

KATM Bulletin

Kansas Association of Teachers of Mathematics

Announcing the 2014
KATM Conference

**RAISING THE
STANDARDS OVER THE
RAINBOW:
WE ARE NOT JUST
COMMON FOLK**

October 13, 2014
Hays, KS
Fort Hays State University

Keynote speaker: Kim Sutton

May
2014

Inside this
issue:

President's Letter	2
Algebra Tiles	4
Summer Academy	6
Field News	8
Scholarship	10
Hunger Games Math	12
Election Results	15



A Message from our President

I wrote my previous letter while looking out my window at many inches of freshly fallen snow, and today I write my last one as the thermometer approaches 90 degrees merely two months later. And like our nutty weather, the climate of education in Kansas continues to swing from hot to cold and back again.

I have spent much of my year speaking with Kansas math teachers about advocacy. As expected, it is a delicate subject and one that creates some amount of discomfort when addressed. KATM first and foremost is an organization that represents the interests of our state's math educators, but our efforts are always focused on improving the *learning* of math; after all, it is for our students that we all exist. Yet KATM is working as hard as we ever have on your behalf through the great amount of advocacy we have performed over the last few years.

Members of the Executive Board continue to communicate weekly with legislators from around the state in our ongoing effort to support all of the work you, your schools, and your districts have done as we transition and implement our new standards. (Should we even still be referring to them "new?" They were adopted in 2010 – it seems appropriate to drop the new!). There have been times where we have felt as though we've made great strides in helping our elected officials better understand how the college and career ready standards have shifted classroom practice, and given time and necessary budgetary support, will positively impact student learning. Then the winds change and we find ourselves once again rallying the troops to push back against more anti-education legislation.

Many teachers I have spoken to do not feel they can advocate well enough to become involved. This could not be farther from true. In fact, it is becoming increasingly necessary for the legislators to hear directly from teachers – those who seek to destroy the amazing work you do with your students through attacks on your profession and funding are becoming tone deaf to those of us who represent you. If you have not already engaged in the conversation, please consider participating and supporting your fellow teachers and students by letting your local officials know you expect them to support your profession.

Another way you can support math education in Kansas is by watching for future KATM events and attending and/or volunteering at them. This school year, KATM hosted its annual fall conference in Junction City as well as two additional events in Wichita and Topeka designed to educate all education stakeholders about our standards. These were great opportunities for educators to connect with parents and community members to talk about how the standards have changed instruction and how they positively impact learning. Looking ahead, the next fall conference will be held October 13th, 2014 at Fort Hays State University. We will be announcing more details in the near future; watch www.katm.org for more information. The Board also continues to discuss other possible venues for local events around the state – be on the lookout for upcoming announcements. And finally, you can follow KATM happenings throughout our Twitter account @WebmasterKATM.

As the school year comes to an end, I hope you will find time this summer to recharge. All of us know summer does not mean endless vacation for teachers, and undoubtedly you will take time to prepare for next year in many different ways. But summer should also be a time for you to reconnect with friends and family. For me, that means a trip or two to the mountains to hike, camp, and fish.

I have greatly enjoyed my year as President of KATM. Thank you for allowing me the opportunity to serve all of you.



Fred Hollingshead
President, KATM
president@katm.org

Check out the
KATM website's
updated look at
[katm.org!](http://katm.org)

ALGEBRA TILES AT HIGH SCHOOL
by Sarah Stevens, USD 259

Algebra Tiles and Polynomials

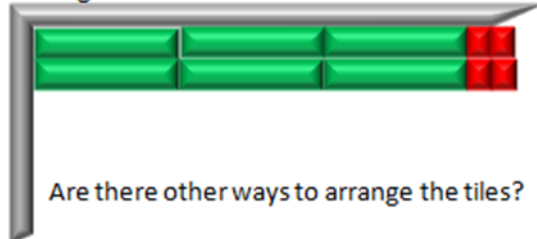
Factoring Common Factors

Example 1: Factor out a common factor

$$6x - 4 =$$



Step 1: Arrange the tiles so they make a filled in rectangle.



Are there other ways to arrange the tiles?

Step 2: Determine the dimensions that would create the inside rectangle. Pay careful attention to signs.



Step 3: Ask yourself questions about dimensions. Look for the common factor.

What are the dimensions of the green rectangle?
2 units by $3x$ units

What are the dimensions of the red rectangle?
2 units by -2 units

What is the common factor in both rectangles?
2 units

Step 4: The factored form is found by writing the expressions represented by the tiles on the outside of the grid.

$$6x - 4 = 2(3x - 4)$$

Notice the common factor is outside the ().
Notice inside the () are the other two dimensions of each rectangle.

The key to learning how to factor without algebra tiles is to actively look for patterns.

- Connect the dimensions to the final answer.
- How could you use reasoning to factor the expression without algebra tiles?

Factor out a common factor

1. $9v - 15 =$



What are the dimensions of the first rectangle?

What are the dimensions of the second rectangle?

What is the common factor?

Is there any other way to represent this problem?
If yes, draw another representation. If no, how do you know?

2. $6a^2 - 8a$



What are the dimensions of the first rectangle?

What are the dimensions of the second rectangle?

What is the common factor?

Is there any other way to represent this problem?
If yes, draw another representation. If no, how do you know?

3. $v^2 + 4v$



What are the dimensions of the first rectangle?

What are the dimensions of the second rectangle?

What is the common factor?

Is there any other way to represent this problem?
If yes, draw another representation. If no, how do you know?

4. $10x^2 - 15x$



What are the dimensions of the first rectangle?

What are the dimensions of the second rectangle?

What is the common factor?

Is there any other way to represent this problem?
If yes, draw another representation. If no, how do you know?

5. $12x^2 - 16$



What are the dimensions of the first rectangle?

What are the dimensions of the second rectangle?

What is the common factor?

Is there any other way to represent this problem?
If yes, draw another representation. If no, how do you know?

DEEP DIVE

into the Kansas College and Career Ready Standards

2014 SUMMER ACADEMY

Join us as we dive into the Kansas College and Career Ready Standards to build a vision for how they can support enhancing instruction in your classroom.

June 3-5, Colby High School, Colby
June 17-19, Derby High School, Derby

July 8-10, Highland Park High School, Topeka
July 22-24, Abilene Middle School, Abilene

Online Registration will be available by April 4, 2014
Please go to <http://event.sksde.org/Default.aspx?tabid=704>
for more information and to register to attend.

Career, Standards & Assessment Services
Kansas State Department of Education
Landon State Office Building
900 SW Jackson Street, Suite 653
Topeka, Kansas 66612-1212
(785) 296-3142
www.ksde.org



Kansas State Department of Education
Kansas College and Career Ready Standards

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 302, Topeka, KS 66612-1212, (785) 296-3201

<p>K-6 Number Sense, Algebraic Thinking and Fractions</p>	<p>This interactive session will lay the foundation for building number sense for students and build to an understanding of how the properties of operations are integrated with the computational algorithms as well as general and specific strategies and methods. Additionally, this session will build understanding of fractions as numbers and their relationship to proportional reasoning (all integral aspects of the Kansas College and Career Ready Standards).</p> <p>This strand is designed for K-6 classroom teachers who are either the math specialist for their building/district, or those who just want to better understand how to use the learning progressions to enhance math instruction in their classroom. This is also a good session for district elementary curriculum directors who are coordinating math standards implementation.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Develop a deeper understanding of number sense, fractions, and algebraic thinking that is necessary to implement the KCCRS. • Reflect on current practices and expand instructional strategies in order to implement the KCCRS effectively in the classroom. • Develop a fundamental understanding of Number and Operations-Fractions content for Grades K-5 and become familiar with and establish connections to Proportional Reasoning in grade 6. • Deepen teachers' knowledge of how students learn fractions through an extensive study of the NF Learning Progressions. • Explore and analyze the Math Practices connected to this content so application of new learning can be realized. • Observe and characterize instructional strategies that exemplify the Standards for Mathematical Practices and support students' thinking. • Provide teachers with hands on activities that can be taken back to the classroom.
<p>6-12 Moving Beyond Cross Multiply and Divide to Develop Functions</p>	<p>This interactive session will lay the foundation for ratio understanding through visual models specifically mentioned in the KCCRS standards, and build proportional reasoning that leads directly to work in the high school Functions and Modeling categories. Participants will build mathematical reasoning using multiple representations to replace an over-reliance on tricks that do not contribute to the Math Practices in both ratio reasoning and functions. In addition, secondary teachers will be introduced to the connection between proportional reasoning and higher level high school mathematics, creating a seamless progression of learning and achievement for students as they transition from middle school to high school. Functions and Modeling are two important high school topics in the standards and are the least understood. Participants will gain a deeper sense of how to use a functions-based approach to high school math.</p>

Earlier this year, SCKATM (South Central Kansas Association of Teachers of Mathematics) hosted a public event in Wichita to provide parents, teachers, and community members with information about the Kansas College and Career Ready Standards. As a token of our appreciation, the two schools with the most teachers in attendance received a \$500 gift to use toward the purchase of instructional materials. Jackson Elementary School is using most of the funds to invite Exploration Place out to host their Math Family Night on April 30th from 6:30-8:30 p.m. Exploration Place comes out and sets up interactive stations for families to rotate through. The remaining funds will be used to purchase math manipulatives. Mayberry Middle School used the funds to purchase several Spectrum math books and a classroom subscription to Scholastic Math magazine.

Integrating a discussion of mathematical practices and content in our method courses: A video example

Chepina Rumsey

There are a many important activities to include in an elementary mathematics methods course in order to prepare the pre-service teachers. Because there is so much to include, we often have to be strategic about the activities and choose things that elicit a discussion about multiple concepts. Recently, I included a video that provoked a deep conversation about multiple topics. I showed seven minutes of the 10-minute long video, which was filmed as part of an NSF grant in 1990. Deborah Ball taught in a third grade classroom and the mathematics and student discussion is amazing to watch. The students are discussing even and odd numbers and specifically whether six is even, odd, or both. Included on the website are transcripts, background information, and teacher notes. (Sean Numbers - <http://hdl.handle.net/2027.42/65013>) I used this video to stimulate a discussion about number properties, student thinking, mathematical argumentation and discourse, precision, and teacher questioning strategies. The methods students shared insightful comments about the mathematical thinking of the students and the benefits of classroom discourse in the development of mathematical ideas. As we are supporting our PSTs to develop lessons integrating Standards for Mathematical Practice and deep mathematical content, it is important to model the same types of lessons in our methods courses. This video allowed the opportunity for a rich discussion about mathematical practices and mathematics content.

Thoughts on “Acceleration” in Secondary Math by Liz Peyser

The new KCCRS standards are much more rigorous, at all levels. Content has shifted and the depth at which concepts are taught is different. Furthermore, there is a connection between grade levels among various visual models, such as the area model for multiplication, and there are progressions of learning that takes a concept from one grade level and builds upon it in the next grade level. A good example is the “unit rate” introduced in various forms in the 7th grade, and then used to describe the slope of the line of a proportional relationship in the 8th grade – as discussed in the last issue.

This structure of building upon past standards to push the thinking farther in the current grade level prevents the continuation of past practices of “skipping” standards in middle school as part of “acceleration”. Schools and districts will need to re-think current practices to prevent gaps in learning with these new standards.

Perhaps the first item for districts to discuss is “Algebra 1”. What is this course now? The current 8th grade KCCRS standards are what had been previously taught in the course called “Algebra 1” in the traditional pathway. Algebra 1 *topics* are now spread out over two years: in 8th grade KCCRS, and in a HS Algebra 1 course. By moving some topics into the new 8th grade standards, this means that the high school “Algebra 1” course will have more topics that were previously taught in other high school courses. If students are accelerated in middle school to take an “Algebra 1” course in the 8th grade, the first thing to realize is that this course is beyond what was previously taught in an old “Algebra 1” course. It is not the same. The best teachers to ask will be 8th grade teachers who have also taught Algebra 1. They will have noticed this shift of Algebra 1 content into the new 8th grade standards.

Compounding the problem of the increased rigor of 8th grade “Algebra 1” is if a student is reaching this course by skipping material. Some standards, such as probability in the 7th grade and ratio reasoning in the 6th grade, are not repeated. If students miss instruction in these standards, they will have gaps in learning.

If districts and schools want to offer accelerated courses so that students are able to take Calculus in high school, they need to construct them carefully to ensure that gaps are not created, and the conversations must include middle school and high school educators. The writers of the new standards recommend deep, uncompromised learning of middle school math (see pages 80-81 in *CCSS Appendix A*: http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf). According to the writers, acceleration is best if it occurs in high school, including doubling-up on two math courses in the sophomore or junior year, or a “4-3 compaction” that eliminates Pre-calc/Trig. If districts want to offer a middle school option, *Appendix A* also lays out an “Accelerated 7th grade” in conjunction with “8th grade Algebra 1” that splits the 8th grade standards. This is called a “3-2 compaction”. Which standards are moved into 7th grade depends on what curriculum is used for Algebra 1 in the 8th grade.

As previously stated, the regular grade-level standards *are already more rigorous*. Acceleration in the form of “compactations” or “doubling-up” will create situations with very high mathematical demands. No matter what options the district chooses, appropriate identification of students for these courses will need to be part of the conversation.

Capitol Federal Mathematics Teaching Enhancement Scholarship

Capitol Federal Savings and the Kansas Association of Teachers of Mathematics (KATM) have established a scholarship to be awarded to a practicing Kansas (K-12) teacher for the best mathematics teaching enhancement proposal. The scholarship is \$1000 to be awarded at the annual KATM conference. The scholarship is competitive with the winning proposal determined by the Executive Council of KATM.

PROPOSAL GUIDELINES:

The winning proposal will be the best plan submitted involving the enhancement of mathematics teaching. Proposals may include, but are not limited to, continuing mathematics education, conference or workshop attendance, or any other improvement of mathematics teaching opportunity. The 1-2 page typed proposal should include

- A complete description of the mathematics teaching opportunity you plan to embark upon.
- An outline of how the funds will be used.

An explanation of how this opportunity will enhance your teaching of mathematics.

REQUIREMENTS:

The successful applicant will meet the following criteria:

- Have a continuing contract for the next school year in a Kansas school.
- Teach mathematics during the current year.

Be present to accept the award at the annual KATM Conference.

APPLICATION:

To be considered for this scholarship, the applicant needs to submit the following no later than **June 1 of the current year**.

- A 1-2 page proposal as described above.

Two letters of recommendation, one from an administrator and one from a teaching colleague.

PLEASE SUBMIT MATERIALS TO:

Betsy Wiens, Phone: (785) 862-9433, 2201 SE 53rd Street, Topeka, Kansas, 66609

Don't be afraid to try...go for it!
Submit a proposal for whatever
cool thing you've been hoping to
do in your classroom!

KATM Cecile Beougher Scholarship ONLY FOR ELEMENTARY TEACHERS!!

A scholarship in memory of Cecile Beougher will to be awarded to a practicing Kansas elementary (K-6) teacher for professional development in mathematics or mathematics education. This could include attendance at a local, regional, national, state, or online conference/workshop or enrollment fees for course work. The value of the scholarship upon selection:

- up \$1,000 cash award to defray the costs of registration fees, substitute costs, tuition, books etc. **An itemized request for funds is required. (for clarity)**

Upon competition of conference/workshop or course work an itemized list of use of funds is required.

REQUIREMENTS:

The successful candidate will meet the following criteria:

- Have a continuing contract for the next school year as a practicing Kansas elementary (K-6) teacher.
- Current member of KATM (if you are not a member, you may join by going to www.katm.org)

APPLICATION:

To be considered for this scholarship, the applicant needs to submit the following no later than June 1 of the current year. .

1. A letter from the applicant addressing the following: a reflection on how the conference, workshop, or course will help your teaching, being specific about the when and what of the session, and how you plan to promote mathematics in the future.
2. Two letters of recommendation/support (one from an administrator and one from a colleague).
3. A budget outline of how the scholarship money will be spent.

SUBMIT MATERIALS TO:

Betsy Wiens

2201 SE 53rd Street

Topeka, Kansas 66609





Arena Construction

Excerpt from *Catching Fire* by Suzanne Collins

“All right, there’s the Cornucopia, the shining gold metal horn, about 40 yards away. At first, it appears to be sitting on a circular island. But on closer examination, I see thin strips of land radiating from the circle like the spokes on a wheel. I think there are ten to twelve, and they seem equidistant from one another. Between the spokes, all is water. Water and a pair of tributes. That’s it then. There are twelve spokes, each with two tributes balanced on metal plates between them...Beyond the water, wherever you look, a narrow beach and then dense greenery.

.....

Slowly I rise up and survey the arena. The lightning there. In the next pie wedge over came the blood rain, where Johanna, Wiress and Beetee were caught. We would have been in the third section, right next to that, when the fog appeared. And as soon as it was sucked away, the monkeys began to gather in the fourth. Tick, tock. My head snaps to the other side. A couple of hours ago, at around ten, that wave came out of the second section to the left of where the lightning strikes now. At noon. At midnight. At noon. “Oh,” I say under my breath. “Tick, tock. This is a clock.” A clock. I can almost see the hands ticking around the twelve-sectioned face of the arena. Each hour begins a new horror, a new Gamemaker weapon, and ends the previous. Lightning, blood rain, fog, monkeys—those are the first four hours of the clock. And at ten, the wave. I don’t know what happens in the other seven...”

.....

“I look over his shoulder and see he’s creating a map of the arena. In the center is the Cornucopia on its circle of sand with twelve strips branching out from it. It looks like a pie sliced into twelve equal wedges. There’s another circle representing the waterline and a slightly larger one indicating the edge of the jungle. “Look how the Cornucopia’s positioned,” he says to me. I examine the Cornucopia and see what he means. “The tail points towards twelve o’ clock. Right, so this is the top of our clock,” he says, and quickly scratches the numbers one through twelve around the clock face. “Twelve to one is the lightning zone.” He writes lightning in tiny print in the corresponding wedge, then works clockwise adding blood, fog, and monkeys in the following sections. “And ten to eleven is the wave,” I say. He added it.

.....

Peeta draws a new map on a leaf, adding a JJ for jabberjays in the four-to-five o’clock section and simply writing beast in the one where we saw the tribute collected in pieces (six-to-seven o’ clock).

.....

There’s an unpleasant chorus of clicking, probably some evil type of insect, coming from the eleven-to-twelve o’clock wedge.

Your task is to make a map of the arena from the 75th Hunger Games. Specifications of your drawing are below:

The arena is circular. On your map, the radius of the arena should be 3 inches. The center of the arena should be marked in about the middle of your paper.

The arena should be divided into twelve equal sized slices.

If you know what happens in a section, you should label it. Otherwise, label it as unknown.

This activity is appropriate for middle school. Thanks to Jenny Wilcox for sharing this activity from her Hunger Games unit.



**PRESENTATION PROPOSAL FORM
2014 KATM ANNUAL CONFERENCE – MONDAY, OCTOBER 13, 2014
HOSTED BY: FORT HAYS STATE UNIVERSITY**

Lead Presenter:	
Name:	Work Phone:
District Name/Number:	Cell Phone:
E-mail Address:	
Mailing Address:	
Other Presenters:	
Session Information:	
Title:	
Description (Please include a short, highly-descriptive, attention-getting narrative of the session content and objectives for those attending):	
Presentation Information:	
Please check session type and mark ALL levels that apply.	
Session Type:	<input type="checkbox"/> 50 minute Presentation <input type="checkbox"/> 100 minute Workshop
Audience:	<input type="checkbox"/> K-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> High School <input type="checkbox"/> College
	<input type="checkbox"/> Administrators <input type="checkbox"/> ESL <input type="checkbox"/> Special Ed <input type="checkbox"/> Paraprofessional
Are you willing to repeat your session? <input type="checkbox"/> YES <input type="checkbox"/> NO	
This session addresses the following standards/areas:	
<input type="checkbox"/> Number & Operations	<input type="checkbox"/> Measurement & Data <input type="checkbox"/> Statistics & Probability
<input type="checkbox"/> Geometry	<input type="checkbox"/> Problem Solving/Reasoning <input type="checkbox"/> Algebra <input type="checkbox"/> Technology
<input type="checkbox"/> Pedagogy	<input type="checkbox"/> Literacy Connections <input type="checkbox"/> Other
<ul style="list-style-type: none"> ➤ There is a \$25 registration fee for ALL presenters. ➤ Proposals are due to the KATM Planning Committee no later than August 31, 2014. ➤ All classrooms are mediated. ➤ Proposals are subject to approval by the Program Committee. 	
Complete and submit via email to: jkstramel@mail.fhsu.edu	
Or mail to: Dr. Janet Stramel, Fort Hays State University, 600 Park Street, <u>Rarick</u> Hall 213A, Hays, KS 67601	



KLFA Continues Advocacy

Kansas Learning First Alliance (KLFA) met April 9 to continue our support for our outstanding schools. We began with member updates, focused on support for Kansas College and Career Ready Standards and a reminder of how important our advocacy is to our state.

Brad Neuenswander, Deputy Commissioner for the Kansas State Department of Education (KSDE), provided an update on the state assessment progress. With the approval of the field, KSDE piloted the transition assessments to provide an opportunity to work out problems, but also to provide data to schools and give students an opportunity to experience the new type of test before it is tied to accountability. A Distributed Denial of Services attack caused several problems, but no student data was ever in jeopardy. KSDE solved that issue and tackled each problem as quickly as possible. As of the KLFA meeting, 24.5% of expected assessments were completed, most of them in the prior two days. With the extended testing window, it is hoped most schools will complete the assessments. The U.S. Department of Education has waivers for unforeseen complications like this if that becomes necessary.

Karen Wagner and **Judith Deedy** presented for Game On for Kansas Schools, a nonpartisan parent education advocacy group that began in Shawnee Mission. They explained when parents saw the damaging cuts in their district and how they were moved to action. Game On focuses on school funding and privatization. They use Facebook, twitter, their website, and emails to broadcast their message and factual information from legislators' votes to financial analyses of school funding. They have created two compelling videos available for anyone to use. Game On gives people specific asks and advice on how to accomplish those tasks, from finding their own legislator to sharing their knowledge about education with others. A recent event to raise awareness of the need for more funding was a 60-mile trek from Merriam to the Capitol. Press coverage and community support helped spread the message. Game On provides an excellent example of engaging parents and the community.

Kansas National Education Association (KNEA) and Kansas Association of School Boards (KASB) provided a legislative update, focused particularly on the events of a tumultuous weekend as House Bill 2506 was debated and ultimately passed. There was concern about how the bill was handled with a lack of transparency and haste. KASB did not take a position on the due process element of the bill, but does appreciate the additional funding to provide more equity as called for by the Supreme Court. KNEA was troubled by the procedure and finds problematic the elements of removing K-12 teachers from the due process law, removing most licensure requirements for Career Technical Education (CTE) and Science/Technology/Engineering/Math (STEM) teachers, and tax breaks for scholarships for private schools. There are still disagreements on what exactly this bill means and whether or not the Governor can veto just parts of it.

The meeting ended with an evaluation of our year and ideas for the next year. KLFA gained more visibility this year and strengthened our partnership with KSDE. Members found value in the video, PowerPoint, and Talking Points produced for presentations, and how easily they could customize them for different groups. Members felt the focus on advocacy was essential in our current climate with so many initiatives affecting schools. KLFA will continue to strive to balance the advocacy with a focus on teaching and learning issues.

Our next meeting will be **June 10, 9:30 a.m. — 1:30 p.m.**, our guest speaker, Stephanie Hirsh, LFA chair.

Election Results here.....

Over the next pages, you will find the biographies and information provided by the people running for the offices of Vice President High School, Vice President Elementary, President Elect, Secretary and Zone 2 Representative.

Officer Biographies

President Elect—Pat Foster

Pat Foster; Principal; Oskaloosa Elementary School

I have been in education for 25 years and was an elementary teacher for 22 years at various levels, where I focused primarily on math instruction. Currently, I am currently the principal at Oskaloosa Elementary School and have been in this position for the past three years.

I served on the standards writing committee for the 2003 Kansas Math Standards and was co-chair of the committee that worked on the Kansas College and Career Ready Standards that have currently been adopted. I have served on the KATM board in a variety of roles. I have been the Zone 3 coordinator and have most recently been serving as the Vice-President of Elementary. In the past, I have participated as a presenter in several Summer Math Academies for KSDE and other KATM conferences.

I am excited to continue the mission of KATM to provide education and resources for mathematics teachers across the state. Expanding the goal of supplying meaningful professional learning that assists teachers with classroom instruction and allows students to think and create with a strong conceptual background is key to the role of KATM. Promoting math education is vital to the success of our students and I'm ready to help KATM in that endeavor.

Officer Biographies

Vice President High School—Debbie Sylvester

Current district/school and position: USD 320, Wamego High School, Math Teacher and Department Chair

Brief history of career in education:

I was born and raised in Nebraska. Right after college, I worked on a masters degree at the University of Nebraska – Omaha where I was a graduate teaching assistant and adjunct faculty member teaching both levels of College Algebra as well as Trigonometry and Applied Calculus. I taught one year in The Omaha Public Schools as a High School teacher. My first teaching job in Kansas was at Junction City High School where I worked with students in all grade levels. I later taught 7th grade at Fort Riley Middle School. I was a traveling teacher in Manhattan High School, moving from the 9th grade center to the 10 – 12 building each day. I taught for 4 years in USD 501 at Highland Park High School in their Sophomore Academy. I am enjoying my 6th year at Wamego High School where I feel privileged to teach an integrated program. I consider myself fortunate to have such a wide range of experiences in education with different grade levels and schools in different locations and working with students in such differing socioeconomic backgrounds. I believe these experiences make me stronger as a teacher.

In the years I have lived Kansas, I have been honored to be involved with many activities at the state level. I served as a consultant on the last set of Kansas State Standards, helping in the final revision process. This experience led to a chance to be on the review committee for the last set of state tests. About 10 years ago, I presented at my first Summer Academy for KSDE. Since then, I have spent several summers in different parts of Kansas presenting at these Academies. When Common Core State standards were being written, Kansas convened a review committee. I was High School representative on this group as we reviewed the drafts and submitted comments for improvement of the standards. I have been a member of the KATM board for several years, starting as a Zone Coordinator and stepping up to fill an opening as VP of High Schools. At the end of last summer, I had the opportunity to write test items for a non-profit organization. The items I created were intended for adult learners who may have limited understanding of the English language. I found it a challenge to consider the different population as I designed these activities.

Vision for KATM: I see KATM as a leader in professional development for the teachers of Kansas. We were primary in the transitioning of Kansas teachers to CCSS in conjunction with KSDE. We need to continue this role especially as we move in to a new phase of assessment.

Professional organizations: KATM Executive Board

Officer Biographies

Secretary—Janet Stramel

Janet Stramel; Assistant Professor – teaching Math Methods for Elementary Teachers; Fort Hays State University

Career in education:

I began my career in Oklahoma teaching 7th grade mathematics. I was there for 17 years before moving to Kansas. I then taught 7th and 8th grade mathematics in Wamego, KS for 8 years before moving to Fort Hays State University, where I teach mathematics methods to the elementary pre-service teachers.

Vision for future of mathematics education in Kansas:

My vision for the future of mathematics education in Kansas is to challenge students through a coherent curriculum, a classroom that is engaged in rich student discourse and teachers who are confident in the standards.

Professional Organizations:

I am currently the Secretary for KATM. I am a National Board Certified Teacher and was president of NBCT-KS 2010-2013. I also served on the Board of Directors for KNEA. I currently hold the position of president for the KNEA Cottonwood UniServ Administrative Board. I am active in NCTM, NCSM, CAEP, AERA, NEA, KNEA, KACTE.

Officer Biographies

Vice President Elementary – Josh Cavender

Josh Cavender; Principal, St. Agnes Catholic School

As an educator, I understand the importance of creating life-long learners in a rigorous academic setting, instilling core educational values, and building leaders; one child at a time. Teaching to me is not a job you clock in and clock out daily, it's a passion that drives me to find those "teacher moments" that help students approach the opportunities in front of them in a confident and positive manner. Teaching is taking the time to help them become problem solvers in their academic work and the real world, to help boost self-esteem within each child, and to have them walk through the door each day with a smile and leave with a smile, knowing the knowledge they gained will stay with them for a lifetime.

I have been teaching and coaching the past eight years in grades 3rd-6th and can't begin to describe how important it is to me to help children succeed. I have been lead chair for our AdvancEd committee in Reading and Math, helping bring MTSS to our school, curriculum driven by DI in Math, developing plan time that allows for PLC to help students reach their maximum potential, and helping our school earn the Governor's Achievement Award; two years in a row. As teacher representative for the PTO the past three years, I have been a soundboard in the decision making process of our school for both staff and parents.

Other leadership roles I have taken that have helped me grow as an educator in my school and help embrace the mission and vision of the district are: Athletics coordinator, assistant athletic director, technology coordinator and mentor teacher.

Continuing my education as a student at Wichita State University has provided me with extensive research in areas of the curriculum that are very beneficial in a classroom setting. I graduated with a Masters in Curriculum and Instruction with a focus in reading in May 2005 and since have helped our school successfully implement MTSS into the academic school day. Earning a Master's in Administration and Educational Leadership from Benedictine in 2007, has provided me the administrative experience during my practicum that has given me the opportunity to see how a school system runs each fiscal year.

Within this last couple of years, I received my Graduate Digital Technology Certificate from Kansas State University. With technology being a vital asset to education, taking graduate credit classes has provided me a tremendous advantage developing cross-curricular lesson plans around technology. As technology coordinator and mentor teacher at my school, it has allowed me to give presentations and help other staff members understand and incorporate the use of smart boards, airliner slates, Senteo clickers, classroom websites, and our wireless lab into their daily lessons.

Officer Biographies

Zone 2 Representative—Jaclyn Pfizenmaier

EDUCATION

- * **Kansas State University**, Manhattan, KS May 2002: Bachelor of Science in Elementary Education (K-9), emphasis in mathematics.
- * **Colorado School of Mines/McREL**, Denver, CO, November 2003-2005; Nine graduate credit hours in Mathematics Leadership.
- * **Emporia State University**, Emporia, KS May 2008: Masters of Educational Administration (K-12 Building Level). May 2013 Educational Administration- District Level Endorsement.

PROFESSIONAL EXPERIENCE

Principal/Math Coach, Garfield Elementary, USD 379 Clay Center, KS 785-632-2125 August 2008-Present

- * Administrator in USD 379 working with 4th & 5th grade students, parents, and staff. 2008-2009 the position also included Longford Elementary which was a Kindergarten through 5th grade rural school.
- * Implemented MTSS K-5 district wide as apart of the MTSS Leadership Team (Reading and Math).
- * Active member of the USD 379 Technology Committee 2008-present. Actively works in all buildings K-12 to implement effective technology instruction and student use of technology, emphasizing in iPads.
- * Serving on PDC committee as administrator role 2008-present.
- * Serving on Webmaster Team for district website: www.usd379.org and www.usd379.org/garfield
- * Completed Project RENEW training through Kansas State University to implement effective mathematics practices and common core standards.
- * Created resource points for staff related to curriculum: www.usd379.org/ela ; www.usd379.org/math ; www.usd379.org/mtss ; www.usd379.org/kidapps
- * Coordinated the implementation of Teacher Evaluation System using the Charlotte Danielson's Framework.
- * Lead PLC professional development at the building level with regard to: Cooperative Learning, Marzano's Effective Strategies, Innovation through Technology, Common Core development, and Ron Clark's Essential 55.

K-10th grade Math Teacher , Wakefield School, USD 379 Wakefield, KS 785-461-5437 August 2006-2008

- * Educator in USD 379, Wakefield School working with Junior High, High School, and Elementary students in mathematics. All classes met AYP and all but one grade level earned Standard of Excellence.
- * Practicum work under Principal and Practicum project: Teacher Recruitment for USD 379.
- * Served on USD 379 Web team, Organized and updated Wakefield portion of web site.
- * Served as Wakefield PDC committee member.

4th grade Teacher, Sunset Elementary, USD 305 Salina, KS 785-309-4520 August 2002-May 2006

- * Educator in the USD 305 school district at an "at-risk high poverty school". About 80% free/reduced lunch, about 45% minority, high ELL population, and title school. I taught 4th grade for four years. My class make-up was a variety in ragne of ability, income, and home life. I was the inclusion teacher for one year.
- * USD 305 Math Specialist for 4th grade (representing and working with eight elementary schools).
- * Completed training through McREL on Math Leadership and led math professional development district wide K-8.
- * Other activities: QPA chair, Teacher Recruitment for the district, training in Kagan Cooperative Learning, Marzano's Effective Instruction, Reading in the content area, Ruby Payne's Poverty framework, and Action Research through Charlotte Danielson's Frameworks.

KATM Executive Board Members

President: Fred Hollingshead

Instructional Coach, Shawnee Heights High School

hollingsheadf at usd450.net, 785-379-5880



President Elect: Stacey Bell

Instructional Coach, Shawnee Heights Middle School

bells at usd450.net, 785-379-5830

Past President, NCTM Rep: Melisa Hancock

Consultant, Kansas State University
melisa at ksu.edu



Past President, Community Relations:

Debbie Thompson

Instructional Coach, Wichita, KS

dthompson1 at usd259.net, 316-973-4404

Secretary: Janet Stramel

Assistant Professor, Fort Hays State Univ.
fkstramel at fhsu.edu



Vice President, College: Chepina Rumsey

Assistant Professor, Kansas State University

785-532-4516

chepina at ksu.edu

Membership Co-chairs: Margie Hill

Instructor, Kansas University

785-864-0554

marghill at @ ku.edu



Vice President Middle School: Liz

Peyser

Secondary Math Curriculum Coach,
Wichita Public Schools

316-973-4441

epeyser at usd259.net

Membership Co-Chair: Betsy Wiens

Math Consultant

albf2201 at aol.com

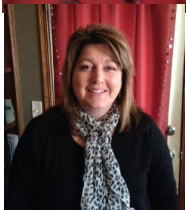


Bulletin Editor: Jenny Wilcox

Teacher, Washburn Rural Middle School
wilcojen at usd437.net

785-339-4368

Zone 4 Coordinator: Karla Childs



Zone 5 Coordinator: Lisa Lajoie-Smith

KSDE Liaison: Melissa Fast

Math Education Consultant

900 SW Jackson St, Suite 663

Topeka, KS 66612

785-296-3486

mfast at ksde.org



Not Pictured:

Co-Webmaster: David Barnes

Vice-President Elementary: Pat Foster

Zone 2 Coordinator: Angie Messer

Treasurer: David Fernkopf

KATM Executive Board Members

Co-Webmaster: Allen Sylvester

Science Teacher, Wamego High School
sylvestera at usd320.com, 785-456-2214



Vice President High School:

Debbie Sylvester

Math Teacher, Wamego High School
sylvesterd at usd320.com, 785-456-2214