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# PCLM NEWSLETTER

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Leaders in Mathematics Education

February 2011

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## PENNSYLVANIA COUNCIL OF LEADERS OF MATHEMATICS

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### PRESIDENT'S MESSAGE

#### *From the President*

- Janie Zimmer

Imagine a school or a school district where every teacher, administrator, parent, and student believed –*really believed* – that every student could learn high levels of mathematics, and they acted on that belief. What would that school or district look like?

As leaders in mathematics education, when we visit and work with schools and districts in Pennsylvania and elsewhere, we see many schools and districts where such a belief is evident in speech and in the practices that are found in the district, schools, and classrooms. We may see teachers working in collaborative groups focusing on grade-level or course standards and objectives, working together, unit-by-unit to select big ideas and projects on which to focus. These collaborative teams build common unit assessments and analyze student

**Please check the date on the mailing label of the newsletter. If the date is 2011 (11) or earlier, it is time to renew your membership. Save money by renewing for three years. If each of us signs up a new member, our membership will double!**

work, assessing where students have high achievement, and where students have misunderstandings. As a team, they decide how to weave the re-teaching of the gaps into the ongoing work of the next unit.

In schools that believe that all students can learn high levels of mathematics, we will most likely see high levels of inclusion of struggling and special education students into regular mathematics classes. In these classes we will see grouping of students with in-class support, as well as out-of-class support, as

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needed. This out-of-class support might mean a second math support class for a struggling student. Such a class could include a review of the enabling skills needed to be successful in the regular class, or a review of skills from the regular class, or a pre-teaching of new skills to be taught in the regular class.

In his book *Whatever It Takes*, Rick DuFour describes Adlai Stevenson's commitment to identify struggling students as soon as they start to fall behind. DeFour explains a process of contacting parents and first inviting students to attend extra help classes, then requiring students to attend additional classes. He recommends assigning a teacher mentor who will stick with a student so that it is easier for the student to do the work than it is for him or her to have all of the "support" and to continue to fall behind.

In one Maryland school that has a robust community partnership program, the school district made a partnership with a large townhouse complex and had the complex donate the use of a townhouse as a community after-school study center. With other grants and partnerships, they were able to furnish the townhouse and provide teachers to assist students in their home setting for tutoring and homework help.

When we believe that all students can learn high levels of mathematics – with support, if needed – we will be very creative in finding ways to make them be successful.

On the other hand, as we look at some of our Pennsylvania schools and districts, we still see schools and districts that say that they believe that all students can learn mathematics, but that belief has many qualifiers. . . . They can learn high levels of mathematics . . . if they are prepared . . . if they always pay attention in class . . . if they always do their homework . . . if they have support at home . . . if they *really* want to do the math . . . if they voluntarily

come back to the after-school coach classes that we may offer if they request them – it's *their* responsibility. Our students are all very different, and, as the professional teachers, it is our responsibility to make sure that we have done everything that we can do to take each student as far as he or she can go in mathematics.

We are far beyond the days of the college prep classes and the general math and vocational classes. Just to graduate in Pennsylvania, students will be required to pass two mathematics Keystone Exams: Algebra I, and either Geometry or Algebra II. Many students will not graduate if we continue to sort and select students for classes that put our struggling students in low-level homogeneous classes.

As a caveat, I must say that I strongly support above-level classes for gifted students, and I am a strong advocate for Algebra and Geometry classes in grades 7 and 8. We need also to support and encourage the needs of our gifted students.

As PCLM, we are the leaders in mathematics education in Pennsylvania. We cannot wait until students are in high school to begin their goals towards learning higher levels of mathematics. We need to help to encourage teachers and administrators in schools and districts at every level, K-12, to believe that *every* student can learn math – and to assure that *every student*, K-12, if at all possible, is minimally in a regular on-grade-level mathematics class – with support, if needed, to be successful. . . . and to do whatever it takes to put that belief into practice.

*Janie Zimmer*

[zimmer@rbed.us](mailto:zimmer@rbed.us)



*From the Editor*

- **Cathy Schloemer**

Happy 2011! I hope you are celebrating the joys of Pennsylvania’s snowy winter – or maybe just appreciating the view from indoors as you toast yourself by the fire and drink hot chocolate.

I also wonder if you are having fun with this season of unusual numerical dates. Did you celebrate so-called “Powers of Ten Day,” 10/10/10? (See electronic resources for more ways to enjoy the wonders of Powers of Ten.) Also, how about 1/1/11, 1/11/11, or even 12/11/10? One colleague shared with me that it will be a LONG time (how long will it be?) before we have a date of the form 12/11/10 again!

Gen Batisto has asked me an interesting question: namely, are there any readers out there who would be willing to share a note about how you have used information listed in a newsletter? In each issue, I attempt to include useful resources and “snippets” that I hope will enhance your knowledge of pertinent topics or your practice in classrooms. How do people actually use this information?

Finally, thank you again, faithful proofreader Chris Czapleski, for continuing to review this newsletter. I think this is our 17<sup>th</sup> issue together. Please don’t resign from this job before I do, Chris!

Remember, this is your newsletter. What would you like us to share? Please send correspondence to me at

Cathy G. Schloemer  
[cschloemer@iasd.cc](mailto:cschloemer@iasd.cc)



**PCSM EMPHASIZES LEADERSHIP WITH NEW NAME AT 2010 FALL CONFERENCE:**

**PCLM – Pennsylvania Council of LEADERS of Mathematics**

**by Janie Zimmer**

PCSM members took a very bold step at the 2010 fall conference when they changed their name from the Pennsylvania Council of Supervisors of Mathematics (PCSM) to the *Pennsylvania Council of Leaders of Mathematics (PCLM)*. In 1977, when PCSM was organized, the leaders in Mathematics Education were the supervisors - but that is not the case today. Today's leaders wear many hats . . . coaches, department chairs, team leaders, curriculum coordinators - and many other leaders who are leaders by influence, not by title. PCSM has sought to serve all of these leaders; however, many in these alternative positions have not identified with the title of “supervisor.”

PCSM has struggled for several years over this issue - and during the past year members have had a robust discussion and even considered the question: If we changed our name, what name should we have? Many interesting ideas were submitted, and this past fall all members had the opportunity to vote on three possibilities: the Pennsylvania Council of Supervisors of Mathematics (PCSM), the Pennsylvania Council of Leaders of Mathematics (PCLM), the Pennsylvania Council of Supervisors and Leaders of Mathematics (PCSLM). The result of the voting is shown below.

	<b>1<sup>st</sup> Choice</b>	<b>2<sup>nd</sup> Choice</b>	<b>1<sup>st</sup> or 2<sup>nd</sup> Choice</b>
<b>PCSM</b>	<b>15.0%</b>	<b>30.9%</b>	<b>45.9%</b>
<b>PCLM</b>	<b>52.5%</b>	<b>38.3%</b>	<b>90.8%</b>
<b>PCSLM</b>	<b>32.5%</b>	<b>30.8%</b>	<b>63.3%</b>
<b>TOTAL</b>	<b>100.0%</b>	<b>99.0%</b>	

Based on members' voting, as of the 2010, 33<sup>rd</sup> Annual Meeting, PCSM is now known as PCLM – The Pennsylvania Council of leaders of Mathematics.

PCLM will continue its affiliation with NCTM, under the same charter established by PCSM.

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**TOP SPEAKERS AND RELEVANT TOPICS MAKE 2010 ANNUAL CONFERENCE A GREAT SUCCESS**

by Janie Zimmer

THANKS to all of you who joined us at the PCSM-PCLM Annual Meeting in Camp Hill, PA in November – and mucho thanks to all who helped out to make things run so smoothly. The program was dynamic, and this was the first year that we had the added attraction of inviting members to bring another Pennsylvania leader in mathematics education to our meeting.

At the conference, NCTM immediate Past-President, Henry “Hank” Kepner led a dynamic interactive session on comparing the *Curriculum Core State Standards (CCSS)* with NCTM’s *Principles and Standards for School Mathematics (PSSM)*. Hank shared examples of similarities and differences and of what real examples might look like – involving participants in mathematics that students might be required to know and be able to do. Another former NCTM Past-President, Francis “Skip” Fennell led a robust discussion of the national movement on Mathematics Specialists – what they are, what they might do, and what type of training they might receive.

Jim Bohan, gave an inside look at Pennsylvania’s SAS developments and the plans to link the SAS with the national Core Curriculum State Standards. Jim also discussed Pennsylvania’s high school Keystone Exams,

emphasizing the need for teachers to be instructing at levels higher than just basic facts and memorization. Jim noted that analysis, reasoning, developing a plan with complexity . . . teaching to level three of Webb’s Depth of Knowledge is critical for students to be successful on the Keystone Exams.

Thursday morning’s panel, masterfully led by Genevieve Battisto, focused on the Pennsylvania Institute for Instructional Coaching, and gave participants much information on how the institute worked and how the coaches supported teachers in order to increase student achievement.

Throughout this conference one of the most valuable assets was the frequent opportunity for participants to interact with speakers and with each other. All of these sessions are extremely valuable for the work that we do.

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**AWARDS AT THE PCSM 33<sup>RD</sup> ANNUAL MEETING**

The 33<sup>rd</sup> Annual Meeting of PCSM was historic in that the organization’s name was officially changed to PCLM. As a result, awards bearing the PCSM name were presented for the last time. The initial members of an organization are often called charter members. Shall we call the final recipients of PCSM awards the baccalaureate awardees?

In any case, awards were conferred upon three very worthy recipients. Receiving the award for Outstanding Contributions to Mathematics Supervision was Carolyn Marchetti. Anyone active in mathematics education in Pennsylvania

is aware of Carolyn's effective leadership at PDE in collaborating with then mathematics advisor, Frank Marburger, in helping districts interpret and implement the PA math standards and connect the standards, anchors and eligible content into a structure for curriculum development. Carolyn has led the mathematics programs in Abington and Phoenixville School Districts and has advanced to the role of Curriculum Specialist at the Berks County IU 14.

With the increasing flow of information from state and national sources, the life blood of any organization lies in efficient and effective modes of communication. PCLM is well positioned to meet the challenge with the outstanding work of the other two awardees. Carol Buckley, an Extension Teacher at Eisenhower Elementary School in the Gettysburg Area School District, has taken on the awesome task of completing and maintaining the PCLM website. Originally, Carol was asked to be a liaison between PCLM and the webmaster hired to design the site; however when that individual moved on to other pursuits, Carol climbed the learning curve and completed the job. For her dedicated work in keeping us all on-line with PCLM Carol received the award for Outstanding Contributions to PCSM.

PCLM members will easily recognize the awardee for Distinguished Service to PCSM; she is the person who for many years has kept us all up to date with the publication of the PCSM Newsletter. Within the last two years, Cathy Schloemer, has taken the newsletter from a strictly print medium to an electronic version as well. In addition to routine organization

news, Cathy fills the newsletter with a wealth of resources of interest and value to mathematics leaders. The hot links provided in the electronic version make it simple and speedy to investigate a multitude of useful sites. Cathy exhibits admirable patience as she needs to gently prod some tardy contributors. Her day job is that of mathematics teacher and curriculum committee chair at Indiana Area Senior High School.

Since next year's class will be PCLM awardees, a number of issues need to be considered and a committee will be making recommendations to the PCLM Board, but opinions from members are highly valued. PCSM, since its founding, has given the Supervisor Hall of Fame Award when recipients have been nominated. In addition to an individual plaque, there is a plaque bearing name plates of all recipients. Shall we retire that plaque and begin a new PCLM Hall of Fame or do we value the continuity and keep adding names with a notation of the name change? Any member who has ideas about how the name change may affect awards and wishes to provide input to the committee is welcome to contact Gen Battisto, awards chair ( [genb@ptd.net](mailto:genb@ptd.net) ) or committee members Carolyn Marchetti ( [carolyn1989@comcast.net](mailto:carolyn1989@comcast.net) ) or Hank Field ( [hfield36@comcast.net](mailto:hfield36@comcast.net) ).



## ***Building Our Mathematics Education Leadership Community***

[Reprinted with permission of the author, NCSM President Diane J. Briars, from the Winter 2010-11 edition of the NCSM Newsletter, Volume 41, Number 2 – Read the entire article at <http://ncsmonline.org/docs/resources/newsletters/NCSMNewsletterVol41Num2.pdf> .]

***This fall, while attending the three NCSM fall leadership seminars and the associated NCTM regional conferences, I was struck once again by how many mathematics education leaders—district leaders, department chairs, mathematics coaches, elementary mathematics specialists, school administrators—had never heard of NCSM, much less were NCSM members.***

This raises the question, what are we doing as mathematics education leaders to identify, nurture, and mentor emerging leaders? What are we doing to build our capacity to provide professional learning and support teachers? In particular, what are we doing to reach out to those in leadership positions who might not consider themselves “leaders”—such as elementary mathematics specialists, grade level or course team leaders, mathematics coaches, department chairs, or classroom teachers who lead through their knowledge, performance, and influence?

NCSM is working hard to reach out to provide resources and professional learning experiences to support leaders in various positions. We could, however, use your help in making the

new and experienced leaders that you work with aware of NCSM and the resources and opportunities available, e.g., newsletters, journals, position papers, *PRIME Leadership Framework*, conferences, seminars, and academies. Have the leaders you work with read the latest NCSM position papers? Are they familiar with *PRIME*? Have they visited the NCSM Website and listened to a podcast from a previous annual conference?

[PCLM faces similar challenges. *Ed.*]

### **Snippets: News You Can Use**

- (1) **Brightest Boys Outnumber Brightest Girls**  
**Source:** Science News, Wednesday, July 7, 2010

In case you did not know, among the very brightest students in math and science, boys still outnumber girls, 3 to 1. The gap has narrowed greatly in recent years but continues to exist.

**URL:**

<http://www.sciencedaily.com/releases/2010/07/100706113210.htm> ; or see, also, [http://www.tip.duke.edu/about/news/2010/research\\_pr.html](http://www.tip.duke.edu/about/news/2010/research_pr.html)

- (2) **NCTM Releases New Resource**

The National Council of Teachers of Mathematics (NCTM) has released [\*Focus in High School Mathematics: Reasoning and Sense Making in Geometry\*](#), a companion book to the best-selling [\*Focus in High School Mathematics: Reasoning and Sense Making\*](#)

Click here or go to

<http://www.nctm.org/catalog/product.aspx?id=13525> to check it out!

(3) **Teacher Bashing and Student Fixing**

In recent months the media has produced a flood of articles, some abandoning hope for the future of U.S. public schools and other proclaiming that, while our performance on international tests looks mediocre, teachers are not the place to lay the blame. A few particularly pithy articles include:

- From the Washington Post [The Answer Sheet blog], Tuesday, October 12, 2010. See

<http://voices.washingtonpost.com/answer-sheet/guest-bloggers/manifesto-should-be-resignatio.html>.

which enumerates some of the most commonly recommended fixes for school woes and lists research which indicate that the “fixes” will not work.

- From Education Week [American Education's Newspaper of Record], Wednesday, October 6, 2010, p. 6. See [http://blogs.edweek.org/edweek/Bridging-Differences/2010/09/merit\\_pay\\_fails\\_another\\_tst.html](http://blogs.edweek.org/edweek/Bridging-Differences/2010/09/merit_pay_fails_another_tst.html)

which examines the “merits” of merit pay.

- From The New York Review of Books. November 11, 2010, Volume 57, No. 17. See <http://www.nybooks.com/articles/archives/2010/nov/11/myth-charter-schools/?pagination=false>

Diane Ravitch provides a scathing and incisive response to *Waiting for Superman*, the recent movie promoting charter schools as the salvation of American education.

- (And, in more detail from Diane Ravitch) [http://blogs.edweek.org/edweek/Bridging-Differences/2010/10/are\\_charters\\_the\\_silver\\_bullet.html](http://blogs.edweek.org/edweek/Bridging-Differences/2010/10/are_charters_the_silver_bullet.html)

- From Daily Kos, Thursday, December 30, 2010. Another response to *Waiting for Superman*, the article provides a rationale for why public schools “must” fail.

**URL:**  
<http://www.dailykos.com/story/2010/12/30/932057/-Waiting-For-SuperFraud>

(4) **Obama’s Goal: Recruit 10,000 STEM Teachers Over Next Two Years**

**Source:** The White House

The President’s ultimate goal is to recruit a total of 100,000 STEM teachers over the next ten years. Which of your students will you encourage for these important positions?

**URL (PR):** <http://www.whitehouse.gov/the-press-office/2010/09/27/president-obama-announces-goal-recruiting-10000-stem-teachers-over-next->

(5) **Babies Learn from Number Talk**

**Source:** National Science Foundation

Even before preschool, children learn number concepts from having their parents spend time talking about numbers.

**URL:**  
[http://www.nsf.gov/news/news\\_summ.jsp?cntn\\_id=117953&org=NSF&preview=false](http://www.nsf.gov/news/news_summ.jsp?cntn_id=117953&org=NSF&preview=false)

(6) **PISA**

- **Source:** NCTM

Talking points

**URL:**  
[http://www.nctm.org/uploadedFiles/Research\\_Issues\\_and\\_News/Temporary\\_News\\_Release\\_s/PISA\\_Talking\\_Points\(1\).pdf](http://www.nctm.org/uploadedFiles/Research_Issues_and_News/Temporary_News_Release_s/PISA_Talking_Points(1).pdf)

- **Source:** The New York Times, Tuesday, December 7, 2010, p. A1.

Shanghai students display stunning performance.

**URL:**  
<http://www.nytimes.com/2010/12/07/education/07education.html>

- **Source:** Education Week [American Education's Newspaper of Record], Tuesday, December 14, 2010.

Which system is the best system? Shanghai's? Finland's? The United States'? How do we create excellent education?

**URL:**

[http://blogs.edweek.org/edweek/Bridging-Differences/2010/12/the\\_real\\_lessons\\_of\\_pisa.html](http://blogs.edweek.org/edweek/Bridging-Differences/2010/12/the_real_lessons_of_pisa.html)

- **Source:** The Principal Difference - Bridging Research and Policy to Practice for School

Leaders, National Association of Secondary School Principals.

Mel Riddle argues persuasively that poverty rather than stupidity is the cause of less than stellar U.S. PISA scores.

**URL:**

[http://nasspblogs.org/principaldifference/2010/12/pisa\\_its\\_poverty\\_not\\_stupid\\_1.html](http://nasspblogs.org/principaldifference/2010/12/pisa_its_poverty_not_stupid_1.html)

## **Upcoming Conferences and Events:**

### **PCTM 60<sup>th</sup> Annual Conference**

November 9-11, 2011

Penn Stater Conference Center, State College, PA

More info at <http://www.pctm2.org/2011/>

### **NCTM Annual in Indianapolis**

#### **2011 Research Pre-session**

(and NCSM Annual Conference)

April 11–13, 2011

Indianapolis, Indiana

#### **2011 Annual Meeting and Exposition**

April 13–16, 2011

Indianapolis, Indiana

Click on the links in the electronic newsletter, or find details at <http://nctm.org/>

## **MARK YOUR CALENDARS FOR THE PCLM FALL CONFERENCE NOVEMBER 9-10, 2011**

Mark your calendars now for the 2011 PCLM fall conference to be held at the **Penn Stater**, State College, PA on November 9-10, 2011. We will begin with lunch on Wednesday, November 9 and conclude with a breakfast session on Thursday, November 10. Speakers will include Douglas Clements of SUNY University at Buffalo. Dr. Clements is on the Core Curriculum State Standards (CCSS) commission and will update us regarding the CCSS direction and national progress. Presenting also will be Rich Maraschiello of PDE bringing us the latest and greatest on the Pennsylvania Keystone exams. A presenter from the national CCSS assessment team will be identified in early spring to discuss with us the progress and direction of the nation's CCSS assessments that are now being developed. Jim Bohan will update us on SAS, including the progress on integrating the PA Standards and the Core Curriculum State Standards. Thursday morning's session is yet to be locked in.

This is a dynamic opportunity for PCLM members to share what they are doing with other PCLM members, as well as to gather additional first-hand information on what is happening nationally, as well as locally. Once again, we will encourage PCLM members to invite another colleague who is a mathematics leader in Pennsylvania to join us for this informational opportunity.

Mark your calendars now to join your colleagues for a networking opportunity, and an opportunity to share insights and questions on the above topics.

If you have any questions or would like further information, please contact Janie Zimmer at [zimmer@rbed.us](mailto:zimmer@rbed.us)

**NCSM Annual Conference**

April 11–13, 2011  
Indianapolis, Indiana

More info at <http://mathedleadership.org/>

**NCSM Summer Leadership Academy**

Mathematics Leadership At Work: Moving the  
CCSS Standards for Mathematical Practice from  
Vision to Action

June 21-23, 2011

Atlanta, GA

For K-16 mathematics education leaders - teams

and individuals

<http://ncsmonline.org/events/webinars.html>

**Free Webinars on the Common Core State Standards**

**From:** National Council of Supervisors of  
Mathematics (NCSM)

**URL:**

<http://ncsmonline.org/events/webinars.html>

On November 30, the National Council of Supervisors of Mathematics (NCSM) presented a Webinar entitled "Getting Started with the Common Core State Standards (CCSS): First Steps for Mathematics Education Leaders." NCSM will present a follow-up Webinar on February 23, 2011 (12:30-1:30 p.m. PST) entitled "Deeper Dive into the Common Core State Standards: Focus on the Standards for Mathematical Practice."

Webinar presenters are Diane Briars, President of NCSM, and Suzanne Mitchell, President Elect of NCSM.

A video of November's Webinar is now

available for online viewing at

<http://tinyurl.com/25o3vm4>

NCSM's Webinar page contains links to the following documents:

1. Common Core State Standards for Mathematics (expanded version):

<http://tinyurl.com/27yrvq7>

2. Common Core State Standards for Mathematics Appendix A: Designing High School Mathematics Courses based on the Common Core State Standards (model course pathways): <http://tinyurl.com/27jdsnv>

**Source:** *COMET*, Vol. 11, No. 27 - 13  
December 2010

**NCTM Reasoning and Sense Making**

If you are a high school mathematics teacher, math coach, or educational leader, you will benefit from NCTM's new Interactive Institute on High School Mathematics, **Infusing the Classroom with Reasoning and Sense Making**. This innovative event has been designed to give you strategies for creating a high school classroom rich in reasoning and sense making. The Interactive Institute will be held in Orlando, **July 28–30, 2011**. Registration opens in January. Space is limited. Learn more about this new program at [www.nctm.org/reasoning](http://www.nctm.org/reasoning).

## ICME 12 to be Held in Seoul, South Korea in 2012

by Janie Zimmer

The 12<sup>th</sup> International Congress on Mathematical Education will be held in Seoul, South Korea on July 8-15, 2012. The International Congress on Mathematical Education (ICME) is held every four years under the auspices of the International Commission on Mathematical Instruction (ICMI). This conference is, however, planned and organized by separate committees, which operate independently of the ICMI. The aim of the Congress is to present the current states and trends in mathematics education research and in the practice of mathematics teaching at all levels.

The Congress will gather a broad spectrum of participants, such as researchers in mathematics education, teacher trainers, practicing teachers, mathematicians, and others interested in mathematics education.

The current international conference program committee is striving to design a rich program that is a varied and multi-faceted scientific program for the Congress, with the aim of attracting and addressing the entire community of researchers and practitioners in mathematics education from all over the world. Throughout the week, in addition to week-long exhibitions, there will be plenary lectures and panels, national presentations from selected countries, reports of survey teams, topic study groups, discussion groups, workshops, sharing experiences, poster exhibitions and round tables.

The United States has been invited to do a national presentation, and all the committee is

currently seeking submissions and proposals for ICME 12. In addition, there will be a U.S. Delegation that will support up to 60 teachers to attend this conference. More information may be found at [http://www.icme12.org/eng/sub\\_intro.html](http://www.icme12.org/eng/sub_intro.html).

## ELECTRONIC RESOURCES

### NCTM Guide to the Common Core State Standards

<http://www.nctm.org/mih>

The National Council of Teachers of Mathematics (NCTM) has just published a guide to interpreting and implementing the Common Core State Standards for Mathematics (CCSSM). *Making It Happen*, sold as an eBook with or without executive summary, helps teachers, teacher leaders, and supervisors make sense of CCSSM and implement the vision that it shares with NCTM.

**Source:** Math Forum Internet News No. 16.2 (14 Jan 11)

### Dynamic Paper

Need a special shape or a particular figure and cannot draw it? Try <http://illuminations.nctm.org/ActivityDetail.aspx?ID=205>

NCTM has provided this tool for making the perfect grid, number line, shape. No one will know your secret!

### Who Inspired You?

In these days of teacher bashing, consider taking a moment to refresh yourself by viewing this video in which the President's Council of Advisors on Science and Technology identify those who inspired them. For so many of these people, as with so many of us as educators, "there was this teacher...."

<http://www.whitehouse.gov/blog/2010/09/16/who-inspired-you>

### Teaching Fractions

Janie Zimmer shared this information:

The **What Works Clearinghouse** has released their newest Practice Guide on "*Developing Effective Fractions Instruction for K-8th Grade.*" Check out the document at:

[http://ies.ed.gov/ncee/wwc/pdf/practiceguides/fractions\\_pg\\_093010.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/fractions_pg_093010.pdf) Authors include Robert Siegler (Chair), Skip Fennell, Thomas Carpenter, David Geary, James Lewis, Yokari Okamoto, Laurie Thompson, & Jonathan Wray. The document is especially useful for elementary and middle level mathematics content and methods courses.

### Powers of Ten

To help your students understand powers of 10, consider showing the 9-minute video available on YouTube at <http://www.youtube.com/watch?v=0fKBhvDjuy0>

This powerful video played at the Smithsonian Air and Space Museum for years, and in 1998, the Library of Congress selected it for the National Film Registry, one of the 25 films of great cultural value chosen each year. A Powers of Ten box kit is available at [www.eamesoffice.com](http://www.eamesoffice.com), and you can even see a Powers of Ten concert at <http://www.usasciencefestival.org/powersoftent>

### Interest Girls in STEM Careers

Visit

<http://www.stemcollaboration.org/documents/EMOandREPORTofJuly19thCollaborationSept26-2010.pdf>

for specific strategies to encourage girls into STEM professions.

### Mangahigh

<http://www.mangahigh.com/>

Mangahigh's free games for learning algebra, shape, and numbers include

- Algebra Meltdown (functions)
- Transtar (transformations, reflections, dilations)
- BIDMAS Blaster (order of operations)
- Ice Ice Maybe (estimation)

This games-based learning site also offers Prodigy, a free catalog of math lessons and quizzes that dynamically adapt in difficulty. Just click the button for a math topic and check the boxes for grade levels to filter from among

Prodigi's more than 40,000 math questions with hints and solutions:

[http://www.mangahigh.com/en\\_us/lessons/finding](http://www.mangahigh.com/en_us/lessons/finding)

With an objective of "creating playable math rather than games as reward," Mangahigh does not require any registration. By registering for a free basic package, however, you enjoy access to an assignment-setting functionality and a suite of formative assessment tools.

**Source:** Math Forum Internet News No. 15.47 (19 Nov 10)

### SimpsonsMath.com

<http://simpsonsmath.com/>

The animated sitcom *The Simpsons* "contains over a hundred instances of mathematics, many designed to expose and poke fun at innumeracy," which make it "an ideal source of fun ways to introduce important concepts to students, and to reduce math anxiety and motivate students." Drawing on episodes from the TV show, Professors Sarah J. Greenwald, of Appalachian State University (Boone, NC), and Andrew Nestler, of Santa Monica College (Santa Monica, CA), have made activity sheets and discussion prompts about

- the Pythagorean Theorem, two- and three-dimensional geometry, and other topics in geometry and topology
- pi, Fermat's Last Theorem, and other topics in arithmetic and number theory
- freefall, derivatives, and more calculus
- the probability of lotteries

Greenwald and Nestler also provide a "Guide to Mathematics and Mathematicians on *The Simpsons*" and a transcript of their 15-minute presentation, "*r dr r*: Engaging Students with Significant Mathematical Content from *The Simpsons*."

**Source:** Math Forum Internet News No. 15.48 (26 Nov 10)

### Best Evidence Encyclopedia

<http://www.bestevidence.org/>

The Best Evidence Encyclopedia (BEE) rates and summarizes reviews of math programs such as

- The University of Chicago School Mathematics Project (UCSMP)
- Everyday Mathematics
- Connected Mathematics
- Saxon Math
- I Can Learn
- Jostens/Compass Learning
- SuccessMaker
- Accelerated Math

Created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education, with funding from the U.S. Department of Education's Institute of Education Sciences, BEE also provides the full text of each review.

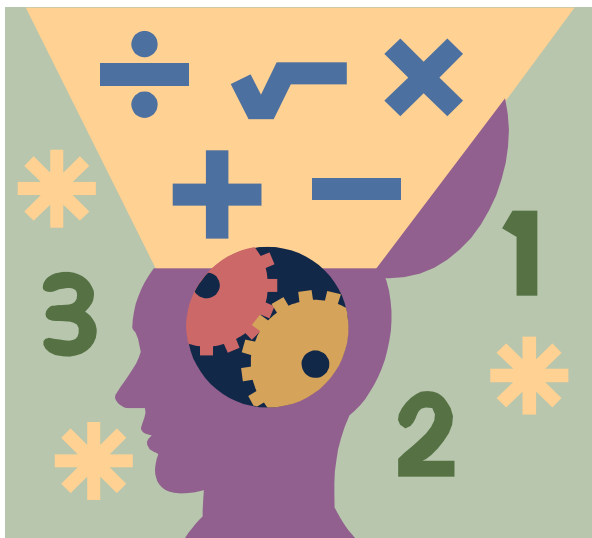
**Source:** Math Forum Internet News No. 15.51 (17 Dec 10)

We are proud to announce the re-launch of [www.MathematicallySane.com](http://www.MathematicallySane.com) with a fresh new look and lots of new content.

www.MathematicallySane.com was created to provide insights into the reform of mathematics teaching in the schools by making a compelling case that changes in our nation's mathematics programs are imperative for our students' future success and for the economic health of our nation. The mission of www.MathematicallySane.com is to advocate - broadly and persuasively - for the rational reform of school mathematics.

We invite those interested in this mission to visit [www.MathematicallySane.com](http://www.MathematicallySane.com) . We are also looking for additional resources that may be useful for others; please send us your favorites at [submit@mathematicallysane.com](mailto:submit@mathematicallysane.com) !

**Source:** Email from Jerry Becker 1/7/11



**THANKS TO THE SPONSORS OF THE 2010 PCSM-PCLM CONFERENCE**

Many thanks to the sponsors who supported PCSM-PCLM at the 2010 Conference. These include the following:

- **EAI Education** provided tote bags
- **Educators Outlet** provided breakfast on Thursday
- **ETA/Cuisenaire** provided sample manipulatives
- **Houghton Mifflin Harcourt and Holt McDougal** provided our afternoon break and tote bags
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