The Oklahoma Mathematics Teacher

Official Publication of
The Oklahoma Council of Teachers of Mathematics

✓ Mark Your Calendar
OCTM Annual Conference
CSI Mathematics – Connections, Solutions, and Investigations
Oklahoma City Community College
July 18, 2003

What's Inside?

Winter 2003

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Please check your address label! If the date on the label is 2002 or before, then your membership has expired. A membership form can be found at the back of the newsletter.

The OCTM Newsletter invites you to submit articles for future editions. Please send them by one of the following methods:

1. FAX: 405-447-0767
2. E-mail to sweinand@osrhe.edu
3. Hard copy mail to the editor's address printed at the top of this page.

The OCTM Newsletter is published by the Oklahoma Council of Teachers of Mathematics. OCTM is an affiliate of the National Council of Teachers of Mathematics. All readers are encouraged to contribute articles and opinions. Permission is granted to duplicate a classroom set of any activity that appears in this magazine. Opinions expressed in the articles are those of the authors and not necessarily those of the council.

A membership form is included in each publication. **Encourage your colleagues to join OCTM!**

PRESIDENT'S PERSPECTIVE

We are more than half way through the school year! Amazing! Your OCTM Board of Directors has been busy surveying the membership to discover how OCTM can better meet your needs. We are working on the summer conference. The theme for the summer conference is **CSI Mathematics—Connections, Solutions, Investigations** and will be **July 18, 2003 at Oklahoma City Community College.** Mark your calendars! More information about the conference will be available on our website www.octmok.org and will be mailed to you. Please help us distribute this information to every mathematics teacher in your school and district. Also, notice the speaker proposal form in this newsletter. If you or a colleagues have a topic that you would be willing to share with others, please submit a form. We need all levels.

The OCTM Board of Directors is also working with the Coalition for the Advancement of Science and Mathematics Education in Oklahoma (CASMEO) and other groups to formulate wording for the 4th year of mathematics recommendation. The recommendation will then be forwarded to the Oklahoma State Board of Education for consideration. When this subject was discussed a few years ago, we felt that the primary concern was not necessarily a fourth unit, but a unit acquired during the senior year since research shows this has a significant effect on college success. Therefore, we are recommending that one of the four units be taken as a senior. Recognizing the reality of tight budgets and staff limitations, we have recommended that the goal of the senior year unit is to ***practice, maintain, and/or enhance mathematics concepts and skills.*** Effective for the graduating class of 2006-07, the fourth unit/senior year experience could be fulfilled in the following manners:

- courses currently defined in legislation as meeting the mathematics requirements.
- a capstone course emphasizing mathematical applications at or above Algebra I
- Career Tech programs with imbedded mathematics whose content has been approved by the State Board of Education
- mathematics courses taken (on site or online) through concurrent enrollment at an accredited community college, college, or university.
- Accounting I or higher (taken at high school, college, community college or university either on site or online.)
- Chemistry I or higher (beyond the science requirements for graduation and taken at high school, college, community college, or university either on site or online.)
- Physics I or higher (beyond the science requirements for graduation and taken at high school, college, community college, or university either on site or online.)
- computer science programming language (beyond the science requirements for graduation and taken at high school, college, community college, or university either on site or online.)

These are ***draft*** items being refined by a committee set up by the OCTM board. If you have comments, please send them to me at pjohnson@altusschools.k12.ok.us (school), parkj@intellisys.net (home), or 916 Hairston, Altus OK 73521.

Some of our board members are also involved with CASMEO. CASMEO has been working hard to unite the various leaders across the state in business, education, and legislature to work on and solve problems related to mathematics and science education. The dialogue at the past two conferences has been productive—educating each faction about the issues related to the others. We are recognizing the needs of business for an educated workforce, the problems that face the legislature related to writing and enforcing laws, and the problems education faces by trying to make "one size fit all." By working together, we are likely to find solutions more quickly and have support in all areas to carry out any plans.

Darlene Johnson, OCTM President

Oklahoma Council of Teachers of Mathematics (OCTM)

Survey – Winter 2003

OCTM would like to receive input in order to prioritize OCTM activities to best meet the needs of mathematics teachers in Oklahoma.
Please take a moment to complete this survey and return to: Stacey Weinand, 4712 Tanglewood Ct, Norman, OK 73072

Name (optional) _____ County _____

Years of Teaching ____ Grades Taught (circle all that apply) K 1 2 3 4 5 6 7 8 9 10 11 12

Type of School currently teaching: Elementary Middle Junior High High

1. Approximately how many hours of mathematics professional development occurred away from your school district/city?
   0 1-3 4-7 8-15 more than 15

2. Approximately how many hours of mathematics professional development (per year) occurred in your school district/city?
   0 1-3 4-7 8-15 more than 15

3. Has your school defined specific goals related to mathematics for the grades you teach? Yes or No
   If yes, what is the goal? _____

4. What textbook/curriculum and/or resources do you use most often?

5. What do you know about Oklahoma's Academic Performance Index (API)?

6. What is your district or school plan for increasing your school API by 5%?

7. What are the barriers that prevent you from obtaining this professional development?

8. What incentives are needed to ensure your participation in the professional development?

   Substitute reimbursement amount $ _____
   Teacher stipend amount $ _____
   Time: After school ____ Before school ____ During school ____ Saturday _____
   Summer _____
   Designated professional development day _____
   Location: School district _____ Region _____ State _____
   Other: _____

9. What do you know about the new federal legislation No Child Left Behind?

10. Please rank 5 of the following professional development opportunities you would like OCTM to support (1 being the most important):

___ Vertical curriculum alignment
___ Using the graphing calculator
___ Using Internet as an instructional tool
___ Making math fun (i.e., games, projects, new strategies)
___ Teaching special populations (i.e., poverty, ELL, Special Education)
___ Increasing teacher content knowledge
___ Teaching PASS at the elementary level
___ Teaching PASS at the middle school level
___ Teaching PASS at the high school level
___ Balancing basic facts and concept development
___ Teaching AP curriculum
___ Hands-on manipulatives
___ Interpreting local and state test results
___ Using projects
___ Share Fairs (opportunities to collaborate)
___ Study groups/vertical teaming
___ Create collection of lessons and websites (resources)
___ Help with locating and writing grants
___ Public Awareness of importance of math
___ Assessments (State)
___ Assessments (i.e., classroom, alternative)
___ Other _____

11. How often do you do the following: (1 = not often to 5 = often)

Use cooperative learning groups in mathematics instruction	1	2	3	4	5
Integrate mathematics with other subjects	1	2	3	4	5
Use variety of assessment strategies (student interviews, portfolios, etc.)	1	2	3	4	5
Use timed basic fact tests	1	2	3	4	5
Teach basic facts by memorization	1	2	3	4	5
Teach concepts with manipulatives	1	2	3	4	5
Teach students with physical disabilities	1	2	3	4	5
Teach students with IEPs	1	2	3	4	5
Teach students with limited English proficiency	1	2	3	4	5
Use calculators as an instructional tool	1	2	3	4	5
Incorporate writing (or journaling) into student work and/or tests	1	2	3	4	5

12. Rank the top 3 roles that OCTM should take in the state to assist the teachers of mathematics (1 being the most important?

___ Coordinate statewide professional development opportunities
___ Provide state and regional professional development opportunities
___ Serve as public policy advocate
___ Explain federal, state, and local accountability legislation (i.e., No Child Left Behind, API)
___ Locate and disseminate information on available resources
___ Provide training in standards and curriculum alignment (i.e., curriculum mapping and vertical alignment)
___ Other _____

Oklahoma Council of Teachers of Mathematics (OCTM)
Annual Conference
Speaker Proposal Form

Submit using an online form at http://www.octmok.org/AppSite/index.html?AppCall=4-61

Deadline: 1 April 2003

Oklahoma City Community College
18 July 2003
8:00 a.m. – 3:50 p.m.

Target Audience: Mathematics and Science Educators K-16
Focus: $C_{onnections}$ $S_{olutions}$ $I_{nvestigations}$ ($CSI_{Mathematics}$)

Presenter name(s) and title(s)_____

_____

_____

University/School/Institution _____

Address _____

_____

_____

Phone_____FAX _____

Email_____

Presentation Title _____

Description of Presentation (100 words or less)

_____

_____

_____

_____

_____

Equipment needed: Overhead: Yes_____ No_____

Please check the appropriate description of your presentation:

presentation (50 minute session)_____ workshop (2-50 minute sessions)_____

This is an opportunity to demonstrate what you are currently doing for mathematics and/or science education. Please prepare for 20-25 participants in your session. We appreciate your participation in this conference.

Please complete the proposal form and return it by mail, FAX, or email to:

Dr. Lorraine Jimison
Program Director
1719 W. Liberty
Stillwater, OK 74075
FAX: (405) 974-3857
ljimison@ucok.edu

You will be notified by email of the acceptance/rejection of your proposal.

You may submit more than one proposal. Please use separate proposal forms for each.

IMPORTANT INFORMATION!

The State Department of Education has released some key information to assist teachers with preparing for the **5th grade CRT**, **8th grade CRT**, and the **Algebra I End of Instruction** tests.

In order to locate the following information, go to www.sde.state.ok.us/studentassessment or http://title3.sde.state.ok.us/studentassessment/

ITEM SPECIFICATIONS box includes the following:

- PASS Standards and Objective (and Skill)
- Test Item Specifications
    - Emphasis
    - Stimulus Attributes
    - Format
    - Content Limits
    - Depth of Knowledge
    - Distractor Domain
    - **Sample Test Items**

(With the exception of the content limits, the Item Specifications give suggestions of what might be included and does not give an exhaustive list of what can be included. The sample items are not intended to be definitive in nature or construction – the stimuli and their presentations may differ from test form to test form.)

BLUEPRINTS box includes the following:

- Number of test items by PASS Standard and Objective

TEST SPECIFICATIONS box includes the following

- PASS Standards and Objective (and Skill)
- Test Alignment with PASS
- Depth of Knowledge Assessed by Test Items
- Test Blueprint
- General Considerations

Please review this information to make curricular decisions such as:

What material must be taught before the test?
What material must be mastered? What explored? What reviewed?
At what depth of knowledge must students understand the material?
What resources and/or student experiences are needed to adequately prepare my students for this test?
How can I best use the time that I have to make the biggest difference in achievement?
What professional development do I need to enhance my ability to teach this curriculum?

NCTM News – www.nctm.org

The premier issue of ON-Math: Online Journal of School Mathematics is now online at http://www.nctm.org/onmath Access is free for a limited time.

ON-Math is a peer-reviewed journal developed and designed exclusively for the Web. ON-Math features articles on how to effectively use electronic tools to help students learn mathematics. Articles are available for teachers at all grade levels.

Figure This! *book – Also available in Spanish*

Figure This! is a joint project consisting of 80 challenges and 5 family support brochures targeting middle school students. Teachers are encourgaged to incorporate the activities into their classrooms and/or use with parents or community leaders. All the Figure This! materials are available online at www.figurethis.org.

Annual Meetings

San Antonio	April 9-12, 2003
Philadelphia	April 21-24, 2004

Regional Conferences

Salt Lake City	October 2-4, 2003
Charleston	Nov 6-8, 2003

Academy for Professional Development
Geometry Institutes
Grades PreK-2, 3-5, 6-8, 9-12

San Antonio	April 8-9, 2003

Celebrate Pi Day— March 14

Pi Day begins at precisely 1:59 p.m. on March 14 (3/14/1:59...) to celebrate the special number and to foster creativity and enjoyment of mathematics by students. (Coincidentally, the date is also Albert Einstein's birthday.)

Pi (π)—the mathematical constant—is the ratio of any circle's circumference to the length of its diameter. Starting with 3.14159265358979323846, the decimal digits of pi continue indefinitely without ever repeating a fixed sequence of digits. Mathematicians have been fascinated by pi for ages. They are still trying to find the answer to a question that the Greeks were asking 2,500 years ago, "Do the numbers following 3.141592 occur randomly?"

Visit the following Web sites for ideas to help kick off a Pi Day celebration at your school:

- **Pi Day/Math Awareness Day Contest—**
  This contest encourages students (grades 4–12) to create mathematics projects for display in the Goudreau Museum of Mathematics in Art and Science in New Hyde Park, N.Y. The deadline for entries is March 21. mathmuseum.org/piday.htm
- **Pi Day on the "Math with Mr. Herte" Web site—** mathwithmrherte.com/pi_day.htm
- **Pi Pages on the Internet—** joyofpi.com/pilinks.htm
- **Pi Day from the Exploratorium—** www.exploratorium.edu/pi/pi98
- **Pi Day sites from the Math Forum—** mathforum.com/t2t/faq/faq.pi.html

The Virtual Mathematics Academy

***Principles and Standards* Anytime, Anyplace, Free of Charge**

NCTM's Virtual Mathematics Academy now brings mathematics educators the opportunity to learn about NCTM's *Principles and Standards for School Mathematics* online at their own pace--anytime, anyplace, free of charge.

The Virtual Mathematics Academy is sponsored jointly by NCTM and the Public Broadcasting Service (PBS) and is a component of the TeacherLine® Web site. The Virtual Mathematics Academy is an online extension of the face-to-face Institutes conducted by NCTM's Academy for Professional Development. It offers educators a range of experiences through which they can explore ideas that extend their knowledge of content and pedagogy. Teachers have access to exemplary mathematics practices that apply NCTM's *Principles and Standards* as well as opportunities for online reflection, planning, and discussions.

Currently, the Virtual Mathematics Academy focuses on the six Principles--Equity, Curriculum, Teaching, Learning, Assessment, and Technology. These Principles outline tenets that are fundamental to high-quality mathematics education and provide a useful framework for making decisions and reflecting on all aspects of school mathematics. The Virtual Mathematics Academy, like the face-to-face Institutes, works to accommodate the varied needs of teachers at each grade band. Future offerings will focus on the Content Standards starting with Algebra and Geometry.

Visit the Virtual Mathematics Academy at www.pbs.org/teacherline/academy. To access the Virtual Mathematics Academy, complete the free registration process for PBS Teacherline® by clicking on the "Join Teacherline" link or call toll free (866) 864-0828. Once you are logged in, you will have unlimited access to the Virtual Mathematics Academy completely free of charge.

ELEMENTARY SCHOOL

Subtraction Strategies from Children's Thinking
This month's *Teaching Children Mathematics* discusses methods for developing computational fluency for subtraction. http://www.nctm.org/webnews/redir/subtract.htm

NCTM Academy Inspires "Math in Motion" Program
See how Woodridge, Illinois, teachers are bringing math to life for their students with ideas from a Pre-K-2 Academy Institute. http://www.nctm.org/news/articles/2003-01nb_academy.htm

MIDDLE SCHOOL

What You Can Do to Help Special-Needs Students

In this month's *Mathematics Teaching in the Middle School,* learn why some students have difficulty learning math, and explore instructional strategies that will make doing math easier. http://www.nctm.org/webnews/redir/special.htm

Tools for Understanding
This site is designed to help middle grade teacher (particularly those who teach remedial mathematics classes) and secondary special educators integrate spreadsheets and calculators into lessons related to fractions, geometry, functions, and other pre-algebra topics.
www.ups.edu/community/tofu/home.htm

HIGH SCHOOL

Benjamin Banneker's Mathematical Puzzles
Explore 18th-century puzzles with 21st-century technology in the February *Mathematics Teacher.* http://www.nctm.org/webnews/redir/banneker.htm

National High School Calculus Award Nominations Due
Nominate a U.S. junior or senior high school student for the $1,000 award. Nominations due February 28. http://www.calculus.org/prize2003.html

OTHER

Research and the No Child Left Behind Act (NCLB)
Recent articles, San Antonio Research Presession events, and legislative news to help you make sense of the complex political landscape surrounding NCLB.
http://www.nctm.org/webnews/redir/nochild.htm

National Security Agency's Mathematics Education Partnership Program
Posts mathematics lessons and worksheets in PDF format that are ready for use in K-12 classrooms.
www.nsa.gov/programs/mepp/lu.html

TeacherVision
Resources for lessons and classroom management tools.
www.teachervision.com

National Math Trail
Opportunities for students to become active learners by exploring their environments.
www.nationalmathtrail.org

OKLAHOMA EPAS

Oklahoma EPAS (OK EPAS) is based on ACT's Educational Planning and Assessment System, an integrated series of assessments and reporting services that supports educators as they help students set and reach goals for life after high school. The components of OK EPAS are EXPLORE, PLAN and the ACT Assessment. EPAS assessments provide information about academic progress at crucial points in a student's educational career -- eighth grade, tenth grade, and at the completion of high school. Information provided by EPAS assessments is linked longitudinally to provide an academic information management system. These linkage reports can be used to monitor student progress over time, detect trends and evaluate instructional outcomes in support of school improvement efforts.

- EXPLORE, the eighth grade assessment, is the entry point to EPAS. EXPLORE includes objective assessments in English, math, reading, and science reasoning. It also includes activities that help young students begin the process of career and educational exploration. EXPLORE provides baseline data for monitoring student progress through the high school years.

- PLAN, the tenth grade assessment, includes objective assessments in English, math, reading, and science reasoning. Its educational and career planning activities are tailored to the needs of students who are preparing to make decisions about life after high school. PLAN provides a midpoint review of tenth-grade students' progress toward their educational and career goals -- at a point when there is still time to make changes.

- The ACT Assessment measures the overall outcomes of a student's high school education. Colleges use ACT Assessment results to make admissions, guidance and placement decisions.

Oklahoma EPAS helps teachers, counselors, and school administrators do their jobs effectively. The system provides services in four interrelated areas: student planning, instructional support, assessment and program evaluation.

- In support of student planning, EPAS provides comprehensive information about the relationships among students' interests, academic skills and career choices. This information allows students to make informed decisions as they set their goals.

- EPAS provides workshops and other training programs that help teachers, counselors and administrators make the most effective use of EPAS data.

- The assessments that form the core of EPAS provide a wealth of information about students' educational development over time. They are specially designed to determine how effectively students are acquiring the higher-order thinking skills necessary for successful transitions to postsecondary education or the workplace.

- EPAS reports provide useful evaluation that can help school officials determine how well their programs are helping individual students reach their educational goals. Linkage reports also allow officials to monitor school progress toward goals and standards set by policymakers at the school, district or state level.

For more information, go to www.okhighered.org/epas or www.act.org

Twelfth Annual

HIGH SCHOOL MATH CONTEST

Contest Information

Every fall since 1991, OSU's Math Department has sponsored a High School Math Contest bringing Oklahoma high school students to Stillwater for a day of serious mathematical problem solving. The contest has proved very popular with students and teachers alike, currently bringing over 600 students from high schools throughout the state to campus each year. For a few years we offered the contest in a second location, in the Dallas-Fort Worth metroplex in Texas.

The contest consists of 8-10 challenging problems to be completed in two and one-half hours. The exam uses high school algebra and geometry, and other subjects such as trigonometry, number theory, or combinatorics may appear. The exam is designed to teach logic and problem solving skills and to encourage creativity. It is modelled after the William Lowell Putnam Mathematical Competition, sponsored by the Mathematical Association of America, which is offered annually to college students throughout the US and Canada. The book Algebra Through Problem Solving, by Abraham Hillman and Jerry Alexanderson, is designed to help train interested students to be better problem solvers. Los Alamos National Laboratory maintains a link for similar problems, with their solutions.

For more information, the web page is www.math.okstate.edu/~hsc

Results Summary

On Wednesday, October 2, 2002, 584 students from 58 schools in Oklahoma, Kansas, Texas, and Missouri competed in the Twelfth Annual OSU HS Math Contest.

Top Individuals

1. Zac Cox, St. Mark's of Texas
2. Daniel McLaury, Norman
3. Joshua Lim, The Oakridge School
4. John Lin, St. Mark's of Texas
5. Eric Paugh, Union
6. Sam Watcha, St. Mark's of Texas
7. Arthur McAnally, OSSM

8.5 Sunita Darbe, Casady School

8.5 Charles Chang, Norman North

Top Team

1. St. Mark's School of Texas
2. The Oakridge School
3. Edmond Memorial HS
4. Norman HS North
5. Texas Academy of Math and Science
6. Ponca City Senior HS
7. Norman HS
8. Broken Arrow Senior HS
9. Casady School
10. Sapulpa HS

2003 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)

Teachers of Grades 7-12
Application Deadline: May 1, 2003
(Application forms available at http://title3.sde.state.ok.us/mathsci/paemst.htm)

The Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) Program was established in 1983 by The White House and is sponsored by the National Science Foundation (NSF). The program identifies outstanding mathematics and science teachers, kindergarten through 12th grade, in each state and the four U.S. jurisdictions. These teachers will serve as models for their colleagues and will be leaders in the improvement of science and mathematics education.

Since 1983 more than 3,000 teachers have been selected as Presidential Awardees. They represent a premier group of mathematics and science teachers who bring national and state standards to life in their classrooms. They provide the Nation with an impressive array of expertise to help improve teaching and learning while becoming more deeply involved in activities such as curriculum materials selection, research, and professional development. While most teachers remain in the classroom, some have become school principals, supervisors, superintendents and college faculty.

Beginning in 2003, the competition will alternate each year between teachers of grades 7-12 and teachers of grades K-6. In 2003, teachers of grades 7-12 mathematics and science in each state and the four U.S. jurisdictions will be eligible to apply. Teachers of grades K-6 will be eligible for Presidential Awards in 2004.

Teachers applying for the 2003 PAEMST must be nominated. Anyone (e.g. principals, teachers, students, and other members of the general public) may nominate a teacher. Self-nominations will not be accepted.

Each Presidential Awardee will receive a $10,000 award from the National Science Foundation and gifts from donors. Each Awardee will also be invited to attend, along with a guest, recognition events in Washington, D.C., in March 2004, which will include: an award ceremony; a Presidential Citation; meetings with leaders in government and education; sessions to share ideas and teaching experiences; and receptions and banquets to honor recipients.

Administered by the National Science Foundation for The White House, the PAEMST Program is an activity of the NSF Directorate for Education and Human Resources, Division of Elementary, Secondary, and Informal Education.

Presidential Awards for Excellence in Mathematics and Science Teaching

(PAEMST)
2003 Nomination Form (prior to Application process)

I nominate the following teacher for the 2003 PAEMST:

Teacher's Name: _____
E-mail Address: _____
School's Name:_____
School's Address: _____

I can be contacted at :

Name _____
E-mail Address _____
Mailing Address _____

Please explain briefly how you came to know the nominee's work.

_____

_____

_____

_____

Eligibility The following are the eligibility criteria for the 2003 applicants:

- Teachers who are assigned to grades 7-12 mathematics and/or science classrooms in a public or private school in a state or eligible jurisdiction;
- Teachers who have at least five years teaching experience in grades 7-12 in mathematics and/or science prior to application;
- Teachers who are full-time employees of their school districts;
- Grades 7-12 teachers who are assigned, at least half time during the school year, to classroom teaching of mathematics or science, or grades 7-8 self-contained classroom teachers; and
- Teachers who are employed in any of the 50 states or four U.S. jurisdictions. The jurisdictions are Washington, D.C., Puerto Rico, Department of Defense Schools, and the U.S. Territories as a group (American Samoa, Guam, the Commonwealth of the Northern Marianas, and the U.S. Virgin Islands).
- Past Presidential Awardees are **not** eligible.

Please submit this nomination to Iva Owens, PAEMST State Coordinator, 2500 North Lincoln Boulevard, Oklahoma City, OK 73105, (405) 522-3525, ASAP PAEMST application forms can be located at
http://title3.sde.state.ok.us/mathsci/paemst.htm ***or*** www.her.nsf.gov/pres_awards

OKLAHOMA COUNCIL OF TEACHERS OF MATHEMATICS
OCTM

Membership Form
2002-2003

Name _____

Home Address _____ City _____ Zip_____

School _____

School Address _____ City _____ Zip _____

Telephone ( )_____ (h ( )_____ (w)

E-mail _____

Your Position (circle one)

ST	Secondary Teacher	ET	Elementary Teacher
CT	College Faculty	JT	Junior High Teacher
MT	Middle School Teacher	MS	Mathematics Supervisor
SU	Student	PB	Publisher

OCTM dues: (Circle appropriate amount)

Full time mathematics	$10.00
Less than ½ time mathematics	$ 5.00
Student or Retired	$ 5.00

AMOUNT ENCLOSED $_____

Mail membership form with check payable to OCTM to:

George Abshire, Treasurer
P.O. Box 1092
Jenks, OK 74037-1092

OCTM Newsletter
P. O. Box 1092
Jenks, OK 74037-1092

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