

KATM Bulletin

Kansas Association of Teachers of Mathematics

KATM 2017 Annual Conference

ADD to YOUR MATH TOOL BELT



Number Sense
Thinking
Problem Solving
And More

October 16, 2017
8:00 AM to 3:30 PM
Seaman Middle School
5530 NW Topeka Blvd
Topeka, KS

April
2017

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Our keynote speaker is

Andrew Stadel.

He is well-known for his widely-acclaimed

Estimation 180.

Check him out at

www.esteemation180.com



Plan for:

- *An awesome keynote speaker
- *A standards update from KSDE
- *Opportunities to network with others (K-College) in the state
- *Four break-out sessions
- *Zone meetings

Visit www.katm.org for details on registering and paying online. We really look forward to celebrating and exploring math together!

A Message from our President

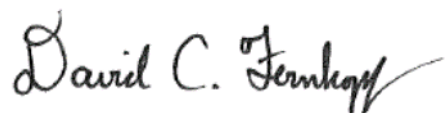
Hello Kansas Math Educators!

In this issue of the KATM Bulletin we once again offer some great information for our math educators, as well as links to some fantastic NCTM resources on our website.

Again, I want to encourage everyone to consider applying for the scholarships we have to offer each year. The first scholarship we have to offer is the KATM Cecile Beougher Scholarship. This scholarship is for elementary teachers more information on the scholarship can be found on page 16. The second scholarship we offer is the Capitol Federal Mathematics Teaching Enhancement Scholarship. Please consider trying for one or both of the scholarships! The deadline to apply for these scholarships is June 1. The application process is relatively easy, so don't miss out on this opportunity!

I also would like to encourage you to consider joining in our KATM statewide book study. This book study would be a great chance to connect with other Kansas math educators. Although we have different books for elementary and secondary, both focus on promoting good discourse in our classrooms. We have a book study for elementary called *Intentional Talk* by Elham Kazemi and Allison Hints, and for secondary book called *Making Number Talks Matter: Developing Mathematical Practices and Deepening Understanding* by Cathy Humphreys and Ruth Parker. Please consider joining us on this reading adventure!

We need your help! KATM is seeking individuals to are wanting to present for our next math conference! Mark your calendars for October 16, 2017 for the 2017 KATM conference. Please consider presenting your wealth of knowledge to other educators from around the state. Presenting a session at the conference is a great way to share what you are passionate about with other like-minded educators. You can fill out a session proposal at katm.org ...it will only take a couple of minutes. The cost of attending the conference is only \$10 if you're a presenter. We look forward to seeing you all in Topeka in October!



David C. Fernkopf
President, KATM

davidfernkopf@katm.org

Hello! Hard to believe this is already the last Bulletin of the year. As always seems to happen, this year has really flown by. This has been a year of many changes. As a part of the Standards Review committee, I have enjoyed looking at how our standards will be changing. KATM is also trying to change how we engage our members. We have really seen a huge increase in our presence on Facebook as a way to engage our members. With these changes, we are also changing our Bulletin. We are shifting towards more of a “business” Bulletin. We are still going to provide our members with access to great NCTM articles through the website. We will preview the articles in the Bulletin, but full articles will be available on the website. We hope you like these changes.

 Jenny Wilcox

KATM Bulletin Editor

CALL FOR SUBMISSIONS

Your chance to publish and share your best ideas!

The KATM Bulletin needs submissions from K-12 teachers highlighting what you're doing in your classroom. Submissions could be any of the following:

- ◇ Lesson plans
- ◇ Classroom management tips
- ◇ Books reviews
- ◇ Classroom games
- ◇ Reviews of recently adopted resources
- ◇ Good problems for classroom use
- ◇ A post from your blog

Email your submissions to our Bulletin editor: jennywilcox@katm.org

Acceptable formats for submissions: Microsoft Word document, Google doc, or PDF.

Common Core State Standards Mathematics Standards Progressions

Kindergarten	1	2	3	4	5	6	7	8	High School
Counting and Cardinality									Number and Quantity
Number and Operations in Base 10						Ratio and Proportional Relationships			
			Number and Operations: Fractions			The Number System			
Operations and Algebraic Thinking						Expressions and Equations			Algebra
								Functions	Functions
Geometry						Geometry			Geometry
Measurement and Data						Statistics and Probability			Statistic and Probability

Last year, KATM wrapped up our series on the mathematical practices. This year, we begin a new series, focused on the standards progressions. We will be focusing on how topics progress and change over the K-12 curriculum.

October 2017: Measurement and Data to Statistics and Probability

Geometry Help for Elementary Classrooms

Geometry at the elementary level involves more than just knowing the names of the shapes. It is closely tied to other topics in math like measurement and numbers. In order to provide the best instruction, teachers could anticipate and reflect on the errors and misconceptions of their students.

[To keep reading about teaching for strong foundations, vocabulary and technology, click here.](#)

Geometry (K-12)

Kindergarten: Identify and describe shapes (describe objects using names of shapes and describe relative position; names shapes given any orientation; identify as 2-D or 3-D); Analyze, compare, create and compose shapes (compose simple shapes to form larger shapes; model shapes by building from components)

1st grade: Reason with shapes and their attributes (distinguish defining vs non-defining attributes; create composite shapes from 2-D or 3-D shapes; partition rectangles and circles into 2 and 4 equal shares).

2nd grade: Reason with shapes and their attributes (draw shapes with given attributes; partition rectangles into rows and columns; partition into 2, 3 or 4 shares using language of halves, thirds and fourths)

3rd grade: Reason with shapes and their attributes (shapes in different categories may share attributes that can define larger categories; partition shapes into parts with equal areas; express area as fraction of a whole).

4th grade: Draw and identify lines and angles, and classify shapes by properties of their lines and angles. (draw points, lines, rays, angles, parallel and perpendicular lines; classify 2-D shapes based on parallel and perpendicular lines, including right triangles; identify lines of symmetry)

5th grade: Graph points on the coordinate plane to solve real-world and mathematical problems (graph and interpret points in the first quadrant); Classify two-dimensional figures into categories based on their properties (classify 2-D figures in a hierarchy based on properties).

6th grade: Solve real-world and mathematical problems involving area, surface area, and volume (find area of triangles, parallelograms and other quadrilaterals including composite figures; find volume of rectangular prisms; draw polygons on coordinate grid; find surface area of figures using nets)

7th grade: Draw construct, and describe geometrical figures and describe the relationships between them (problems with scale drawings; draw geometric shapes with given conditions; describe 2-D shapes made from slicing 3-D shapes); Draw construct, and describe geometrical figures and describe the relationships between them (area and circumference of circles; angle relationships; surface area and volume of 2-D and 3-D objects made of triangles, quadrilaterals, polygons, cubes and right prisms)

8th grade: Understand congruence and similarity using physical models, transparencies, or geometry software (properties of rotation, reflections and translations; understand congruence and similarity; angle sums of interior and exterior angles); Understand and apply the Pythagorean Theorem; Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

High School:

Congruence: Experiment with transformations in the plane; Understand congruence in terms of rigid motions; Prove geometric theorems; Make geometric constructions

Geometry

High School:

Similarity, Right Triangles and Trigonometry: Understand similarity in terms of similarity transformations; Prove theorems involving similarity; Define trigonometric ratios and solve problems involving right triangles; Apply trigonometry to general triangles

Circles: Understand and apply theorems about circles; Find arc lengths and areas of sectors of circles

Expressing Geometric Properties with Equations: Translate between the geometric description and the equation for a conic section; Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension: Explain volume formulas and use them to solve problems, Visualize relationships between two-dimensional and three-dimensional objects

Modeling with Geometry: Apply geometric concepts in modeling situations

Quadrilaterals: Diagonals and Area

From Mathematics Teacher

The task I share here provides geometry students with opportunities to recall and use basic geometry vocabulary, extend their knowledge of area relationships, and create area formulas. It is characterized by reasoning and sense making (NCTM 2009) and the “Construct viable arguments and critique the reasoning of others” Mathematical Practice from CCSSI (2010).

Geometry students should engage in rich mathematical tasks that help them develop sense-making and problem-solving skills while building

Knowledge of geometry concepts and vocabulary. [Principles and Standards for School Mathematics NCTM 2000]; Common Core State Standards for Mathematics [CCSSI 2010]. Characteristics of rich tasks include multiple entry points, connections across representations and mathematical concepts, multiple solution paths,, and interesting and perhaps surprising results that illuminate important mathematical ideas.

***Students investigate
geometric relationships
using such strategies as
dissecting-and-rearranging.***

[Click here to continue reading the full article.](#)

Writing Code to Assess Geometric Reasoning From Teaching Children Mathematics

Eliciting student thinking is paramount to effective mathematics teaching and learning. (Carpenter et. al 1989; Schoenfeld 2011). Although one can use many strategies and techniques to promote student thinking, technology is one resource that is often underutilized. Whether it is the informed use of calculators or an interactive website, technology can be leveraged to promote mathematical curiosity, reasoning, and communication. As discussed in NCTM's Principles to Actions: Ensuring Mathematical Success for All, when electronic tools are used meaningfully, "students have a greater sense of ownership of the mathematics that they are learning, since the applications promote a sense of shared enterprise in the learning of mathematics" (2014, p. 79). Indeed, in a meta- study of technology and student engagement, Moos and Marroquin (2010) found that student interest is enhanced when learners are free to use technology in student-centered environments.

With these benefits in mind, this article explores how fifth-grade students' use of technology, specifically writing code using the platform Scratch, not only promoted curiosity and mathematical reasoning but also allowed for a more detailed way of assessing students' prior geometric understanding. Examples of student work appear along with suggestions of how anyone can learn to code with Scratch.

To catch the reader's attention, place an interesting sentence or quote from the story

[Click here to continue reading](#)

Expanding Geometry Understanding with 3D Printing From Mathematics Teaching in the Middle School

With the rise of personal desktop 3D printing, a wide spectrum of educational opportunities has become available for educators to leverage this technology in their classrooms. Until recently, the ability to create physical 3D models was well beyond the scope, skill, and budget of many schools. However, since desktop 3D printers have become readily available and increasingly affordable, there has been an explosion in the varieties and quality of 3D printers and software. An extensive list and comparison of a range of 3D printers can be found in Dougherty's review (2013), including the printer we use most often (UP Mini), which can be purchased for less than \$600.

For the past few years, a physical computing lab at Berry College, HackBerry Lab, has had the opportunity to experiment and share this technology with students, ranging from kindergartners to undergraduates, through lab visits, tours, and even formal classes. As we have engaged these diverse groups, various elements of the 3D printing process have resonated with students, allowing them to understand traditional concepts in new and tangible ways. With this in mind, we began developing a curriculum that could leverage the physical, methodical, and observable nature of 3D printing and apply it to geometric concepts that are abstract and oftentimes difficult for students to grasp.

Want an affordable, powerful tool that can be used to teach such topics as solids, volume, and cross sections? Look into a 3D printer.

[Click here to keep reading](#)

KSDE Update

Upcoming EventsKansas Excellence in Math and Science Education Conference: Relevance

The best math and science teachers in the state will come together to review, refresh and retool current math and science practices and inspire educators to provide “*Relevance*” in their classrooms.

I am excited to announce a great opportunity for professional learning for this summer that will help you to really use the implementation of the Kansas Standards for Mathematics as an opportunity to advance instruction in your classroom, building, and district! The mornings will include guest speakers from KATS, KATM, and others and chances to learn from expert math and science teachers in Kansas--including those that have been a part of innovative Math and Science Partnership grants in Kansas.

This will be a great opportunity to be inspired and learn from others, but it's the afternoons that I think will really be fantastic. During the afternoons each day, grade-banded groups will be digging deep into content. Below are the fantastic afternoon sessions we will be offering in **mathematics**:

ELEMENTARY SESSION**Building Procedural Fluency from Conceptual Understanding in the areas of: Common Situations in Addition/Subtraction and Common Situations in Multiplication/Division**

In order to build procedural fluency students should have a strong conceptual foundation to support effective reasoning through problems with efficiency and flexibility. This session will focus on the critical teaching practice of "Building Procedural Fluency from Conceptual Understanding" using the computation situations in addition, subtraction, multiplication, and division detailed in our standards.

MIDDLE SCHOOL/HIGH SCHOOL SESSION**Building Procedural Fluency from Conceptual Understanding in the areas of: Ratios, Proportions and Solving Equations**

Fluency is more than speed and accuracy. This session will focus on the research based teaching practice "Build Procedural Fluency from Conceptual Understanding". Using the topics of ratio, proportion and solving equations, we will explore models and strategies that provide a conceptual foundation for these topics and lead to fluent use of procedures.

The *2017 Kansas Excellence in Math and Science Teaching Conference* scheduled for **June 12-14** will be held at the Hutchinson Community College, 1300 N. Plum Street, Hutchinson, Stringer Fine Arts Center.

During these three days of intense professional learning, you will:

Network with some of the best math and science teachers in Kansas; Acquire ideas and tools from Kansas math and science education researchers;

Dig deep into the standards with strategies to move your classroom, building, and district closer to your vision for math and science education;

Take your teaching to the next level.

[REGISTER HERE!](#)

Impact Institutes:

KSDE will be hosting three Impact Institutes this summer.

June 20-21 – Washburn University

July 11 -12 – Pittsburg, KS

July 19-20 – Great Bend

The math sessions for this event will be on day one of each institute and will be 3hrs in length.

Session covered: K-12: New 2017 Math Standards & Teacher Practices - We will share the Newly Adopted Math Standards highlighting changes and improvements within the document. Participants will receive links to the standard document as well as other related resources. We will also provide an overview to the teacher practices listed in the 2017 Math Standards.

[Register Here!](#)

Math Standards Review

Review process began in Spring 2016 and new standards are set to be sent to the State Board of Education for approval in summer 2017. Detailed timeline, committee members and meeting dates can be found at <http://community.ksde.org/Default.aspx?tabid=6151>.

Training Opportunities

KSDE consultants and/or trained trainers can come to your district and provide training around many areas in mathematics. The cost to districts is very minimal and often time free of charge is a KSDE consultant can deliver the training. The training will be customized to the needs of the district. To request a training please go to <http://community.ksde.org/Default.aspx?tabid=5812> and complete the training request form.

For questions related to mathematics in Kansas please contact Melissa Fast at mfast@ksde.org. Follow us on Twitter [@ksdemath](#)



Kansas Association of Teachers
of Mathematics

CALL FOR PRESENTATIONS

Deadline: August 1, 2017

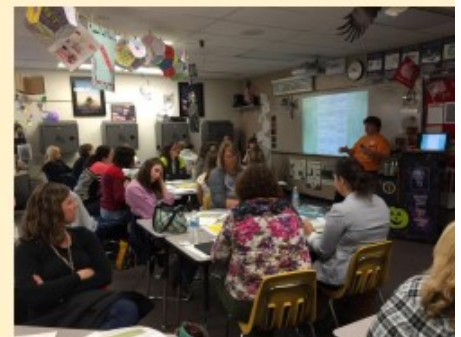


2017 KATM Annual Conference

OCTOBER 16, 2017
Seaman MIDDLE SCHOOL
TOPEKA, KS

Theme: “Add to Your Math Tool Belt”

We are seeking individuals who are willing to give back to their profession through sharing their experiences, ideas, and much more related to teaching students mathematics in a conference presentation! Your presentation could concentrate on math content, strategies, pedagogy, or general issues in teaching mathematics to students.



Please plan to join us and share your passion (or ideas).

[Click here to submit a conference
presentation proposal!](#)

As a thank you to our presenters, your cost to attend will only be a \$10 lunch fee!

Plan to join KATM for a statewide book study. We will begin an elementary and secondary book study starting at our fall KATM conference.

Intentional Talk

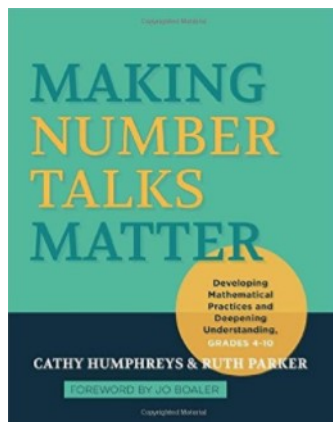
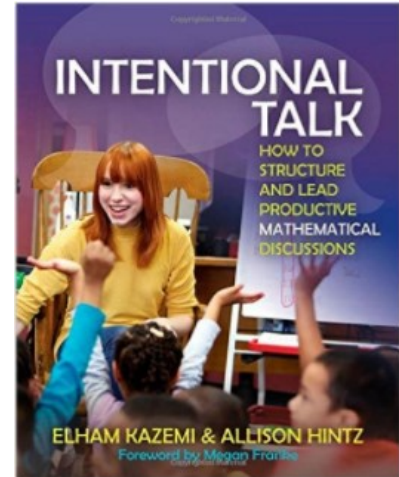
by Elham Kazemi and Allison Hintz

K-5 resource

Not all mathematics discussions are alike. It's one thing to ask students to share how they solved a problem, to get ideas out on the table so that their thinking becomes visible; but knowing what to do with students' ideas where to go with them can be a daunting task. *Intentional Talk* provides teachers with a framework for planning and facilitating purposeful mathematics discussions that enrich and deepen student learning.

According to Elham Kazemi and Allison Hintz, the critical first step is to identify a discussion's goal and then understand how to structure and facilitate the conversation to meet that goal. Through detailed vignettes from both primary and upper elementary classrooms, the authors provide a window into what teachers are thinking as they lead discussions and make important pedagogical and mathematical decisions along the way. Additionally, the authors examine students' roles as both listeners and talkers and, in the process, offer a number of strategies for improving student participation and learning. A collection of planning templates included in the appendix helps teachers apply the right structure to discussions in their own classrooms.

Intentional Talk provides the perfect bridge between student engagement and conceptual understanding in mathematical discussions.



Making Number Talks Matter: Developing Mathematical Practices and Deepening Understanding for Grades 4-10

By Cathy Humphreys and Ruth Parker

Making Number Talks Matter is about the myriad decisions facing teachers as they make this fifteen-minute daily routine a vibrant and vital part of their mathematics instruction.

Throughout the book, Cathy Humphreys and Ruth Parker offer practical ideas for using Number Talks to help students learn to reason numerically and build a solid foundation for the study of mathematics. This book will be an invaluable resource whether you are

already using Number Talks or not; whether you are an elementary, middle school, high school, or college teacher; or even if you are a parent wanting to support your child with mathematics.

Using insight gained from many years of doing Number Talks with students of all ages, Cathy and Ruth address questions to ask during Number Talks, teacher moves that turn the thinking over to students, the mathematics behind the various strategies, and ways to overcome bumps in the road. If you've been looking for ways to transform your mathematics classroom to bring sense-making and divergent thinking to the foreground, to bring the Standards for Mathematical Practice to life, and to bring joy back into your instruction this book is for you.

NCTM Update:

My name is Stacey Bell and I am pleased to be the NCTM Rep for KATM. As I stated in our last Bulletin, NCTM has a new website design and has been focusing on developing its Affiliate Site for its members. As an affiliate of NCTM, KATM is able to now post our upcoming events on this new site for neighboring states to see. And likewise, we are able to see what other affiliates are doing around us. You should check it out at <http://www.nctm.org/affiliates/>

In other news, NCTM is hosting a series of webinars. The next one is below:

Webinar Series: Author Talks

Plan to join these webinars based on upcoming NCTM publications.

Taking Action: Implementing Effective Mathematics Teaching Practices

Author: Margaret (Peg) Smith

May 24, 2017 | 7:00 p.m. ET

This webinar will engage teachers in activities drawn from the newly published *Taking Action series*. This new series is intended to help teachers develop their understanding of the eight effective mathematics teaching practices found in *Principles to Actions*. It will also give information about how they can enact the teaching practices in the classroom and, in so doing, promote equity. The activities will include analyzing a narrative case, student work samples, and a video to help teachers understand how engaging in particular practices can support student learning.

Professional Development Opportunities: Summer will be here shortly. NCTM is hosting their 2016 NCTM Summer Interactive Institutes. This is a great way to network with math teachers all over the United States!

Engage in Deep Learning with NCTM Interactive Institutes

NCTM's Interactive Institutes offer two and a half days of face-to-face, in-depth professional development provided by experts in mathematics education for pre-K–grade 12 teachers and school leaders.

- Instruction aligned to **college- and career-ready standards**
- Effective **teaching strategies** through the *Principles to Actions* publication
- **Practical classroom strategies** to promote student success

2017 NCTM Summer Interactive Institutes 

Baltimore | July 17–19
FACILITATING MEANINGFUL MATHEMATICAL DISCOURSE
 FOR PRE-K–GRADE 12

Baltimore | July 20–22
SUPPORTING STUDENTS' PRODUCTIVE STRUGGLE
 FOR PRE-K–GRADE 12

APRIL 13, 2017

KATM: Zone 3 Update

Zone 3 Rep: Stacey Bell (staceybell@katm.org)



Stacey Bell

I am excited to serve as the Zone 3 Rep.

KATM Facebook



Join us on Facebook: Kansas Association of Teachers of Mathematics - 338 members strong.

KATM Twitter



Follow us on Twitter: KATM @KATMWebmaster - 86 followers

Andrew Stadel, Keynote for KATM Conference

Hanging out with our Keynote at the NCTM Conference,

Andrew is so excited to come present at our KATM 2017 Annual Math Conference. He will do the keynote and 3 break out sessions. Have you considered presenting at our Conference? Presentation Proposals are being accepted now. Accepted Presenters will be able to register for the

1

SUBMIT A PROPOSAL

Easy to do on our website! You can have a co-presenter.

2

PRESENTER REGISTRATION

\$10.00

3

SAVINGS

\$60.00

ZONE 3

APRIL 13, 2017

Conference for \$10.00. This is a \$60.00 savings! We encourage you to submit a proposal. Also, there have been discussions on our KATM Facebook Page about topics that teachers in Kansas would like to hear more about. Info about Proposals and Registration can be found at <https://katm.org/conference/>.

What is taking place on the KATM Facebook page?

Teachers are networking and having great discussions!

In the past couple of weeks, Board Member Jenny Wilcox (also from Zone 3) and I attended the NCTM Conference in San Antonio. We posted about our experiences. We also asked about sessions you might want us to look out for.

On Facebook, it would be good for you post what you might like to see at our KATM Annual Conference in October. Also, you might get ideas about a session you might like to present based on the needs of people within our KATM Facebook Community. It would be great if you



join the conversation so we can make the most of this opportunity.

“What types of sessions might you like to see at our Conference?”

We have 5 proposals so far and will need many more. We look forward to seeing what teachers all over the state are doing in their classrooms. It is such a great opportunity to learn from each other. So, we strongly encourage you to consider presenting on something you are passionate about in your classroom, grade level, or school!

KATM: PROVIDING PROFESSIONAL DEVELOPMENT FOR KANSAS

2017 Conference news: Our conference flyer has been created. I am attaching it to the email. We are ready to accept conference registrations and vendor registrations. We are needing your help! Please consider submitting a proposal to present at the conference on Oct. 16, 2017. You can find the proposal link under the Conference tab in our website: katm.org. Proposals will be accepted from now until August 1. Once your proposal has been approved, you will hear from Amy Johnston, and then you can register. The registration for a speaker is \$10.00. Regular registration will be \$70.00. Click on the link below the picture to go directly to proposal form.

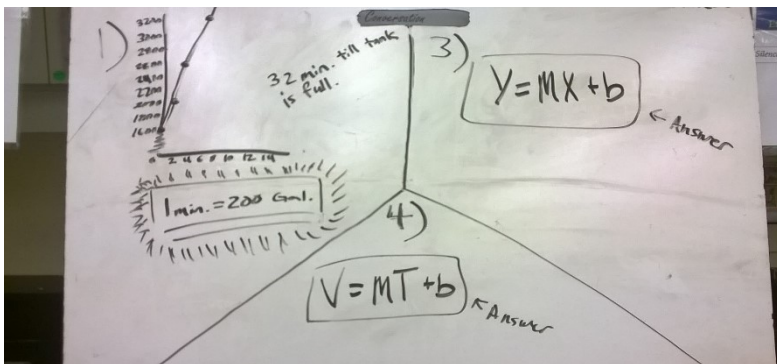


A Report from our Scholarship Recipient

My name is Dave Leib I am an Earth Space, Chemistry and Engineering teacher at Wichita Northwest High School. In October we received from KATM the scholarship for secondary mathematics education. Having received the \$1,000.00 scholarship I purchased the four Vernier interfaces for my students to use with our laptop computers and the Vernier sensors that I already possessed.



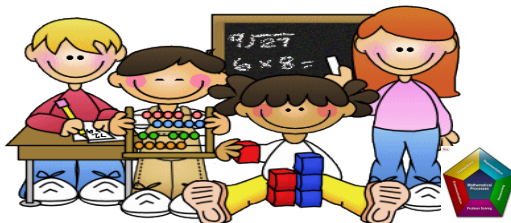
With these interfaces my students harvested data, found a pattern and identified the mathematical model inherent in the data. Students then are able to **present** their data, **justify** conclusions, **present a claim** and use **mathematical modeling** in their work as science students.



Applying for the grant was very easy. After I secured a written recommendation from our principal Mr. Alvarez I simply filed out the application keeping in mind what would advance mathematical understanding for my kids. My students have all benefited in that they were able to use technology for graphical analysis-a real life use of technology and math. Every teacher should apply for this scholarship. We are very grateful to the KATM members for their generosity.

KATM Bulletin

KATM Cecile Beougher Scholarship ONLY FOR ELEMENTARY TEACHERS!!



A scholarship in memory of Cecile Beougher will be awarded to a practicing Kansas elementary (K-6) teacher for professional development in mathematics, mathematics education, and/or mathematics materials needed in the classroom. This could include attendance at a local, regional, national, state, or online conference/workshop; enrollment fees for course work, and/or math related classroom materials/supplies.

The value of the scholarship upon selection is up to \$1000:

- To defray the costs of registration fees, substitute costs, tuition, books etc.,
- For reimbursement of purchase of mathematics materials/supplies for the classroom

An itemized request for funds is required. (for clarity)

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. The cost of a one-year membership is \$15)

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.

Notification of status of the scholarship will be made by July 15 of the current year. Please plan to attend the KATM annual conference to receive your scholarship. Also, please plan to participate in the conference.

SUBMIT MATERIALS TO:

Betsy Wiens
2201 SE 53rd Street
Topeka, Kansas 66609

Go to www.katm.org for more guidance on this scholarship



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





KLFA

Kansas Learning First Alliance Continues Collaborative Effort to Meet the Needs of Students and Educator

Collaborative initiatives to meet the needs of students in Kansas was the key focus at the recent Kansas Learning First Alliance meeting held at the KNEA building on April 11th in Topeka, KS.

Two member organizations shared the spotlight by providing an overview of the mission and vision of their organizations. Betsy Wiens, representing Kansas Teachers of Mathematics, shared the essential work of her organization and highlighted scholarship opportunities available to practicing math teachers in Kansas. More information may be found at the KATM website. Kelly Stanford, representing Communities in Schools, provided an overview of her organization, which provides increasing levels of support to assist students in overcoming barriers faced due to poverty, trauma and factors that impede optimum student engagement and learning.

Richard Long, Executive Director of Learning First Alliance met via technology to share what LFA is doing at the national level to engage in the discussion for strong public schools. He shared that a compendium of writings and research related to characteristics of successful schools is being developed. He also reported that LFA is working to identify what positive collaboration might look like within the business community creating a “culture of coalitions” to lead reform efforts.

Cort Buffington and Melinda Stanley of KanREN shared information regarding Prairie Line Express, a project designed to establish strong Internet capability to schools across the state. Originally designed to support the technology infrastructure of Kansas Board of Regents’ Institutions, it has expanded to areas where community entities are partnering with K-16 schools. Their goal is to change the mindset of educational districts from “do I have enough” to “what can I do” to encourage innovation.

Nancy Crato, Director of Psychosocial Rehabilitation at Topeka’s Family Service and Guidance Center and Julie Ward, Coordinator of social workers for the Topeka School District (#501) shared their collaborative efforts to support mental health professionals working in schools to support of PK-12 students. Establishing a “trauma informed” system takes collaborative work in sharing resources and tools to provide teachers and support staff additional professional learning that helps them meet the challenges many students in our schools face.

Dates for the 2017-2018 KLFA meetings are provided below:

Tuesday August 29th 9:30 a.m., at KNEA Building; 715 SW 10th Ave., Topeks, KS

Thursday, October 19 9:30 a.m., at KNEA Building; 715 SW 10th Ave., Topeks, KS

Tuesday, January 9, 9:30 a.m., at KNEA Building; 715 SW 10th Ave., Topeks, KS

Thursday, April 12 9:30 a.m., at KNEA Building; 715 SW 10th Ave., Topeks, KS

For more information about KLFA, visit the KLFA Website and/or look for “Kansas Learning First Alliance” on Facebook.



Working for ALL math teachers across Kansas.

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- Keep updated on Conference Updates.
- Keep updated on information about TWO Scholarships we give out each year!
- Keep updated about the changes to Kansas Math Standards.
- Talk with other educators about issues facing math educators.

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Meet Our New KATM Board Members

President Elect—Todd Flory, Wheatland Elementary School

Todd Flory is a 4th grade teacher at Wheatland Elementary School in Andover, Kansas. In addition to serving on his building and district's leadership teams, Todd is a Skype Master Teacher, Microsoft Innovative Educator Expert, Buncee Ambassador, Sway Champion, Microsoft Certified Educator, Google Certified Educator, and the 2016 PBS Digital Innovator Kansas lead. As an educator, Todd focuses on providing global collaboration and real-life, passion-based learning experiences for his students. He has spoken on these topics at state and national education conferences, including at ISTE and FETC. Todd believes that teachers need to create global citizens in a global classroom to empower students to shape their future and the world's.

Vice President College—Carrie L. La Voy, Ph.D

Carrie La Voy, Ph.D., is running for KATM's VP of College. Dr. La Voy, a multi-term lecturer in the department of Curriculum and Teaching, joined the KU School of Education faculty full-time in the fall of 2010. Previously she worked as an adjunct faculty member at the University of Kansas, Johnson County Community College, Ottawa University, and Haskell Indian Nations University. These positions gave her the opportunity to teach both mathematics courses and education courses. Her professional background also includes teaching 8th grade mathematics, elementary gifted education, and pre-school education.

At the University of Kansas, Dr. La Voy teaches mathematics methods courses for pre-service teachers at the elementary and secondary level. She also teaches graduate course in the department of Curriculum and Teaching. She is a member of KATM, NCTM, and AMTE. She currently serves as the faculty advisor for the student chapter of KU-KNEA.

Dr. La Voy's research interests include methods of differentiating assessment and instruction, investigating why students struggle with mathematics, and improved methods of training pre-service teachers in mathematics education. She has received grants to support service learning and teacher mentoring programs at some of the high schools where her students complete field work. She has given many presentations related to mathematics education, including speaking at the annual AMTE conference and at NCTM conferences.

Dr. La Voy currently serves on the professional advisory board at Horizon Academy, a private, fully accredited school specializing in serving children with learning disabilities. Recently, she was named a KU Diversity Scholar. The Diversity Scholars Program brings together a small group of faculty engaged in discussion and collaboration around incorporating greater attention to diversity and more inclusive practices in their college classes.

Vice President Middle School—Josh Lee, Valley Center Middle School

I want to be a leader for middle school math teachers in Kansas. As my building's department head, I have had the opportunity to lead a department of change agents in seeking the best ways to reach students. I'm excited about the possibility of doing this at the state level with other teachers who are as excited about math education. I have 13 years of experience working with students of all levels, gaining the kind of well rounded experience that would be important in a state leader.

Do you like what you find in this Bulletin? Would you like to receive more Bulletins, as well as other benefits?

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Are you a member of NCTM? Yes ___ No ___

Position: (Circle only one)

- Parent
- Teacher: Level(s) _____
- Dept. Chair
- Supervisor
- Other

Referred by: _____

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Individual Membership: \$15/yr. ____

Three Years: \$40 ____

Student Membership: \$ 5/yr. ____

Institutional Membership: \$25/yr. ____

Retired Teacher Membership: \$ 5/yr. ____

First Year Teacher Membership: \$5/yr. ____

Spousal Membership: \$ 5/yr. ____

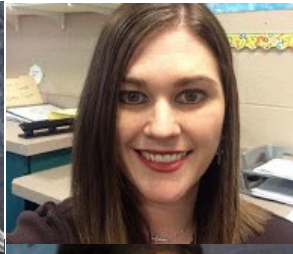
(open to spouses of current members who hold a regular Individual Membership in KATM)

KATM Executive Board Members

President: David Fernkopf,
Principal, Overbrook Attendance
Center



President: Elect: Stacey Ryan,
Middle School teacher, Anodover
Middle School



Past President, NCTM Rep:
Stacey Bell, Instructional Coach,
Shawnee Heights Middle School



**Past President, Community Re-
lations:** Pat Foster
Principal, Oskaloosa Elementary
School



Secretary: Janet Stramel, Assistant
Professor, Fort Hays State Univ.



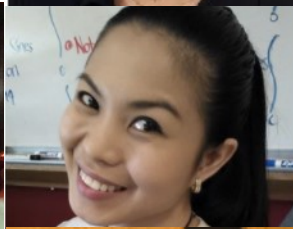
Vice President, College: Lanee
Young



Membership Co-chairs: Margie
Hill, Instructor, Kansas University



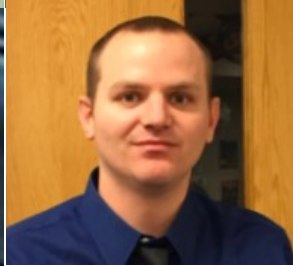
Vice President High School:
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High School



Membership Co-Chair: Betsy
Wiens, Math Consultant



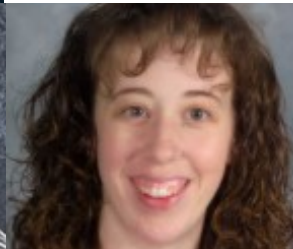
Vice President Middle School:
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Treasurer: David Fernkopf, Prin-
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ter



Vice President Elementary:
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Auburn Elementary



KSDE Liaison: Melissa Fast,
Math Education Consultant



Bulletin Editor: Jenny Wilcox,
7th grade teacher, Washburn Rural
Middle School,



KATM Executive Board Members

Zone 1 Coordinator:

Jerry Braun, Gifted Instructor, Hays Middle School



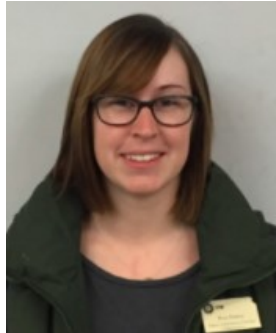
Zone 4 Coordinator:

Lara Staker, Fredonia Jr/Sr High



Zone 2 Coordinator:

Kira Pearce, K-2 Math Enrichment Teacher, Manhattan Public Schools



Zone 5 Coordinator:

Lisa Lajoie-Smith, Instructional Consultant



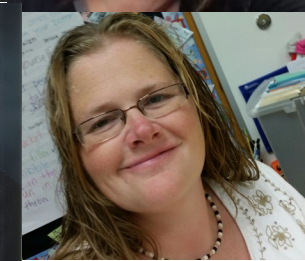
Zone 3 Coordinator:

Stacey Bell, Instructional Coach, Shawnee Heights Middle School



Zone 6 Coordinator:

Jeanett Moore, 2nd grade teacher, USD 48



Webmaster: Fred Hollingshead
Instructional Coach, Shawnee Heights High School

