

Mathbits

Minnesota Council of Teachers of Mathematics

www.mctm.org

More than 400 MCTM members spent a sunny Friday at the MCTM Fall Conference held jointly with the Minnesota Science Teachers Association on October 20 at Wayzata High School. MCTM members followed the conference theme as they renewed professional connections, acquired new teaching strategies and resources, and shared ideas on teaching mathematics.



Nancy Walters

Nancy B. Walters, program manager for the Minnesota Higher Education Services Office, addressed the *continuing professional development* aspect of the conference theme in her keynote address on the Eisenhower Professional Development Program. Dr. Walters traced the history of the program and presented an update on activities regarding program accountability, evaluation, reauthorization, and funding. Conference participants received descriptions of Minnesota projects that are currently funded by Eisenhower grants as well as information regarding the grant application process. Dr. Walters can be reached at 651-642-0596 or <walters@heso.state.mn.us>.

The large number of pre-service, first-year, and second-year teachers in attendance exemplified the *developing new teachers* aspect of the conference theme, and several conference sessions were planned specifically for new teachers. Sixty-five pre-service teachers met with MCTM, MnSTA, and Department of Children, Families, and Learning leadership in a special session following the keynote address. Enthusiastic students from various Minnesota colleges and universities participated in a friendly round of “So You Want to be a Minnesota Teacher.” Lifelines were limited and fast fingers weren’t essential to the competition.

While pre-service teachers were using their 50-50 options, in a classroom down the hall a mentoring program for new mathematics and science teachers was being launched. Mary Jo Aiken, coordinator of the Presidential Awards program in Minnesota, received grants from the National Science Foundation and 3M to implement a program designed to support new teachers by pairing each new instructor with a distinguished veteran teacher. One of the many goals of this mentorship program is to retain good instructors in the classroom. Twenty-six new teachers are currently involved in this program.

Throughout the conference new and pre-service teachers enthusiastically participated in sessions and discussion groups. A current student teacher noted, “The most interesting part of the conference for me was when I sat in on discussions regarding the new curriculums.” A roundtable discussion for new and pre-service teachers dominated Sue Westegaard’s session entitled “Teaching 101 and 102,” and seven pre-service teachers from Winona State University presented a session that highlighted the applications for three types of technology in education.

Young and young-at-heart, new and experienced—many teachers left the Fall Conference having been renewed professionally.

The large number of pre-service, first-year, and second-year teachers in attendance exemplified the conference theme of “Renewing the Profession.”

Fall Conference:
“Renewing the Profession”

Enclosed ballot must be returned by December 22, 2000

Board of Directors Election

Four offices on the Board of Directors of MCTM will be filled in this current election. The members of the Nominations and Elections Committee have nominated two candidates for each office. Please read the descriptions of the nominated candidates on the attached pages and complete the enclosed ballot. All ballots must be postmarked no later than December 22, 2000.

Typically fewer than 10% of the membership return their election ballots. **YOUR VOTE IS IMPORTANT.** Complete your ballot and mail it in today.

OFFICE RESPONSIBILITIES:

I. Vice President of Mathematics Education:

According to the Constitution, the vice-president of mathematics education must be a person from a Minnesota college or university whose primary professional duties include teacher education in mathematics courses. The vice-president of mathematics education serves on the spring conference committee and various other committees of the council.

II. Vice President of Junior High/Middle School

The vice-president of junior high/middle school represents junior high and middle school teachers across the state. S/he is also a major committee member for the spring conference.

In the event of the president's inability to serve and the inability of the president-elect to assume office, the vice-presidents assume the responsibilities of the presidency by order of their seniority on the board of directors.

III. District Directors (3 and 6)

District directors represent the members in their congressional district. It is the responsibility of directors to promote membership in MCTM, to serve as representatives of their district's members in the Delegate Assembly, and to identify and work to solve problems that may be specific to mathematics teaching in their district.

Candidate Information

Enclosed ballot must be returned by December 22, 2000

Candidates for Vice President of Mathematics Education



Kathleen Cramer

Current Position:

Professor, Department of Teacher Education, University of Wisconsin-River Falls. As of 1/2001 will be Associate Professor of Mathematics Education, College of Education, University of Minnesota.

Education:

BA in Mathematics, Syracuse University; MA in Educational Psychology, University of Minnesota; PhD in Mathematics Education, University of Minnesota

Professional Affiliations:

National Council of Teachers of Mathematics; National Council of Supervisors of Mathematics; Minnesota Council of Teachers of Mathematics; Psychology of Mathematics Education

Previous Involvement with MCTM and Mathematics Education:

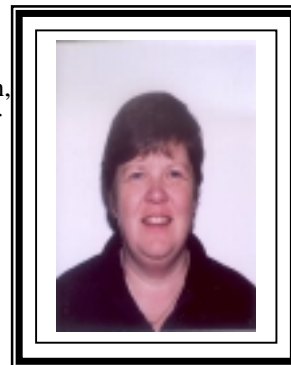
I have experience speaking at state and national mathematics education meetings. For the last 12 years, I have been a regular speaker at MCTM spring meetings. I am an author of several articles appearing in NCTM publications dealing with teaching fractions, ratio, and proportion.

Goals as an MCTM Officer:

1. To provide support for teachers around the state as they move to using a Standards-based curriculum.
2. To improve the quality and relevance of mathematics courses provided in teacher preparation programs, particularly courses offered to elementary education majors.

Other Information:

For the last 13 years I have been teaching mathematics techniques courses for undergraduate and graduate elementary education majors. I also have been involved in two National Science Foundation teacher enhancement grants working with (Cramer, continued on page 10)



Nancy Desmond

Current Position:

Assistant Professor of Education, Gordon Sanders Endowed Chair for Mathematics and Science Education, Hamline University, St. Paul, MN

Education:

BS in Recreation and Park Management, University of Oregon; BS in Mathematics Education, University of Minnesota; MS in Experiential Education, Mankato State University; PhD in Education, University of Minnesota

Professional Affiliations:

Minnesota Council of Teachers of Mathematics; National Council of Supervisors of Mathematics; National Council of Teachers of Mathematics

Previous Involvement with MCTM and Mathematics Education:

Professional Committees: Best Practice Network, Mathematics, (MDCFL) 1998; Transforming Teacher Education Committee, SciMathMN 1998-1999; MCTM Editorial and Professional Development Committees 1997-1999; SciMathMN Mathematics Framework Initiative, Discrete Mathematics 1996-1997; Mathematics Writing Conference and Final Editing Conferences; Transforming Teacher Education, Vision Review Conference, St. Cloud, MN 1995.

Workshops: Show-me workshop NSF funded Mathematics Curricula, St. Louis, MO, May 1998; Minnesota SEED (Seeking Educational Equity and Diversity) Leadership Workshop, June 1998; MCTM/SciMathMN Symposium on Mathematics Education Reform: Public Policy and Perception, April 1998; Minnesota Department of Children, Families and Learning (MDCFL) Best Practice Mathematics Institute, March 1998; Achieving Equality in Science and Mathematics education in Minnesota, 1997; Fractals Chaos & Dynamics

(Desmond, continued on page 10)

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Candidate Information

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Candidates for Vice President of Junior High/Middle School



Judy Rohde

Education:

BS in Mathematics and Spanish, St. Cloud State University;
MS in Junior High Education – emphasis in Mathematics, St. Cloud State University

Professional Affiliations:

MCTM, NCTM, WME, NCSM, CPAM, PDK, ASCD, MASCD, Education Minnesota, NEA, AFT, Delta Kappa Gamma

Previous Involvement with MCTM and Mathematics

Education:

MCTM Legislative Committee, 1990, 2000, present (current chairperson). MCTM District 4 Director, 1978-81, 1987-90. PRIME team member, 1991-93. (MASP)² Trainer for *Math Thematics* (STEM), 1998-present. (MASP)² mentor for *Math Thematics* (STEM), 1998-99. National trainer and presenter for *Math Thematics* (STEM), 1996-present. NCTM Families and Partners Committee, 1998-2000. NCTM *Middle Grades Mathematics* Reading Evaluator, 1997-present. Special Needs Committee Co-chair for 1997 NCTM Annual Meeting in Minneapolis. Hospitality Committee Co-Chair for the last NCTM Regional Meeting in Minneapolis. Frequent presenter at local, regional, and national meetings.

Goals as an MCTM Officer:

1. To use my experiences as a teacher and leader to help MCTM be as effective as possible to provide service to mathematics teachers to improve and enhance student

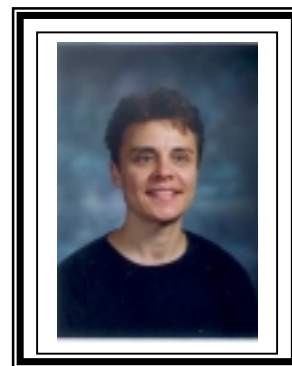
(Rohde continued on page 10)

Current Position:

Seventh grade
Mathematics teacher
at John Glenn Middle School
in the North St. Paul –
Maplewood – Oakdale
School District

Current Position:

Middle School
Mathematics Teacher
(Grades 7, 8) at
Central Middle School,
White Bear Lake



Genni Steele

Education:

BS in Mathematics Education, Mankato State University

Professional Affiliations:

MCTM, NCTM, Education Minnesota

Previous Involvement with MCTM and Mathematics

Education:

Presenter and presider at MCTM conferences, member of Best Practice Network for mathematics, CMP trainer for the last three years, middle school curriculum leader for mathematics in White Bear Lake, presenter at MCTM Drive-In Conference in Thief River Falls, presenter at Curriculum Fair sponsored by SciMath and CFL.

Goals as an MCTM Officer:

As an organization we need to ask ourselves – “Are we meeting the needs of all mathematics educators in the state of Minnesota?” If the answer is no, then we need to change. If the answer is yes, we then need to find a way to do better.

We also need to ask – “What is our measure of success as an organization?” Is it membership, conference attendance, discourse within a district? In teaching, we continually attempt to define a good day. In MCTM, we need to continually attempt to define a good year.

Just as mathematics education is undergoing reform, we too as an organization must continue to reform how we do business.

Candidate Information

Enclosed ballot must be returned by December 22, 2000

Candidates for District 3 Director



Paula Freidson

Education:

BS in Elementary Education, University of Minnesota; M.Ed in Early Childhood Education, University of Minnesota

Professional Affiliations:

MCTM, NCTM, NCSM, MnSTA, NSTA

Previous Involvement with MCTM and Mathematics Education:

Presenter and presider at MCTM, NCTM, and NCSM conferences, member of the Minnesota Best Practice in Mathematics Network, member of the writing team for the Minnesota Mathematics Framework, trainer for the Investigations (a standards based) mathematics curriculum, national trainer for the AIMS (Activities Integrating Math and Science) Education Foundation

Goals as an MCTM Officer:

To facilitate dialogue related to the *Principles and Standards for School Mathematics*; to promote best practices in mathematics education; to encourage teachers to become more involved in MCTM and NCTM; to support the use of NSF funded curriculum; to enhance communication between the school districts within the Third District

Other Information:

I have been a classroom teacher for over 25 years. Although I teach all subjects, mathematics is my passion. I welcome the opportunity to become more involved in MCTM, an organization that has contributed to my professional growth.

Current Position:

8th grade Mathematics Teacher at Inver Grove Heights Middle School



Judy Pfingsten

Education:

BS in Mathematics Education, Mankato State

Professional Affiliations:

NCTM, MCTM, ASCD, Education Minnesota

Previous Involvement with MCTM and Mathematics Education:

Member of Best Practice Mathematics Teachers, CMP trainer for last two years, (MASP)² Mentor for Inver Grove Heights Middle School, 1999-2000.

Goals as an MCTM Officer:

To get out the messages of Best Practices in mathematics education and the Principles and Standards for School Mathematics to K-12 teachers of mathematics in my district and District #3; to encourage teachers, K-12, in my school district and those that I have contact with in the state, to become active in MCTM and NCTM; to support and encourage networking between K-12 teachers of mathematics; to support the use of NSF curriculums, K-12.

Other Information:

I have taught 7th – 9th grade mathematics for 30 years and have always loved the profession I chose. What has kept me energized is the networking I do through the professional organizations in which I'm actively involved. It takes all of us working together to better our profession and the quality of mathematics that is taught.

Enclosed ballot must be returned by December 22, 2000

Candidates for District 6 Director

Karen Holsten

Education:

BS in Elementary Education, St. Cloud State University; MA in Curriculum and Instruction, St. Cloud State University

Professional Affiliations:

NCTM, MCTM, NCSM, SEPA, CPAM, NSTA, Gems Association

Previous Involvement with MCTM and Mathematics Education:

Presenter and presider at MCTM fall and spring conferences, delegate to MCTM Delegate Assembly, Mathematics Best Practice Network, Presenter for (Mathematics) Phase II training, Presenter for Investigations Curriculum training throughout the state, helped with Mathematics Frameworks.

Goals as an MCTM Officer:

To help promote mathematics best practices throughout the district; to help new teachers and uninformed teachers become more involved in mathematics leadership opportunities by improving communication and awareness of MCTM activities; to promote NSF funded curriculums to enhance mathematics education within the district.

Current Position:

High School Mathematics Teacher and Department Leader at Champlin Park High School, Champlin, MN



Dennis Holt

Education:

BS in Mathematics Education and M.Ed in Mathematics Education, University of Minnesota

Professional Affiliations:

NCTM, MCTM, Education Minnesota

Previous Involvement with MCTM and Mathematics Education :

MCTM Representative to NCTM, 1994-1999; MCTM Newsletter Co-editor, 1995-1998; Delegate to MCTM Delegate Assembly; Registration Chair for MCTM Spring Conference, 1995-1998; Education Materials Co-chair for NCTM Annual Meeting, 1997; Presenter and presider at MCTM Spring and Fall conferences and NCTM Regional conferences.

Goals as an MCTM Officer:

As District 6 Director, I will work to improve communication and information sharing among mathematics teachers throughout the district. The quality of mathematics education can improve if teachers are more aware of advancements in curriculum and methods of teaching mathematics, and if known support is close at hand if they decide to try something new in the classroom or in their professional careers. I will strive to provide all teachers with information regarding professional opportunities and encourage them to become involved in MCTM and NCTM activities and programs.

Other Information:

I have spent seventeen years as a junior high school teacher
(Holt, continued on page 10)

October 19, 2000

Each year, on the day preceding the Fall Conference, MCTM holds a Delegate Assembly for the primary purpose of member input into the work of the Board. Approximately 55 delegates attended the October 19, 2000 Assembly, with representation from each of the state's congressional districts.

After hearing "state of MCTM" reports, delegates met in district teams to discuss current issues and priorities in Minnesota mathematics education and to make suggestions for improvement. They then worked in interest groups to propose resolutions which were discussed and voted upon by the whole assembly.

Finally, each of the delegates indicated five choices for priority attention among the passed resolutions. The MCTM Board then met on Friday, October 20, to take preliminary action (or decide no action was necessary) on each of the resolutions.

The resolutions passed by the Assembly are listed below, along with the preliminary action taken by the Board. Resolutions are listed in the order determined by the priority voting at the end of the assembly. The priority votes assigned to the resolutions ranged from 19% for the first resolution to 2% or less for each of the last seven resolutions.

Resolution 1: Be it resolved that the Technology Committee continues expanding technology as a resource and make it user friendly for the membership, exploring items such as:

- Advertising the site to a greater audience.
- Adding more links to chat rooms and listserves.
- Adding contact persons for curriculum specific listserves.
- Adding a section for educating parents on reform issues.
- Adding a section for principals and counselors.
- Adding critiques of sites by Minnesota math educators or a rating system.
- Sharing lesson plans.
- Adding links to textbook publishers.
- Adding a section for people to get involved in the Technology Committee.
- Adding an on-line membership renewal.

Action Taken: Assigned to the Webmaster with a preliminary report due in December.

Resolution 2: Be it resolved that: a) The Spring Conference Committee investigates ways to promote increased low cost participation of pre-service teachers at MCTM conferences (such as a \$1 check off on dues of members to establish a scholarship fund, and low cost housing) b) MCTM membership form include options for generous members (such as sponsoring or supporting a pre-service teacher or first year teacher's membership, a donation to the foundation, conference expenses, etc.)

Action Taken: Assigned part A to the New Membership Committee of the Professional Concerns Committee with a report due in February. Assigned part B to the Membership Committee who will discuss with the Finance Committee. A report is due in February.

Resolution 3: Be it resolved that a strand for administrators be offered at MCTM conferences.

Action Taken: Assigned to the Spring Conference Committee with a preliminary report due in December.

Resolution 4: Be it resolved that MCTM make PSSM very visible to the mathematics community, preK-16 and the larger education community through:

- Highly interactive and engaging sessions at conferences.
- Kits for parent nights and in-service activities (using the NCTM kit and another involving "games").
- Discussions in *MathBits* and on the website (e.g., principle of the month; guest editor; process theme of the month)

Action Taken: Assigned the first two bullet points to the Program Subcommittees of the Fall and Spring Conference Committees, who will use the CFL mathematics coordinator as a resource person. Assigned the third bullet point to the newsletter editor and the Webmaster. A report will be due in February.

Resolution 5: Be it resolved that MCTM convene a panel of Minnesota curriculum users to discuss the positives and negatives (using appropriate data) of available curricula (including non-NSF materials) including topics such as having a two-track system.

Action Taken: Assigned to the Fall Conference Committee, who will ask Michele Luke to coordinate a session for the fall conference.

Resolution 6: Be it resolved that MCTM encourage CFL to continue running CFL Academies that target the elementary and secondary teachers for the math standards and encourage its members to attend.

Action Taken: Assigned to the Professional Development Subcommittee of the Professional Concerns Committee with a preliminary report due in February.

Resolution 7: Be it resolved that attempts to promote involvement of pre-service and new teachers in MCTM be done in a "personal" manner, such as a) Through direct contact with post-secondary math education and elementary math methods instructors, and b) By providing incentive and means by which MCTM can link a member with a pre-service or new teacher (i.e., the buddy system).

Action Taken: Assigned to the New Teacher Subcommittee of the Professional Concerns Committee with a preliminary report due in February.

Resolution 8: Be it resolved that MCTM help publicize the availability, usefulness, and implementation strategies of the Project 2061 curriculum evaluation tool to help in the curriculum adoption process.

Action Taken: Assigned to the newsletter editor with a report due in August.

Resolution 9: Be it resolved that MCTM raise dues to provide for a paid MCTM staff development person.

Action Taken: The board approved a motion that states "MCTM not act on this resolution in light of the fact that a dues increase is included in the resolution." The Executive Committee of the board will study the resolution and present a report in August.

Resolution 10: Be it resolved that MCTM explore the development of a "tool kit" presentation with SCI/MATH and/or other professional organizations for non-mathematics people on how standards-based mathematics helps support the high standards.

Action Taken: This is already in process. SCI/MATH has a committee meeting scheduled in October to work on this. In light of this, the board decided to take no further action on this resolution.

Resolution 11: Be it resolved that MCTM continue to support curriculum showcases.

Action Taken: This has been and will continue to be done. The board decided no other action needed to be done on this resolution.

Resolution 12: Be it resolved that: a) MCTM provide user-friendly information about standards-based mathematics (e.g., in *MathBits*) b) MCTM provide an information sheet for teachers with answers to Frequently Asked Questions that parents ask about standards-based mathematics.

Action Taken: Assigned part A to the newsletter editor with a report due in August. Part B is being handled by SCI/MATH. The board decided to take no further action on part B.

Resolution 13: Be it resolved that: a) MCTM's Communication Committee study the process and feasibility of sending mathematics information (published and/or MCTM written articles or columns) to other organizations, so that administrators, counselors, and others will be informed about the mathematics in Minnesota b) MCTM's Professional Concerns Committee sends such articles to other organizations to be published in their publications.

Action Taken: Assigned part A to the Communications Committee, and part B to the Professional Concerns Committee and the newsletter editor. A report will be due in August.

Resolution 14: Be it resolved that MCTM investigate ways to advertise the delegate assembly (e.g., being more of a presence at the spring conference, and using the personal approach, such as a phone call.)

Action Taken: Assigned to the chair of the Delegate Assembly and the Membership Committee with a report due in August.

Resolution 15: Be it resolved that Professional Concerns Committee recruits teams to present MCTM professional concerns issues at conferences for administrators, counselors, special ed teachers, etc. and MCTM provide appropriate funding for these teams.

Action Taken: Assigned to the Professional Concerns Committee with a report due in August.

Resolution 16: Be it resolved that the Membership Committee presents to MCTM two or more ideas for district boundaries (possibly including MEEP boundaries, new congressional boundaries, or other creative solutions).

Action Taken: Assigned to the Membership Committee with a report due in August.

Resolution 17: Be it resolved that membership in MCTM be restructured to encourage membership among pre-service teachers and teachers in their first five years (e.g., teachers in their first years would pay less than more experienced teachers).

Action Taken: This will be linked to resolution 11A.

People In the News

- Check out the October 2000 issue of *Teaching Children Mathematics* for Joan Cotter's article, "Using Language and Visualization to Teach Place Value."
- Sarah Lindquist, Whittier Community School for the Arts in Minneapolis, was awarded an MCTM Teacher Incentive grant for her "Math-at-Home Backpacks" proposal. This project for second grade students incorporates children's literature based on mathematics.

Mark these Dates

January – May 2001

The Minnesota State Legislative Session
St. Paul, MN

March 3, 2001

SciMathMN Assembly
In various locations

April 4 – 7, 2001

NCTM 79th Annual Meeting
Orlando, FL

April 27 – 28, 2001

MCTM Spring Conference
Duluth, MN

October 11 –13, 2001

NCTM Regional Conference
Madison, WI

Many thanks to the following members who represented their districts at the MCTM Delegate Assembly on 10/19/00. See pages 8 and 9 for a summary of the resolutions that were passed at that assembly.

MCTM Delegates 2000

District 1:

Jon Arnold
Stacey Blaschka
Judy Hansen
Rosemary Heinitz

District 2:

Joan Cotter
Garret Fritzemeier

District 3:

Lana Golembeski
Sandy Katkov
Judy Pflingsten
Judi Stucki

District 4:

Pam Brethorst
Ellen Delaney
Karen Hyers
Bill Mack
Genni Steele
Sharon Stenglein

District 5:

Liz Aram
Anne Bartel
Rose Chu
Paul Dillenberger
Herbert Ellis
Kristin Johnson
Mary Moreira
Nancy Nutting
Claude Paradis
Sara Van Der Werf

District 6:

Denise Anderson
Mary Bejblik
Bill Eppright
Bonnie Hagelberger
Michele Luke
Deborah Rykken

District 7:

Jody Brasel
Lisa Conzemius
Gerald Doebbert
Terry Hewitt
Mary Kennedy
RaNea Nelson
Lisa Pikop
Jane Reck
Carol Ressink
Glen Richgels
Craig Rypkema
Linda Zsedeny

District 8:

Patti Bambenek
Karen Ekgren-Lodir
Mary Jo Furtman
Alice Guckin
Don Kuusinen
Joel Lofstrom
Joanne Luhtala
Tom Maloney
Cathy Priest
Sue Waller
Kay Wohlhuter

We are saddened by the passing of Viola Halvorson on 10/25/00
at the age of 89.

Where's Martha? Check out the MCTM Web Site.

**Albert Einstein
Fellowship:
Where
Classroom
Practice Informs
Policy**

Apply to spend a year in our nation's capital as an Albert Einstein Distinguished Educator Fellow, an opportunity for elementary and secondary science and math teachers, enacted by Congress and funded by the Department of Energy – Office of Science, with participation from NASA and the National Science Foundation. Minimum qualifications include: five years of classroom experience, currently teaching full time, US citizenship, and a letter of support from a current administrator. Selection is based on excellence in K-12 mathematics or science teaching, demonstrated leadership, communication and interpersonal skills. The application process description of this program and an on-line application can be found at the following web site: <http://www.scied.science.doe.gov/einstein/>. Additional information about the program can be found at <http://www.triangle-coalition.org/ein.htm>.

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Election Issue Ballot Included
Ballot must be returned by December 22, 2000

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