock, AR, will be held November 3-4, 2005, - Arkansas Council of Teachers of Mathematics will hold its annual business meeting. Leaders in mathematics education will meet to formally organize a Mathematics Leaders Professional Organization.

The Arkansas Department of Education is sponsoring MathLINKS (Learning, INstruction, Knowledge, and Skills) a two-year training that provides instructional support for teachers in each of the five mathematics strands: Number and Operations, Algebra, Geometry, Data Analysis and Probability, and Measurement. MathLINKS is designed to assist classroom teachers in implementing a comprehensive researched-based approach to mathematics instruction that is ò linked ò with the revised Arkansas Mathematics Framework 2004. The MathLINKS professional development program is also designed to help teachers deepen their mathematical understandings and develop effective instructional techniques, focusing on the improvement of student achievement in mathematics. Content and pedagogy will be linked to lesson format and planning, questioning and discourse, classroom assessment, problem solving, and appropriate use of technology. The training will be launched in summer 2005 for grades 5-6 teachers and expanded to include other grade levels in the future. Each summer training consists of three consecutive days, with two additional sessions during the school year.

Latrenda Knighten, Program Chair of the Louisiana Annual Conference, has provided information concerning the Louisiana Association of Teachers of

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Mathematics Annual Conference to be held December 1 ó 3, 2005. The meeting will be held in Baton Rouge and will showcase best practices in mathematics.

The Conference for the Advancement of Mathematics Teaching was held in Dallas, Texas on July 11 ó 13, 2005. This conference, which drew more than 6,000 participants from across the Nation, was again a huge success. There are certainly hundreds of volunteers that make this meeting a huge success, but special thanks go to the Program Chairs, Barbara Holland and Michelle King. In conjunction with the CAMT Conference, the Texas Association of Supervisors of Mathematics held a business meeting on July 10. Jim Wohlgehegen (see this issue ø s Spotlight) is the incoming President of the organization. Thanks to Basia Hall for her leadership and direction as President. The Texas Association of Supervisors of Mathematics will have a fall meeting in Austin, Texas on October 6-7, 2005.

I would like to thank the following individuals for their contribution as NCSM State Representatives for Region S2.

É Alabama: Beverly Kimes

É Arkansas: Suzanne Mitchell

É Louisiana: Emily Rash

É Oklahoma: Patricia Lamphere

É Texas: Basia Hall

I am still seeking a representative for Mississippi and Tennessee. Please contact me if you would like additional information concerning this position.

Central 1 Regional Report



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Planning for a Joint Central 1 and Central 2 Leadership Meeting:

Results from the recent survey taken at our caucus in Anaheim indicated an interest in a one-day leadership meeting in conjunction with the NCTM Central Regional Conference to be held in Chicago on September 20 - 22, 2006.

New Central 2 Regional Director Ruth Harbin-Miles has been contacted and plans are underway to host a meeting. Topics were suggested at the C1- C2 caucus in April = however, we would appreciate any input you might have regarding additional items for this meeting.

Michigan Teacher of the Year, Daniel Schab, a Williamston High School

mathematics teacher, was named to this high honor for 2005 - 2006. ø Dan ø s passion for education runs deep, ø said Governor Jennifer M. Granholm. ø Michigan is fortunate to have him teach our children and impact the future of our state. He is an outstanding reflection of the sacrifice, the wisdom and the excellence that Michigan ø s teachers bring to our schools every day. I ø m pleased to thank him for his work, congratulate him on this honor, and celebrate his profession. ø

Ohio Mathematics Education Leadership Council will hold its bi-annual

meeting on Thursday morning, October 6, 2005, at the Ohio Council of Teachers of Mathematics Conference in Dayton, Ohio. All educators and leaders are welcome to attend. In addition to a keynote address, participants will learn about current projects across Ohio and share about mathematics education in the state. The meeting will be held at the Dayton Convention Center. For program details, check www.ohioctm.org.

Fall Meetings

É Detroit Area Council of Teachers of Mathematics, November 12, Lamphere High School, Madison Heights

Central Regional Report

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Central 2 Regional Report



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É Illinois Council of Teachers of Mathematics, October 13 - 15, \$ Mathematics: The Possibilities are Infinite! \$ Springfield

É Indiana Council of Teachers of Mathematics, October 16 - 17, \$ CSI: ICTM (Continuing Standards Implementation, \$ Radisson Hotel Downtown, Indianapolis

É Kentucky Council of Teachers of Mathematics, November 5, North Laurel High School, London

É Michigan Council of Teachers of Mathematics, October 13 - 15, \$ Mathematics and Technology: Making Waves for the Future, \$ Grand Rapids

É Ohio Council of Teachers of Mathematics, October 6 - 8, Dayton

Midwest leadership at every level is key to ensuring academic achievement for all students. During the 2005-06 school year, numerous professional conferences in our eight Central 2 states will offer sessions for superintendents, principals, curriculum coordinators, assessment directors, and teachers. Topics will include new or updated state math standards, content knowledge training, best researched instructional practices, assessment focuses, and much, much, more. Professional learning experiences at the state conferences will be comprised of both nationally known and locally talented presenters with sessions ranging from 30 minutes to full day. The information below shows our central state NCSM contacts with the scheduled state meeting locations and dates.

State	NCSM Contact	Conference	Date
IA	TBD	ICTM-Des Moines	Feb. 24th, 2006
KS	Connie Schrock schrock_emporium@ksde.net	KATM Liberal	Oct. 14th, 2005
MN	Karen Coblent Karen.Coblent@dc.k12.mn.us	MCTM- Andover	Oct. 21st, 2005 Apr. 20-22, 2006
MO	Chip Sharp csharp@columbia.k12.mo.us	MCTM-Columbia NCSM- St. Louis NCTM- St. Louis	Dec. 2-3, 2005 Apr.24-26, 2006 Apr.26-28, 2006
NE	Deborah Romanek Romanke@nde.state.ne.us	Information Not Yet Available	TBD
ND	Ellen Knudson Ellen_knudson@educ8gr.com	Information Not Yet Available	(Math Institute held July 18th-19th, 2005)
SD	Nancy Ward Nancy.ward@rcas.org	SCTM-SDSTA-Huron	Feb.2-4, 2006
MI	Rosann Hollinger rhollinger@tds.net	MC- Green Lake	May 4-5, 2006

As you already know, our region is proudly hosting the 2006 St. Louis, Missouri NCSM annual conference. If you are able to help us with any aspect of our conference, please let me know. We are also making future plans to prepare a one day leadership conference in Chicago next year for the Fall 2006 NCTM regional conference. More details will be forthcoming as we plan the event with Central Region.



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Western 2 Regional Report



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November 4-5, 2005 CMC-South Annual Conference in Palm Springs
This conference will feature a CGI (Cognitively Guided Instruction) Strand and activities highlighting local affiliates. Each of these provides wonderful leadership opportunities.

December 1-2, 2005 CMC-North Pre Conference for Administrators and Teacher Leaders This time allows administrators and teacher leaders to investigate issues in greater depth.

December 2-4, 2005 CMC-North Annual Conference in Asilomar

February 3-4, 2006 Greater San Diego Mathematics Council Annual Conference in San Diego

March 10-11, 2006 CMC-Central Annual Spring Symposium in San Luis Obispo

March 25-26, 2006 Los Angeles City Teachers of Mathematics Association Annual Conference in Los Angeles

Math Conferences in Washington and Oregon

Washington State Mathematics Council and Oregon Council of Teachers of Mathematics work together to organize the Northwest Mathematics Conference, which rotates its location from Washington to Oregon to British Columbia. Visit the conference web site at <http://octm.org/nwmathconf.htm> for additional information.
October 13-15, 2005 44th Northwest Mathematics Conference in Portland, Oregon

Math Conferences in Hawaii

Visit the Hawaii Council of Teachers of Mathematics web site at <http://www.math.hawaii.edu/tom/hctm.htm> for information about activities in Hawaii.

SEEK-16 (Strategies for Engineering Education K-16) Conference

Past President of California Mathematics Council South, Joan Commons, was supported by a \$1,000 grant from CMC-S to attend the SEEK-16 Conference in Washington D.C. As a result of Joan's attendance at this conference, a group from California has had two meetings to determine ways of encouraging more schools to involve students in STEM (Science Technology Engineering and Math) activities such as robotics to increase the number of college students choosing STEM-type careers. Representatives from California State Universities, University of California Office of the President, and County Offices are gathering information on existing programs to help them decide the appropriate course of action they should take. Contact me if you would like additional information.



I discovered that I could do math! I also discovered that all the good stuff about math was hidden from view, under the table, if you will. What I knew about doing math was that you had to find the right formula and magically you got the right answer. Through the project I was learning that math was far more than rules and procedures. I began to love exploring and learning math in wonderful new ways.

As I was implementing what I learned with students, I began to notice the mathematics instruction that my own boys were receiving in school. I saw that my own sons were learning math the same way I had. I became angry. This anger propelled me to do something to change things to help others understand that math was interesting and exciting and that there was more to math than numbers and formulas. My anger turned to a passion that resulted in action. Taking on leadership became the way to make a difference.

I continue that passion as I move into my retirement years. Who has time to retire from leadership with 11 grandkids who deserve the best math education possible

What do you feel is your greatest contribution to mathematics education

California is a textbook adoption state, and teachers are given opportunities to be a part of that process through the evaluation of instructional materials against state approved criteria. I first assisted by being on an evaluation team and later was appointed to the state Curriculum Commission (CC). The Commission is advisory to the State Board of Education in matters that pertain to instruction and curriculum. In the four years that I served on the CC, I saw the state move from innovation and reform to world class more traditional, standards and the resulting changes in instructional materials designed around those standards. This time period has been referred to as the math wars. Because of the shift back to traditional curriculum, my role became one of keeping teachers informed through the California Math Council (CMC). My connection to CMC continues to today.

What has been your greatest challenge and how do you address it

Helping decision makers understand that math is more than arithmetic, more than learning an algorithm is my greatest challenge. For most people learning math was not a good experience, and they systematically avoid it. I believe this is a result of learning math as a set of rules and procedures and not as an enterprise of thinking and reasoning. I have been involved in projects that brought in funds to provide quality staff development to address these issues, which gave time for teachers to learn, only to have the decision makers change the direction of mathematics education. Learning strategies for developing relationships with policy makers, and keeping lines of communication open have been addressed by providing support activities of teachers

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