

Texas Mathematics Teacher

Volume LVI Issue 1 Spring 2009

Find the Mathematics...



in a backyard! see page 22

Vote!

2009 Ballot Enclosed
see page 29

Check out CAMT Featured
Speakers see page 17

Find scholarship and award
forms at www.tctmonline.net

Texas Council of Teachers of Mathematics Executive Board 2008 - 2009

President (2010)

Paul Gray
11902 Ashcroft Dr.
Houston, TX 77035
pgray73@sbcglobal.net

VP-Elementary (2009)

Janet Vela
7145 West Tidwell
Houston, TX 77092
jvela@esc4.net

VP-Secondary (2010)

Sheryl Roehl
129 Eddie St.
Victoria, TX 77905
sheryl.roehl@tamucc.edu

Past President (2008)

Jo Ann Wheeler
7145 West Tidwell
Houston, TX 77092
jwheeler@esc4.net

Secretary (2010)

Linda Shaub
1111 Highland Hills Dr
Marble Falls, TX 78654
lshaub@austin.utexas.edu

Treasurer (2009)

Rebecca Ontiveros
1213 Meadowview Dr.
El Paso, TX 79925
rontiveros@esc19.net

NW Co-Regional Directors (2010)

Nita Keesee
4234 CR 355
Abilene, TX 79601
nita.keesee@abileneisd.org

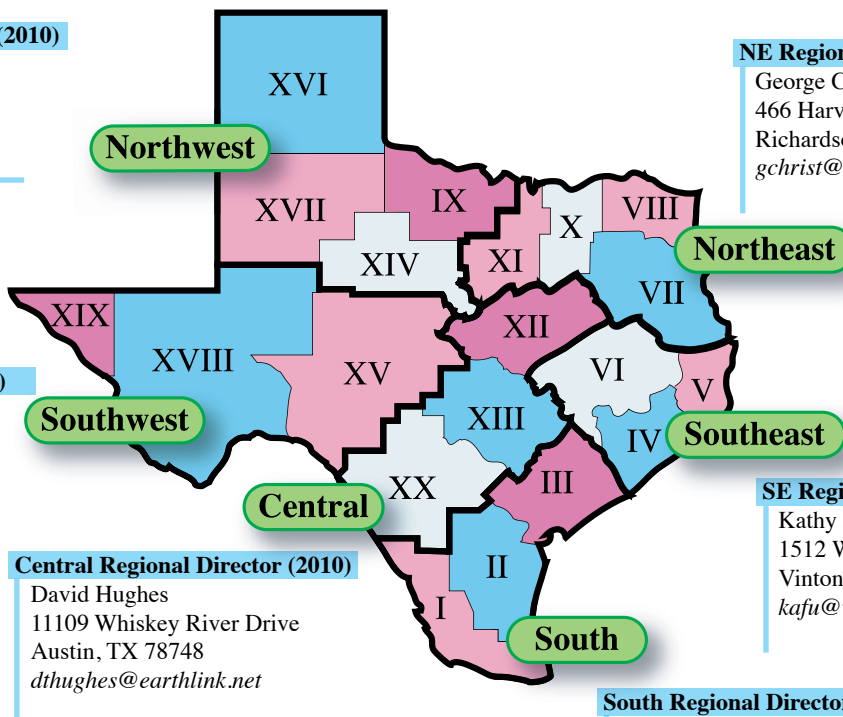
Leslie Patrick
301 Loop 11
Wichita Falls, TX 76306
leslie.patrick@esc9.net

NE Regional Director (2010)

George Christ
466 Harvest Glen
Richardson, TX 75081
gchrist@mckinneysd.net

SW Regional Director (2009)

Rita Tellez
1616 Bob Murphy
El Paso, TX 79936
rtellez1@yisd.net



Central Regional Director (2010)

David Hughes
11109 Whiskey River Drive
Austin, TX 78748
dthughes@earthlink.net

SE Regional Director (2007)

Kathy Fuqua
1512 West St.
Vinton, LA 70668
kafu@woccisd.net

South Regional Director (2009)

Barba Patton
498 Springwood
Victoria, TX 77905
pattonb@uhv.edu

CAMT Board Rep [2009]

Scott A. Fay
5901 Edmond Dr Apt 228
Waco, TX 76710
nala2518@netzero.net

CAMT Board Rep [2010]

Cynthia L. Schneider
2901 N. IH-35 Suite 2.200
Austin, TX 78722
cschneider@mail.utexas.edu

CAMT Board Rep [2011]

Paul Gray
11902 Ashcroft Dr.
Houston, TX 77035
pgray73@sbcglobal.net

NCTM Rep [2009]

Candy George
7145 West Tidwell Road
Houston, TX 77092
cgeorge@esc4.net

Journal Editor [2008]

Cynthia L. Schneider
2901 N. IH-35 Suite 2.200
Austin, TX 78722
cschneider@mail.utexas.edu

Director of Publications [2008]

Mary Alice Hatchett
20172 W. Lake Pkwy.
Georgetown, TX 78628-9512
mahat@earthlink.net

Parliamentarian [2008]

Nancy Trapp
15609 Brandt SR.
Raymondville, TX 78580
ntrap@vtxb.com

Government Relations Rep [2008]

Cynthia L. Schneider
2901 N. IH-35 Suite 2.200
Austin, TX 78722
cschneider@mail.utexas.edu

NCTM ASC Representative for the Southern 2 Region

Cynthia L. Schneider
2901 N. IH-35 Suite 2.200
Austin, TX 78722
cschneider@mail.utexas.edu

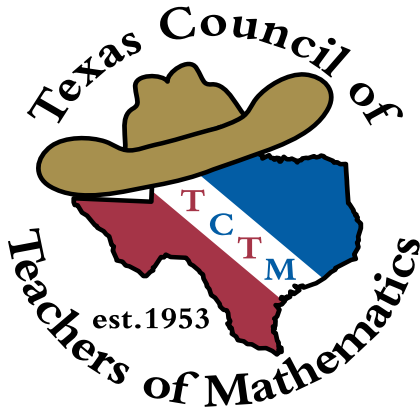
TEA Liaison

Erika Pierce
1701 N. Congress Ave.
Austin, TX 78701
Erika.Pierce@tea.state.tx.us

Elected Offices (Voting Members)

Appointed Offices

Liaisons



Texas Mathematics Teacher

A PUBLICATION OF THE TEXAS COUNCIL OF TEACHERS OF MATHEMATICS

Volume LVI Issue 1

Spring 2009

Article

The Power of Paper-Folding Tasks	8
----------------------------------	---

Features

Legislative Update on Advocacy	15
TCTM Leader Spotlight	15
CAMT 2009 Featured Speakers	16
Volunteer for CAMT 2009	16
TCTM Recognition Reception	19
Puzzle Corner	20
Quotes for Thought	22
On the Cover: Find the Mathematics	22
Recommended Readings	23
Voices from the Classroom	24
TCTM Election Candidates	26
TCTM Election Ballot	29

Departments

Map of TCTM Regions	<i>inside front cover</i>
Letter From the President	4
Lone Star News	5
TEA Talks	6
About this Publication	30
TCTM Mission Statement	<i>inside back cover</i>

TCTM Applications

2009 Leadership Awards	15
2009-10 Mathematics Specialist Scholarship	23
2009 CAMTership	23
NCTM Membership	23

All applications (including membership) are now available online at the TCTM website <www.tctmonline.net>.

Editorial Board

Dr. Cynthia L. Schneider	Editor	<i>cschneider@mail.utexas.edu</i>
Geoffrey Potter	Layout	<i>state-monkey@austin.rr.com</i>
Mary Alice Hatchett	Director	<i>mahat@earthlink.net</i>
Dr. James Epperson	Board Member	
Dr. Larry Lesser	Board Member	

Texas Mathematics Teacher (ISSN# 0277-030X), the official journal of the Texas Council of Teachers of Mathematics (TCTM), is published in the fall and spring. Editorial correspondence should be mailed or e-mailed to the editor.

This journal is funded by the Texas Council of Teachers of Mathematics and printed at The University of Texas at Austin, which does not imply endorsement by the University or by the Charles A. Dana Center.

Call For Articles

Texas Mathematics Teacher seeks articles on issues of interest to mathematics educators, especially K-12 classroom teachers in Texas. All readers are encouraged to contribute articles and opinions for any section of the journal.

Manuscripts, including tables and figures, should be typed in Microsoft Word and submitted electronically as an e-mail attachment to the editor with a copy to the director. No author identification should appear on or in the manuscript. A cover letter containing author's name, address, affiliations, phone, e-mail address, and the article's intended audience should be included. After refereeing, authors will be notified of a publication decision.

Teachers are encouraged to submit articles for *Voices From the Classroom*, including inspirational stories, exemplary lessons, or management tools. If submitting a lesson, it should include identification of the appropriate grade level and any prerequisites. Items for *Lone Star News* include, but are not limited to, NCTM affiliated group announcements, advertisements of upcoming professional meetings, and member updates.

Businesses interested in placing an **advertisement** for mathematics materials should contact Mary Alice Hatchett. Advertisements do not imply endorsement by TCTM's board, editorial staff or members.

Deadline for submissions: Fall, July 1 Spring, January 1

Permission is granted to reproduce any part of this publication for instructional use or for inclusion in a Texas NCTM affiliate publication provided that it is duplicated with full credit given to the authors and *Texas Mathematics Teacher*.

Letter from the President



Dear TCTM Members,

As great of a year as 2008 was to me, both personally and professionally, I am so excited to see 2009 roll around. There are some great things happening in the world of Texas mathematics education.

As you may have heard, the Texas Education Agency is unveiling two very important measures of student achievement that are derived from students' TAKS performance. Almost every teacher is aware that students have to reach a "scale score" of 2100 at each grade level in order to meet the minimum performance standard on TAKS. But, an individual student's performance cannot be compared using those numbers from year to year. We cannot tell if a student who scores a 2100 consistently every year on TAKS knows more or less than they did the year before.

Luckily, TEA has developed a new vertical scale score that allows us to track a student's progress from year to year. In addition, TEA will provide schools with information about each student's predicted test performance using the Texas Projection Measure, or TPM. Thus, teachers and parents will have three important measures for each student in their classroom. The vertical scale score will allow teachers and parents to see past student performance, the current scale score will provide teachers and parents a snapshot of current student performance, and the TPM will show teachers and parents what a student's future performance might be. Stay tuned for updates on these important measures and visit the TEA website, www.tea.state.tx.us, for more details.

Isn't 2009 an odd-numbered year? That must mean that the Texas Legislature is in session. In spite of what my high school government teacher said, good things do come from the Legislature. But only if we keep our legislators informed of what our schools and our students need! When was the last time you sent an email or made a phone call to your State Senator or State Representative? What about your State Board of Education member? Congresswoman? TCTM has recently extended our partnership with the Texas Association of Supervisors of Mathematics to continue our

legislative links on our websites with CapWiz (an online advocacy system). Go to www.tctmonline.org and click on members only; the first link under Legislative Action is to this advocacy service. If you enter your address, it will automatically tell you who your legislative representatives are, and you can send them an email on the spot! Our government leaders cannot do their jobs if we don't tell them what we need. I urge everyone to take advantage of this service and get involved.

Have you seen the Lone Star News lately? CAMT only happens once a year, but so many of our local Councils in every corner of the state have local and regional conferences during the fall and spring semesters. There are many coming up this spring, so take a look! There may be a professional learning opportunity near you that is too good to miss.

And speaking of great professional opportunities, mark your calendars right now for CAMT 2009, which will be held from July 15 – 17. I would like to personally invite everyone to attend CAMT, which this year is in my hometown of Houston. Bea Luchin, our 2009 Program Chair, has put together one of the best programs in recent memory. We have many new featured speakers, and there are many special-interest strands of sessions, including classroom technology beyond the graphing calculator, must-see sessions for new teachers, ways to support students with special needs, and sessions for teachers who work with English language learners. Don't forget to stop by the TCTM Booth in the Exhibit Hall and say hello.

We'll see y'all in Houston!

Best wishes for a fabulous spring semester!

Paul Gray
TCTM President 2008-2010

Lone Star News

Affiliate Groups

These are local affiliated groups in Texas. If you are actively involved with them, please send future meeting and conference information to Cynthia Schneider at <cschneider@mail.utexas.edu> so we may publicize your events. Contact information for each group is available on the NCTM website, <www.nctm.org>. Contact information for regional directors is located on the inside front cover.

SOUTHWEST REGION: *Service Centers 15, 18, 19*

Rita Tellez, Regional Director

Greater El Paso CTM

Will hold their annual fall conference on October 17, 2009.
Contact: <gepctm@yahoo.com> or see
<www.math.utep.edu/Faculty/lessler/gepctm.html>

SOUTHEAST REGION: *Service Centers 4, 5, 6*

Kathy Fuqua, Regional Director

Fort Bend CTM

Holds a short meeting in August, a fall mini-conference, a spring mini-conference and an end-of-year banquet to serve the districts of Alief, Fort Bend, Katy, and Stafford. Contact: Alene McClanahan, <alene.mcclanahan@fortbend.k12.tx.us>.

NORTHWEST REGION: *Service Centers 9, 14, 16, 17*

Nita Keesee and Leslie Patrick, Co-Regional Directors

Big Country CTM & Science

Will hold their annual conference in January, 2010. Contact: Leslie Koske, <lkoske@esc14.net> or 325-675-8661.

Texas South Plains CTM

Sixteenth Annual Panhandle Area Mathematics and Science Conference will be held in September 26, 2009, in Canyon, TX. Contact: Gilberto Antunez, <gantunez@mail.wtamu.edu>, or see <www.wtamu.edu/pmsc> for information on 2009.

NORTHEAST REGION: *Service Centers 7, 8, 10, 11*

George Christ, Regional Director

East Texas CTM

For current information contact the president, Robin McClaran, at <robinmc@etbu.edu>.

Red River CTM

The STEAM (Successfully Training Educators As Mathematicians) Conference will be held October 9, 2009, at the campuses of Texas A&M University-Texarkana and Texarkana College. Contact: Debra Walsh, <dwalsh@redwater.esc8.net> or Susie Howdeshell, <showdeshell@pgisd.net> or see <www.tamut.edu/~rrcmath/>.

Greater Dallas CTM

Holds two mathematics contests (W. K. McNabb Mathematics Contests) for students in grades 7 - 12 - one in the fall (early Nov.) and one in the spring (early April). A banquet in May is held for the winners. Contact: Tom Butts, <tbutts@utdallas.edu>.

SOUTH TEXAS REGION: *Service Centers 1, 2, 3*

Barba Patton, Regional Director

Coastal CTM

Will hold their annual conference on June 12, 2009, in Corpus Christi. Contact: Elaine Young, <eyoung@sci.tamucc.edu>, or see <www.cctmonline.org>.

CTM @ Texas A&M University at Corpus Christi (Student Affiliate)

CTM @ Texas A&M University at Kingsville (Student Affiliate)

Rio Grande Valley CTM

The 43rd annual conference will be held on Sunday November 21, 2009, at the University of Texas - Pan American, Edinburg, Texas, from 8:00 to 4:00 p.m. Contact: Nancy Trapp <ntrapp@otxb.com> or see <www.rgvctm.org>.

CENTRAL TEXAS REGION: *Service Centers 12, 13, 20*

David Hughes, Regional Director

Austin Area CTM

The fall conference will be held on October 3, 2009. Contact: Cynthia L. Schneider, <cschneider@mail.utexas.edu>, or see <www.aactm.org>.

Alamo District CTM

Normally holds a fall and spring conference. Contact: Kathy Mittag, <kmittag@utsa.edu>, or see <www.adctm.net>.

Central Texas CTM

CTCTM will hold a fall meeting in 2009, and a spring mini-conference in February 2010, in Waco at the Region 12 Service Center. Contact: Rachele Meyer <Rachele_Meyer@baylor.edu> or see <www.baylor.edu/soe/ctctm>.

STATEWIDE

Texas Association of Supervisors of Mathematics (TASM) meets in the fall and spring in Austin. Membership is required to register for this meeting. For membership and registration information, please see <www.tasmonline.net>.

The Association of Mathematics Teacher Educators of Texas (AMTE-TX) will hold their annual meeting at CAMT 2009. For more information contact the current president Sandi Cooper at <Sandra_Cooper@baylor.edu>.

NATIONAL

National Council of Teachers of Mathematics (NCTM) Annual Meeting and Exposition will be held in San Diego, CA on April 21-24, 2010.

For additional information, refer to the websites listed

Curriculum Updates

○ 2008–2009 Mathematics Requirements

This year's high school juniors and seniors graduate under the required Recommended HS Plan, which includes Algebra I, Geometry, and Algebra II.

This year's high school sophomores are the first class graduating under the required 4 X 4 Recommended HS Plan, which includes Algebra I, Geometry, Algebra II, and a fourth math credit. This math credit can be Mathematical Models with Applications (MMA) if it is taken before Algebra II.

This year's entering high school freshman was the first class affected by SSI 8th grade advancement requirements

This year's sixth graders are the first class to have End of Course (EOC) graduation requirements when they enter high school in 2011-2012.

For more information on the 4 X 4 graduation requirements, there is a FAQ document posted on the TEA Curriculum website at

www.tea.state.tx.us/curriculum/fourbyfour.html.

○ Texas Math and Science Diagnostic System (TMSDS)

The Texas Mathematics and Science Diagnostic System (TMSDS) is managed by The Princeton Review. TMSDS is provided at no cost to Texas school districts and charter schools.

TMSDS is a web-based TEKS-aligned diagnostic assessment system that covers grades 3 – 8 in mathematics and science as well as Algebra I, Geometry, Algebra II, Integrated Physics and Chemistry, Biology, Chemistry, and Physics.

Some new features included in TMSDS are:

- Three pre-configured, TEKS-aligned diagnostics per grade
- 35 TEKS-aligned mini-quizzes per grade
- English and Spanish diagnostics and quizzes
- Online Mathematics skill resources for teachers, students, and parents
- Expanded teacher and administrator reporting
- Classes may be pre-loaded with student names at the district level

All three diagnostics and associated minis have been "Texanized" for both math and science. In order to ensure the best quality item, TEA contracted with The Texas Regional Collaboratives for Mathematics and Science to organize a group of Texas educators to review each math and science item that is contained within a diagnostic or mini and compare them against a Texas educator's interpretation of our TEKS. These Texas educators then edited the items when necessary to ensure a tighter alignment with our TEKS. We proudly refer to these items

as "Texanized" items.

Instructions for enrolling in TMSDS can be found at www.TMSDS.org. Please contact your regional education service center for training opportunities and technical assistance.

○ College Readiness Program

This program was created under Article 5, HB 1. "Public school educators and faculty of institutions of higher learning shall work within subject-specific vertical teams to address high school and college readiness curriculum issues." Vertical teams (VT) of 10 members were created in each core subject area. The teams included two co-chairs (one from public education and one from higher education).

In Phase I of this program, the VT established the college readiness standards (CRS). In Phase II, the charge of the VT was to evaluate whether secondary TEKS prepare students for college-level course work, and to recommend how those TEKS could be aligned to the CRS.

In Phase III, teams will develop instructional strategies to help prepare students for college-level work, and develop minimum standards for curricula, professional development materials, and online support materials.

At the May 2008 State Board of Education (SBOE) meeting, there was a discussion item pertaining to a limited scope review of the secondary math TEKS to incorporate the math CRS. The SBOE submitted nominations for a math TEKS review committee. The charge of this committee was to recommend additions to the secondary math TEKS to address the CRS.

In January 2009 there was a second reading and final adoption of the proposed revised secondary math TEKS that incorporate the CRS. Professional development on these revisions will be developed for summer 2009. The revised TEKS are scheduled for implementation in fall 2009.

For more information about the College Readiness Program, contact Joseph Kulhanek, Director of the College Readiness Program, at Joseph.kulhanek@tea.state.tx.us or see

www.theccb.state.tx.us/CollegeReadiness/Newsletters/Lesser_1_2.pdf

Lesser, L. (2008). Update on Texas College Readiness Standards in Mathematics, P-16 Initiatives [newsletter on college readiness published by the Texas Higher Education Coordinating Board], 1(2), pp.1-2.

○ Texas Virtual School Network (TxVSN)

The Texas Virtual School Network (TxVSN) was authorized by the Texas Legislature in 2007 to provide online courses to students in Texas.

The TxVSN is a supplemental rather than diploma granting program. Online courses will supplement the services the district currently offers students, based on students' academic needs. The home (receiving) district will continue to award credits and diplomas with the TxVSN partnering with the home district to meet student needs. SB 1788 does not affect the provision of distance learning courses offered under other law.

As an alternative to traditional classroom teaching, online courses are proving especially beneficial to reach students across the state—wherever they may live—who need: 1) additional or advanced courses; 2) to retake courses for graduation purposes; 3) options to courses currently offered in their schools; or 4) increased access to courses because of physical disabilities or health issues.

Some benefits for Texas districts include 1) assistance with teacher shortages; 2) expansion of course offerings options; 3) increased availability of AP courses; and 4) service to students in alternative school settings.

The current timeline for initial TxVSN course offering to Texas students includes 9-12 courses beginning January 2009 and 6-8 courses in 2009-2010.

For more information, send questions to the TxVSN mailbox at txvsn@tea.state.tx.us, or visit the website at www.txvsn.org.

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

The 2008 PAEMST awards recognized kindergarten through sixth grade science and mathematics teachers whose innovative methods bring teaching to life in the classroom. In 2009, the PAEMST program will recognize outstanding grade 7-12 teachers of science and mathematics.

The Texas finalists in elementary mathematics are Barbara Kelly of Grapevine-Colleyville ISD, Amy Sample-Pence of Plano ISD, and Heather Villaloboz of Alvin ISD.

Kelley is a 28-year veteran who taught at Cannon Elementary School in Grapevine-Colleyville ISD. Sample-Pence has been teaching for six years and currently teaches fifth grade at Rainwater Elementary School in Carrollton-Farmers Branch ISD. Villaloboz has also taught six years and currently teaches third grade at E. C. Mason Elementary School in Alvin ISD.

A state panel of master teachers, specialists, and administrators reviewed the applications and chose the outstanding mathematics teachers for the National Science Foundation to consider for state finalist status. After an initial selection process at the state level, a national panel of distinguished scientists, mathematicians, and educators recommends a finalist to receive the national award. If chosen as a national winner, the state finalist will receive \$10,000 and an all expense paid trip for two to Washington D.C. for ceremonies that include recognition from the president of the United States at the Capital.

Currently, outstanding certified mathematics and science teachers in grades 7-12, with five years or more of teaching experience, are eligible to apply. If you would like to nominate an outstanding mathematics or science teacher, nomination forms are currently available at <http://www.paemst.org>. The deadline for nominations is April 1, 2009. The nomination form should be completed early enough to ensure that the nominated teacher is given enough time to thoroughly prepare an application that reflects exemplary teaching prior to the application deadline. Applications are due by May 1, 2009.

Assessment Updates

○ **TAKS Vertical Scale**

- SB 1031 requires a vertical scale in grades 3–8 for mathematics and reading starting with the 2008–2009 school year
- Vertical scale score system will allow for the direct comparison of student test scores and evaluation of student progress across grade levels in the same language
- Vertical scale score system will allow for the direct comparison of academic performance standards across grade levels in the same language
- TAKS vertical scale scores and recommended academic performance standards were approved by the SBOE in January 2009
- For spring 2009, student achievement will be reported on the horizontal scale using the current academic performance standards
- Vertical scale scores will be provided for informational purposes only

○ **Texas Projection Measure (TPM)**

- A measure of annual student improvement is required by SB 1031, HB 1, and NCLB
- TPM projects student' scores in the future using students' current year scores and campus mean scores
- TPM will be reported for each subject as a "Yes" or "No," indicating whether the student is projected to meet the standard in that subject at the next high-stakes grade
- For more information go to the Texas Growth Proposal on the Student Assessment Home page at ritter.tea.state.tx.us/student.assessment/resources/growth_proposal/

More information will be posted soon on the TEA student assessment website, including a list of Frequently Asked Questions

○ **End-of-Course Assessments**

- SB 1031 requires the phase out of high school TAKS and replaces it with EOC assessments in
 - Algebra I, Algebra II, Geometry
 - English I, English II, English III
 - Biology, Chemistry, Physics
 - U.S. History, World History, World Geography
- Freshman class of 2011–2012 is first group to have EOC as graduation requirement (i.e., current 6th graders)
- For more information go to the EOC homepage on the TEA student assessment website at www.tea.state.tx.us/student.assessment/admin/eoc/

○ **Educator Involvement**

- Educator involvement in test development is critical to the process
- We need highly qualified educators to serve on the educator committees, especially at the high school level
- The Educator Recommendation Form can be found at ritter.tea.state.tx.us/student.assessment/develop/recform.pdf

Erika Pierce • Assistant Director of Mathematics
Texas Education Agency • erika.pierce@tea.state.tx.us

The Power of Paper-Folding Tasks

Supporting Multiplicative Thinking and Rich Mathematical Discussion

This article has been removed from the online PDF version of the journal. It was reprinted with permission from *Teaching Children Mathematics*, copyright 2007, by the National Council of Teachers of Mathematics (NCTM) for hard-copy distribution only. We did not receive permission to reprint the article in our electronic version of the Texas Mathematics Teacher. To see this article online, you may join NCTM by going to nctm.org.

This article has been removed from the online PDF version of the journal. It was reprinted with permission from *Teaching Children Mathematics*, copyright 2007, by the National Council of Teachers of Mathematics (NCTM) for hard-copy distribution only. We did not receive permission to reprint the article in our electronic version of the Texas Mathematics Teacher. To see this article online, you may join NCTM by going to nctm.org.

This article has been removed from the online PDF version of the journal. It was reprinted with permission from *Teaching Children Mathematics*, copyright 2007, by the National Council of Teachers of Mathematics (NCTM) for hard-copy distribution only. We did not receive permission to reprint the article in our electronic version of the Texas Mathematics Teacher. To see this article online, you may join NCTM by going to nctm.org.

This article has been removed from the online PDF version of the journal. It was reprinted with permission from *Teaching Children Mathematics*, copyright 2007, by the National Council of Teachers of Mathematics (NCTM) for hard-copy distribution only. We did not receive permission to reprint the article in our electronic version of the Texas Mathematics Teacher. To see this article online, you may join NCTM by going to nctm.org.

This article has been removed from the online PDF version of the journal. It was reprinted with permission from *Teaching Children Mathematics*, copyright 2007, by the National Council of Teachers of Mathematics (NCTM) for hard-copy distribution only. We did not receive permission to reprint the article in our electronic version of the Texas Mathematics Teacher. To see this article online, you may join NCTM by going to nctm.org.

This article has been removed from the online PDF version of the journal. It was reprinted with permission from *Teaching Children Mathematics*, copyright 2007, by the National Council of Teachers of Mathematics (NCTM) for hard-copy distribution only. We did not receive permission to reprint the article in our electronic version of the Texas Mathematics Teacher. To see this article online, you may join NCTM by going to nctm.org.

This article has been removed from the online PDF version of the journal. It was reprinted with permission from *Teaching Children Mathematics*, copyright 2007, by the National Council of Teachers of Mathematics (NCTM) for hard-copy distribution only. We did not receive permission to reprint the article in our electronic version of the Texas Mathematics Teacher. To see this article online, you may join NCTM by going to nctm.org.

Legislative Update and Advocacy

NCTM has recently published its 2009 Legislative Platform. Topics in the platform include investing in teachers; a call for coherence in standards, curriculum, assessment, and accountability; equitable mathematics learning for all students; expanded research; and increased funding for the U.S. Department of Education and the National Science Foundation. To see their recommendations in full, visit

www.nctm.org/uploadedFiles/Research,_Issues_and_News-Section_Navigation/Legislation/2009_Leg_Platform.pdf

In January 2009, the State Board of Education adopted the revised Mathematics TEKS based on The College Readiness Standards (CRS). This version of the TEKS are to be implemented in the 2009-10 school year. You may see these new TEKS at

ritter.tea.state.tx.us/rules/tac/chapter111/

The most recent amendment date (February 22, 2009) is located at the bottom of the pages rather than the top.

The 81st Legislature is underway. Several education bills are under discussion with topics that include revisions to the accountability system and to graduation plans. As of this printing, no bills have passed both houses, so it is too early to identify the changes that may occur. For more information about the Texas Legislature, go to

www.capitol.state.tx.us

The federal stimulus package will impact mathematics education across the country due to the increase in funds to both the US Department of Education and the National Science Foundation. For latest updates on how this money may impact education in Texas, please go to

www.tea.state.tx.us/index4.aspx?id=3873

As part of our support for members, TCTM has included a link to an advocacy website that will help you reach out to your elected officials and state agencies. We encourage all TCTM members to voice their opinion. If you want to contact a SBOE member (or legislator), go to the TCTM website, www.tctmonline.net, click on Members Only, then click on the link under Legislative Action. For SBOE

members, click on View next to TX Officials and Agencies, scroll down to Department of Education. This will open up the list of board members and an envelope next to their name. Click on the envelope to send a message.

Cynthia L. Schneider, Ph.D. • cschneider@mail.utexas.edu
Research Associate • Charles A. Dana Center,
The University of Texas at Austin

TCTM Leader Spotlight

Each year since 1995, TCTM has accepted nominations for two awards for leaders in our professional community. The TCTM Leadership Award is presented to a TCTM member who is nominated by a TCTM affiliate. This person is honored for his/her contributions to the improvement of mathematics education at the local and state level by designing innovative staff development and/or promoting their local mathematics council. The second award, the E. Glenadine Gibb Achievement Award, is presented to someone nominated by a TCTM member for his/her contribution to the improvement of mathematics education at the state and/or national level. The following individuals have been honored and we wish to acknowledge their former and ongoing contributions this year in the leader spotlight. If you wish to nominate someone this year, please see the forms on our website at www.tctmonline.net. The nomination deadline is April 25, 2009.

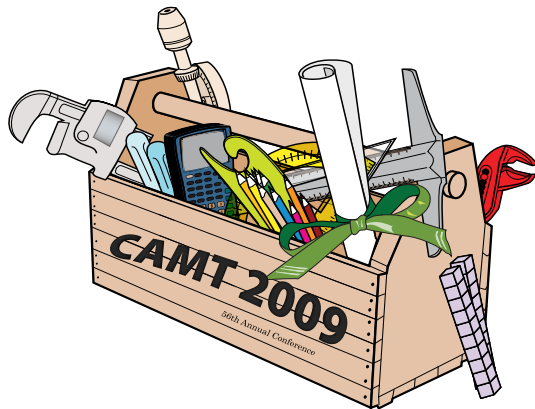
Our prior awardees are


Year	Leadership(local/state)	Gibb (state/national)
1995	Mary Alice Hatchett	Iris Carl
1996	Bettye Forte	Cathy Seeley
1997	Diane McGowan	Pam Chandler
1998	----	----
1999	Linda Shaub	Eva Gates
2000	Lloy Lizcano	Bill Hopkins
2001	Susan Hull	Pam Alexander
2002	Janie Schielack	Judy Kelley
2003	Bonnie McNemar	Dinah Chancellor
2004	Dixie Ross	Jacqueline Weilmuenster
2005	Barbara "Basia" Hall	Barrie Madison
2006	Nancy Trapp	Lois Gordon Moseley
2007	Kathy Hale	Cynthia L. Schneider
2008	Jim Wohlgehagen	Juanita Copley

CAMT 2009 Featured Speakers

Their Tomorrow Starts Today
George R. Brown Convention Center

July 15 – 17, 2009
Houston, TX



CAMT 2009 Their Tomorrow Starts Today has invited great national/state featured speakers for this year's conference. Look for the TCTM logo  on the following pages of CAMT featured speakers. This indicates they are also TCTM members!

CAMT 2009 will be held July 15- 17, 2009, at the George R. Brown Convention Center in Houston, Texas. The Program Chair is Beatrice Moore Luchin of NUMBERS Mathematics Professional Development. Complete program information is available online in PDF format as of May 1, 2009 at:

www.camtonline.org

Their Tomorrow Starts Today:
Building a Future takes a
Mathematical Foundation

CAMT 2009 Volunteers

Dear Members of TCTM,
 Volunteer to be a VOLUNTEER!

We believe that there is an opportunity for everyone to find their niche in helping CAMT to be a success for everyone involved – here's how you can join in on the efforts (we would love to have over 250 volunteers ready to go!). We are looking for fellow mathematics educators to assist us with supporting participants in areas such as the following: Registration, Exhibits, Speaker Check-In, or Transportation. Come work "behind the scenes." We need you! Please e-mail, telephone or fax your name and contact information (be sure to include contact information for the summer) to Sheryl Roehl, along with which of the following dates you are available to volunteer, Tuesday July 14, Wednesday July 15, Thursday July 16, or Friday July 17. Specify if morning or afternoon is better and which area you prefer. Sheryl will respond via e-mail or home phone with a specific scheduled time and location.

Thank you for making every CAMT a wonderful experience!

Volunteer Information

Name:	<input type="text"/>		<input type="text"/>		<input type="text"/>
	Last	First			Middle
Address:	<input type="text"/>				<input type="text"/>
	Number and street				Apt. number
	<input type="text"/>		<input type="text"/>	<input type="text"/>	
	City		State	Zip Code	
Contact:	<input type="text"/>		<input type="text"/>		<input type="text"/>
	Home Phone		Cell Phone	Email Address	
Affiliation:	<input type="text"/>				<input type="text"/>
	District or Professional Affiliation				ESC

Please submit your form to Sheryl Roehl,
 by mail: **Sheryl Roehl**
129 Eddie St.
Victoria, TX 77905


by email:
 < sheryl.roehl@tamucc.edu >


CAMT Featured Speakers

Wednesday, July 15

8:00-9:00 Assembly B
GENERAL INTEREST
Miriam Leiva <i>TODOS</i>
The Problem with Language and Word Problems

8:00-9:30 330AB
GENERAL INTEREST
Jim Rubillo <i>National Council of Teachers of Mathematic</i>
Thriving (and Surviving) As a New Math Teacher

8:00-9:30 Ballroom C 
ELEMENTARY
Kim Sutton <i>Creative Mathematics</i>
Giving Primary Students Math Wings to Fly!


9:15-10:15 Assembly B 
GENERAL INTEREST
Cathy Seeley <i>The Charles A. Dana Center</i>
The Critical Role of Creativity and Innovation in the 21st Century Math Classroom

9:15-10:15 340AB
SECONDARY
Gilbert Cuevas <i>McGraw-Hill author</i>
Enhancing Communication Using Various Forms of Mathematical Representations

9:15-10:15 352A
GENERAL INTEREST
Dwight Cooley <i>Mathnasium Learning Center</i>
Now That I'm the Principal, What Do I Do to Improve My Mathematics Program?

9:45-11:15 330AB
GENERAL INTEREST
Glenna W. Tabor <i>Glenna Tabor Consulting</i>
Tabor Rotation: Making the Most of Your Mathematical Minutes Using Small-Group, Differentiated Instruction

10:30-11:30 Assembly B
ELEMENTARY
Janie Schielack <i>Texas A&M University</i>
How to Bring Focus to Your Mathematics Teaching

11:30-1:00 Ballroom C 
ELEMENTARY
Kim Sutton <i>Creative Mathematics</i>
Giving Primary Students Math Wings to Fly!


1:15-2:45 Assembly A
ELEMENTARY
Marcy Cook <i>Marcy Cook Math</i>
Algebraic Thinking for Elementary Students

1:15-2:45 Assembly B
GENERAL INTEREST
Glenna W. Tabor <i>Glenna Tabor Consulting</i>
Differentiating Instruction: Making the Most of Your Mathematical Minutes Using Small Groups and Response to Intervention

1:15-2:45 Assembly C
SECONDARY
Gail Burrill <i>Michigan State University</i>
Logarithms: What Are They and Who Cares?

1:00-2:00 Ballroom A
SECONDARY
Carol E. Malloy <i>University of North Carolina at Chapel Hill</i>
Translating Research Findings into Classroom Practices that Give Students Agency and Competency




1:15-2:45 Ballroom C
ELEMENTARY
Juanita Copley <i>University of Houston</i>
Teaching for Understanding: Reasoning Activities for the Young Child

3:30-4:30 340AB 
ELEMENTARY
Robyn Silbey <i>Montgomery Public Schools (Maryland)</i>
The Best Problem-Solving Strategy for ALL

3:00-4:30 Ballroom C
GENERAL INTEREST
Stacy Cohen <i>Kansas Center for Research on Learning</i>
Instructional Coaching: Principles and Practices


Featured CAMT Speakers

Thursday, July 16

8:00-9:00 Assembly B	8:00-9:00 Assembly C	8:00-9:30 Ballroom C 	8:00-9:00 Assembly A
GENERAL INTEREST	ELEMENTARY	ELEMENTARY	ELEMENTARY
Karen Mayfield-Ingram <i>EQUALS, Associate Director</i>	Francis (Skip) Fennell <i>McDaniel College and Past President, NCTM</i>	Kim Sutton <i>Creative Mathematics</i>	Catherine Fosnot <i>Professor Emeritus City College of New York</i>
Integrating Equity, Pedagogy, and Mathematics Content: The Essential Elements for Mathematics Instruction	Fraction Sense! Why? Fractions are Foundational!	Building Algebraic Thinking for Grades 3-5	Developing Powerful Representations
9:15-10:15 Assembly B	9:15-10:15 Assembly C		9:15-10:15 340AB
GENERAL INTEREST	GENERAL INTEREST		SECONDARY
Ellis D. Powell <i>The Daily Bread, Inc.</i>	Nora Ramirez <i>TODOS</i>		Jennie M. Bennett <i>NUMBERS Professional Development</i>
Going to the Next Level	We Can Do It: Teaching English Language Learners Mathematics		Differentiating Instruction for the Success of Every Child
10:30-11:30 Assembly B	10:30-11:30 Assembly C	11:30-1:00 Ballroom C 	
ELEMENTARY	SECONDARY	ELEMENTARY	
Jerry Pallotta <i>Author</i>	Gail Burrill <i>Michigan State University</i>	Kim Sutton <i>Creative Mathematics</i>	
Math + Fun	Tough to Teach/Tough to Learn: The Case for Technology	Building Algebraic Thinking for Grades 3-5	
1:00-2:00 Assembly B	1:00-2:00 Assembly C	1:15-2:45 Ballroom C	1:15-2:45 Assembly A
ELEMENTARY	GENERAL INTEREST	ELEMENTARY	ELEMENTARY
Janet K. Scheer <i>Create A Vision</i>	Lee V. Stiff <i>Houghton-Mifflin</i>	Dinah Zike <i>Dinah-Might Adventures, LP</i>	Marcy Cook <i>Marcy Cook Math</i>
Turned On Kids Don't Tune Out!	Is Anyone Listening to Me? (The True Definition of Mathematical Insanity!)	Reinforcing a Strong Mathematics Foundation with 3-D Graphic Organizers (Foldables and Notebook Foldables)	Word Problems or Problem with Words
2:15-3:15 Assembly B		3:00-4:30 Ballroom C	2:15-3:15 320DE 
GENERAL INTEREST		ELEMENTARY	ELEMENTARY
Stephen Peters <i>The Peters Group</i>		Barbara Novelli <i>Creative Mathematics</i>	Trena Wilkerson <i>Baylor University</i>
Student Engagement at Its Best: The Gentlemen's Club - An Intervention and Mentoring Program for Young Boys		Centering In On Math	From Fractions to Geometric Thinking in the Early Grades: Research Straight from the Classroom
		3:00-4:30 Assembly A	
		GENERAL INTEREST	
		Margaret S. Smith <i>University of Pittsburg</i>	
		Orchestrating Productive Mathematical Discussions: Helping Teachers Move Beyond 'Showing and Telling'	

Featured CAMT Speakers

Friday, July 17

8:00-9:30 Assembly B	8:00-9:30 Ballroom A	8:00-9:30 Ballroom C	8:00-9:00 340AB
SECONDARY	ELEMENTARY	ELEMENTARY	SECONDARY
Jamar Scott <i>Springfield Public Schools (IL)</i> What Do I Do When My Students' Poor Reading Skills Limit Comprehension in Mathematics?	Barbara Novelli <i>Creative Mathematics</i> Getting the Angle on Geometry	John Edgell <i>Texas State University-San Marcos</i> Emily, the Friendly Spider, in Probability Land	Marilyn Evans <i>Women and Mathematics Education</i> Using the Legacy of Matthew Henson to Inspire Learning in African American Children
9:45-11:15 Assembly A 	9:45-11:15 Assembly B	9:45-11:15 Ballroom A	9:15-10:15 340AB
ELEMENTARY	ELEMENTARY	SECONDARY	SECONDARY
Robyn Silbey <i>Montgomery Public Schools (Maryland)</i> Reading, Writing, and Problem Solving	Marcy Cook <i>Marcy Cook Math</i> Mathematics Spoken Here: Motto of the Math Class	Ron Lancaster <i>Ontario Institute for Studies in Education of the University of Toronto</i> Improving Students' Attitudes towards Mathematics with a Camera and a Pair of Mathematical Glasses	Nevels Nevels <i>University of Missouri</i> Making Computer Algebra Systems (CAS) Accessible to All Students through Syntax Free CAS on ClassPad 330
			10:30-11:30 340AB
			SECONDARY
			Marilyn Evans <i>Women and Mathematics Education</i> Making the Case for Girl Only Math Classrooms in Middle School

TCTM Recognition Reception at CAMT 2009

**Thursday, July 16, 2009, 5:00 p.m. - 7:00 p.m.
at the Hilton Americas**

The TCTM Board has combined the TCTM Business Meeting with an informal reception. At the Business Meeting and Reception, we will acknowledge the TCTM Scholarship recipients as well as other TCTM award recipients. There will be door prize drawings! The Business Meeting and Reception

are open to all TCTM members. However, we regret that children or other guests cannot be accommodated. There is no registration fee or need to preregister. ■

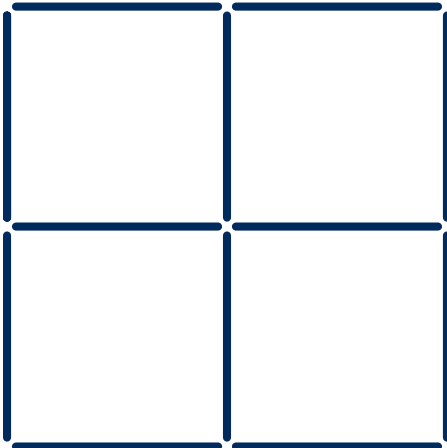
Puzzle Corner

Sticks #12 Puzzle

We are interested in how your students responded to this problem and how they explained or justified their reasoning. Please e-mail copies of your students' work, include your name, grade level, campus name and district name to Mary Alice Hatchett, Director of Publications, *Texas Mathematics Teacher*. Selected submissions will be acknowledged and published in subsequent issues.

Please prepare a sketch of your solution

Arrange 12 craft sticks to form the following figure.

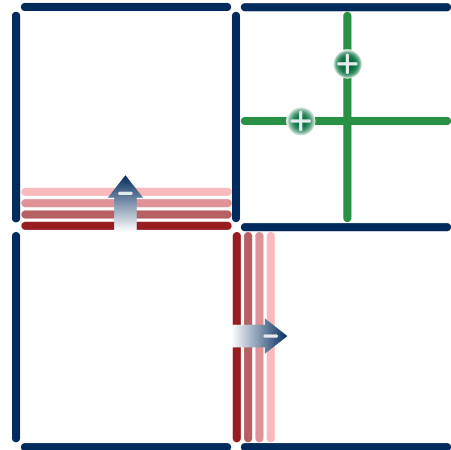


Move four sticks to make ten squares.

Sticks #11 Answer

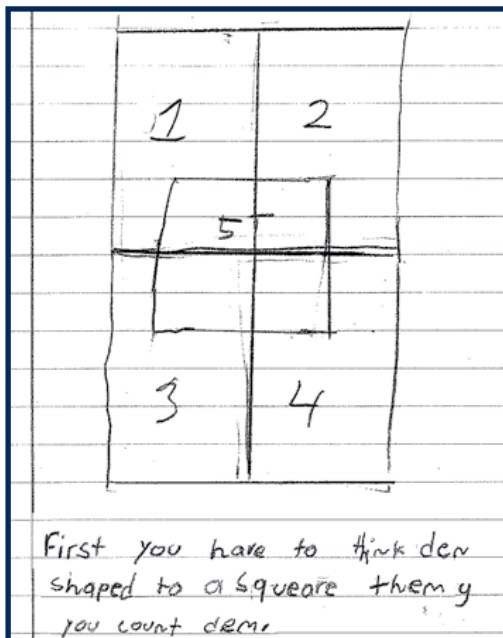
Arrange 12 craft sticks to form the original figure. Move two sticks to make six squares.

Shown is a diagram of a solution.



Solutions are also included from students at Sam Houston Elementary School, Galena Park ISD, Houston, TX. The students' work was submitted by Mrs. Maria B. Guerrero, Title I Math Specialist.

Sticks #10 Student Answer



Mrs. Maria B. Guerrero's class. Students pictured have been obscured in the online PDF version.

Puzzle Corner

Sticks #11 Student Answers

I moved 2 sticks, 1 from the top of the corner, and 1 from side of the ^{right} left hand side corner

When I divided one square I saw 2 rectangles and I divided them with a stick in the middle.

We put it first in to a cross then we counted the big squares that makes six.

When I got of the square 2 sticks and put in 1 square the 2 sticks like a cross

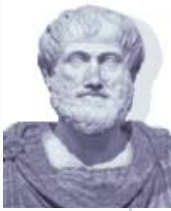
The reason I chose my answer is because after a thought of window, so it helped figure what it was.

I chose this answer because it was the one that made more sense. It was also the only one I first saw so I thought I wouldn't be able to find another answer. That's why I answered that.

Quotes for Thought

“Education is the best provision for old age.”

- Aristotle,
from *Diogenes Laertius, Lives of Eminent Philosophers*
Greek critic, philosopher,
physicist, & zoologist
(384 BC - 322 BCE)



“Education is what is left over when you forget all the facts that your teacher made you memorize when you were in school.”

- Mark Twain



“Arithmetic is being able to count up to twenty without taking off your shoes.”

- Mickey Mouse



On the Cover

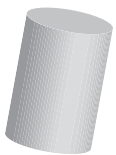
Find the Mathematics.... in a backyard!

There is a rich array of mathematics to be found in a backyard – an opportunity to bring math out of the books and off the paper. We have highlighted several – to get you started.

- parallel line segments in the patio cover
- fractals in the cluster of tree branches
- rate of speed coming down the slide
- area of the patio

Other ideas to consider:

Which of these 3D solids can you find?



(cylinder)



(rectangular prism)

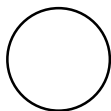


(sphere)

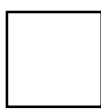


(triangular pyramid)

Which of these 2D shapes can you find?



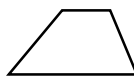
(circle)



(rectangle)

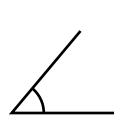


(triangle)



(trapezoid)

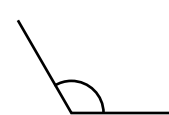
Which of these classes of angles can you find?



(acute)



(right)



(obtuse)

Estimate the number of blades of grass in a square inch – use that to estimate the number of blades of grass in the yard.

There are red, blue and yellow climbing holds on the playscape. How many different color patterns could you build with three colors?

What do you need to know to determine how many pounds of sand are needed to fill the sandbox?

How many times can you climb up and down the ladder in 5 minutes?

What is the central angle measure of the maximum arc for the swing?

Allow students to wonder, ask questions and take what they learn from the cover picture and find similar things at which to marvel right in their own backyard.

Let us know what you and your students find.

Mary Alice Hatchett • <mahat@earthlink.net>
Independent K-12 Mathematics Consultant • Georgetown, TX

Recommended Readings and Resources

Adventures in Mathopolis Estimating and Measuring

by Karen Ferrell, Cathy Weiskopf, Linda Powley and Tom Kerr (Illustrator)

ISBN -13:078-0-7641-3867-6

Publisher: Barron's

Adventures in Mathopolis Estimating and Measuring teaches 3rd through 5th graders how to measure and estimate using Math Superheroes and Villains. Students will have a fun work out solving one math word problem after another while they read this cartoon-illustrated book. PLUS they learn to think, calculate, and come up with the right answers! These Texas teacher/authors have a winner!

Mary Alice Hatchett • <mahat@earthlink.net>
Independent K-12 Mathematics Consultant • Georgetown, TX

2009-10 TCTM Mathematics Scholarships

There are ten \$2000 scholarships available for 2009-10. Any student attending a Texas college or university - public or private - and who plans on student teaching during the 2009-10 school year in order to pursue teacher certification at the elementary, middle or secondary level with a specialization or teaching field in mathematics is eligible to

apply. A GPA of 3.0 overall and 3.25 in all courses that apply to the degree (or certification) is required. Look for the scholarship application online at <www.tctmonline.net>. **The application must be postmarked by April 25, 2009.**

2009 CAMTerships Available

There are sixteen \$600 CAMTerships available for 2009. The CAMTership is intended to encourage beginning teachers to attend CAMT by helping cover part of the expenses associated with attending the annual state conference. If you have been teaching five or fewer years in Texas and are attending CAMT, look for the CAMTership application

online at <www.tctmonline.net>. **The application must be postmarked by April 25, 2009.** If selected, you will also volunteer two hours at CAMT and attend the TCTM Recognition Reception as a guest of TCTM.

NCTM Membership

What's an easy way to support TCTM?

Join NCTM or renew your NCTM membership!

Sign up for your NCTM membership and use the link on the web form to indicate TCTM as the affiliate you wish to receive a rebate! Go to <www.nctm.org>.

TCTM will receive \$5.00 if you are joining NCTM as a new member, and \$3.00 if you are renewing. In the past, the state affiliate only received the rebate if the NCTM membership flowed through the state treasurer. Now you can sign up directly with NCTM and give back to your state affiliate.

However, you may only choose one state affiliate for the rebate (it will not be split).

Please remember, you cannot join your local affiliates from the NCTM website. You must join the local affiliates directly by the process they have established. You may join TCTM by either attending the CAMT conference as a paid participant, or by using our membership form found online at <www.tctmonline.net>.

Voices from the Classroom

Place Value Cards

Teacher: "What is the value of the digit 3 in the number 37?"

Student: "Seven, no tens, no 3..."

Heard this one lately? I sure have, and still do with one or two, but I have been introduced to a tool that has become a mathematical lifesaver for building place value understanding. This year, in my first year as a second grade teacher, I have been fortunate enough to receive training in Cognitively Guided Instruction (CGI) under the guidance of Mary Alice Hatchett. She has shared with us her 'Place Value Cards', a tool that allows students to expand a number concretely, a stepping stone from unifix cubes or base ten models to number symbols. The set of cards includes strips of numbers 0-9, 10-90, 100-900, and 1000 - 9000. Each place value period is represented by a different color. Students 'build' numbers by laying the cards over each other in such a way that the number is built, but then can be expanded to show the actual value of each digit in the number. For example, 126 is built, and then the cards are separated, and we have 100, 20 and 6. (A pdf file of these cards is available to TCTM members through the TCTM website.)



I have used the cards during calendar time when expanding the number of the day, to compare numbers when instructing greater than and less than, and during practice with double-digit subtraction and addition with concrete models. Whenever a child is having difficulty identifying the place of a number - a common example is identifying the number of tens in a number in the teens - I just whip out the place value cards and have the child immediately expand the number. With my direct modelers it is ideal to have them build the teen number with concrete model and have them expand it as well. I have witnessed the actual physical experience, the kinetic



movement of separating the cards to expand the number, assist in developing a student's ability to express the value of a digit in a number. One student, who is emerging from direct modeling, was up at the overhead explaining his answer to a two-digit join change unknown word problem. I was pressing him, asking him how he had known how many tens were in the answer. I asked him in about three different ways. He was unable to express with words how he did it but was persistent, definitely not asking for help. Finally he just raised both hands together and separated them in the air to indicate that he knew how many tens were in the answer because he could expand the number into tens and ones. He was repeating the movement that he would use when expanding numbers with place value cards.

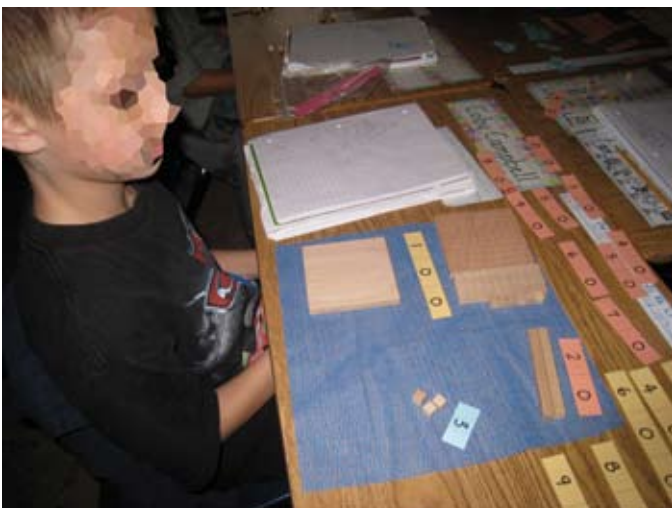


Earlier this year, when we were studying numbers greater than and less than, I introduced the place value cards for the first time (only because I had just learned about them). Each student had a set of the cards, and was asked to organize them on his or her desk. I didn't tell them how to organize, but most would lay them all out by color in sequential order. A few would have piles by color, some in a neat stack and a few others spread all about. (I do think everyone had them separated by color at least.) I had each student take out of their tool box 7 ten sticks and 9 ones cubes. Each student also had a card with the greater or less than sign on it, so they had to take that out as well. I gave the students one number at a time and asked them to build each one. For example we may have used the numbers 23 and 18. Then I asked them to build each number with the place value cards and place below the concrete model on their desks. We analyzed each number in terms of the concrete model versus the place value cards. We discussed which number was bigger and why - looking

at both models. Then, after reviewing how to read the greater than, less than sign, I asked students to correctly position it between the two models. (I also had one student model on the overhead as well, we are fortunate enough to have a document camera.) After everyone was ready we discussed our results as a group, decided if we agreed with the student at the overhead and why or why not. We determined the correct answer and then 'cleared our desks' to get ready to try it one more time. One of the great things about this activity, besides the reinforcement of place value understanding, is that the greater than, less than sign can



simply be turned upside down to change the comparison. This is a concrete activity that bridges direct modeling to more abstract thinking in terms of place value and number comparison. It helps develop the direct modelers' number sense and reinforces multiple understandings for the student counters as well as those who have well developed number sense.



In closing, the place value cards have become an indispensable tool in my classroom. Often when we explore a new concept involving building, analyzing or comparing numbers we can integrate the cards, thereby engaging students in a way that bridges the concrete understanding toward the abstract.



Theresa Melomo • Teacher, Austin ISD
Joslin Elementary School • <tmelomo@austinisd.org>

TCTM Candidates

for President

Nancy Trapp

Nancy Trapp has been a mathematics and science educator for over thirty-eight years in Texas. Currently an independent consultant, Nancy most recently served as a mathematics teacher for Lyford Consolidated Independent School District.

She graduated from Stephen F. Austin State University with degrees in chemistry and mathematics.

Nancy is currently the president of the Rio Grande Valley Council of Teachers of Mathematics. She is the leader of the Rio Grande Valley Mathematics Round Table, and she serves the Texas Council of Teachers of Mathematics as Parliamentarian. Nancy received the Texas Council of Teachers of Mathematics Leadership Award. Nancy has served as Vice Chair of the board of the Conference for the Advancement of Mathematics Teaching. She was a Fellow in the Rural Systemic Initiatives in Texas Leadership Academy, a trainer for Gifted and Talented Education, a Lyford CISD Mathematics Vertical Alignment Team Leader, a Lyford CISD new teacher trainer, Lyford CISD teacher mentor, a chair of district and campus site-based management teams, a presenter at state and national conferences in Outcome-based Education. Nancy is also a member of NCTM, TASM and NCSM.

for Vice-President Elementary

Janet Vela

Janet Vela serves as an elementary mathematics education specialist with the Region 4 Education Service Center in Houston, TX. As an education specialist, she supports elementary mathematics teachers both in the Region 4 area and around the state of Texas with aligning their instruction to the TEKS and preparing mathematics instruction that meets the needs of all learners. Janet has co-authored numerous K-5 mathematics instructional resources published by the Region 4 ESC that support the use of the 5E model in mathematics, provide engaging warm-ups for students, provide instructional strategies relevant to all special populations, and provide response to intervention strategies for students in Grades K-2 that struggle with place value, addition, and subtraction concepts.

Janet has served on numerous state-level committees including the MTA, MTC, and MTR advisory committees and is a certified TEXTEAMS leader for "Rethinking Elementary Mathematics". Janet has also been involved with the Conference for the Advancement of Mathematics Teaching (CAMT) for several years, serving as the Program Committee Chair in 2006 and as a member of the Program Committee for the 2007, 2008, and 2009 conferences. She enjoys the opportunity to work with teachers at conferences and has presented multiple sessions at CAMT each year since 2003 and has also presented at the NCTM annual conference (2007), NCTM regional conferences (2007, 2008), and NCSM annual conferences (2007, 2008). She is a member of NCTM, TCTM, NCSM, and TASM. Janet hopes to continue serving as the Vice-President (Elementary) of TCTM and looks forward to helping advance the efforts of TCTM in its quest to be a useful resource to the elementary mathematics teachers in the state of Texas.

Colleen Clower

Colleen Clower, an educator for 29 years, currently serves as Elementary Mathematics Coordinator for Northwest Independent School District. Her undergraduate degree is from North Texas State University and her masters degree is from Texas Woman's University. As an elementary school teacher, Colleen taught 4th-6th grade but spent the majority of her teaching career as a 5th grade math teacher. She was recruited out of the classroom to become a mathematics specialist on a Title I campus where she served for 3 years. From there, Colleen became the Elementary Mathematics Coordinator for Denton ISD for 2 years.

Professionally, Colleen has been a member of NCTM since 1987, during which time she has supported both CAMT and TCTM. She has volunteered at CAMT for several years and has assisted with MATH-A-RAMA. She is an active participant in TASM and MCMATH, the Dallas-Fort Worth area's local mathematics supervisors' organization. With the support and collaboration of these local organizations, Colleen feels that she has learned so much about her role as a leader of mathematics teaching. She looks forward to the opportunity to serve the mathematics community in a way that may give back some of what she has learned.

for Treasurer

Rebecca Ontiveros

Rebecca Ontiveros currently serves as a Program Director at the Region 19 Education Service Center. Having been at Region 19 since 2001, her current responsibilities are to provide and coordinate professional learning opportunities to mathematics and science educators. She also provides technical support in the area of State Accountability, No Child Left Behind, Title 1 and other federal programs.

Rebecca's former experiences have given her the opportunity to serve as a Master Trainer for The Texas Math Academies. She also served as a K-12 Mathematics Instructional Coordinator at Clint ISD, the largest rural school in the greater El Paso area. Additionally, Rebecca was an integral part of systemic reform in the area of mathematics and science with the Urban Systemic Initiative/Program and the Math/Science Partnership for 12 years under the leadership of the El Paso Collaborative for Academic Excellence.

In addition to her responsibilities at Region 19 ESC, Rebecca currently serves on the TCTM Board as Treasurer and is also a member of NCTM, TASM, Greater El Paso CTM, TODOS and ASCD. She was also involved in the coordination of the NCTM Regional Conference in El Paso, and contributes annually to CAMT.

Connie Kilday

Connie Kilday is a 34-year veteran educator who is currently serving in her sixth year in Irving ISD as the Middle School Mathematics Coordinator. Connie has served the mathematics community as a staff developer not only in Irving ISD, but also with Region X, CAMT preconference and conference, and as an independent consultant. Her desire is to serve educators in her charge in such a way that they may in turn guide their students to greater success.

In addition to being a member of TCTM, Connie is a member of TASM, NCTM, ASCD, the Texas Staff Development Council, and the Association of Texas Professional Educators for whom she served as a state officer from 1997 through 2001. During her time as an officer of ATPE, Connie served as the only teacher member of a collaborative group of educators dedicated to redefining professional development in Texas and ultimately the nation by developing the Professional Development Imperative. This included serving on a task force to advise SBEC on recertification requirements for educators. In addition to these, Connie was asked to serve as the only teacher member on John Cornyn's Attorney General's Task Force for the Prevention of School Violence. Connie also serves as a Board Member for the Region X Teacher Preparation and Certification Program.

Connie earned a BA in psychology and her teaching certification in mathematics and psychology from the University of Dallas. She earned her M.Ed. in Secondary Education from the University of North Texas.

for Southeast Regional Director

vote only if you live in Service Center Region 4, 5, or 6

Kathy Fuqua

Kathy Fuqua is currently serving as Math Coach on her campus. She is also teaching Algebra to 8th graders and teaching 8th grade math in the Disciplinary Alternative Education Program. Kathy is responsible for scanning and preparing all data from the 6 week benchmarks for all subjects on her campus. She is also the U.I.L. coordinator for her campus. Kathy received her B.A. and M.Ed. in Elementary Education from McNeese State University. She also holds a Master Mathematics Teacher certification for grades 4 – 8. Currently she is working in the Math Teacher Mentor program at Region 5 ESC. Kathy has been active in Teacher Quality Programs at Lamar University at Orange both as a participant and most recently as an instructor. She has been able to participate at TEA on various projects such as the first Study Guide published and most recently the viewing of field test items for the 7th grade math test. Kathy was named Region 5 Teacher of the Year in 2002 and Secondary Teacher of the Year in 2008. Kathy has presented inservices for districts outside of her own as well as at the local Middle School Conference. Kathy is also a regular attendee at CAMT as well as attending NCTM. She is currently a member of Texas Classroom Teachers Association, Texas Council of Mathematics, Texas Association of Supervisors of Mathematics, and the educational sorority Delta Kappa Gamma. Kathy believes that you can teach an old dog new tricks – after 35 years of teaching she still enjoys learning new ideas and methods and sharing them with others to benefit students.

Candy George

Candy George currently serves as an elementary mathematics specialist with the Region 4 Education Service Center in Houston. Candy is a contributing author for a variety of elementary mathematics instructional materials published by Region 4 Education Service Center, and develops and facilitates professional development for elementary mathematics teachers. Prior to joining the Region 4 team, Candy taught grades 3 and 5 in Spring ISD and Grade 6 mathematics in Aldine ISD. She holds a Bachelor of Science in Academic Studies from Sam Houston State University and a Masters of Curriculum and Instruction – Mathematics Education from the University of Houston. Candy is currently serving on the TCTM board as NCTM representative.

TCTM Candidates

for Southwest Regional Director

vote only if you live in Service Center Region 15, 18, or 19

Rita Tellez

Rita Tellez currently serves as a Mathematics Instructional Specialist in Ysleta Independent School District in El Paso. Her responsibilities include planning, co-teaching, and modeling lessons across the district as well as providing district-wide professional development at the secondary level. She has also had the opportunity to work in a neighboring district as a high school math coach and as a district mathematics facilitator for five years. Her teaching experience includes fifteen years at the secondary level.

At the state level, Rita has served as a committee member on the College Readiness Vertical Team Phase 2. She considers herself to be fortunate to be a part of the committee to develop a course for the fourth year of mathematics for the state, Advanced Mathematics Decision Making. As a member of this committee, Rita worked collaboratively with other mathematics teachers across the state to develop and write TEKS for this new course. She is a member of the Greater El Paso Council of Teachers of Mathematics (GEPCTM), TASM, NCTM, NCSM, ASCD, and TCTM. Rita has a Bachelors of Science in Electrical Engineering and a Masters in Educational Administration.

Veronica Hernandez

Veronica Hernandez is currently a Professional Development Consultant for the Education Service Center Region 19 in El Paso, Texas. She provides professional learning opportunities regularly to K-12 mathematics teachers to build content and to enhance the mathematical experiences that teachers provide for students. Prior to her current position, she contributed as a mathematics facilitator in the elementary mathematics department, a central office team at El Paso ISD. Veronica has also served as a mentor via the USI, USP and MSP grants, to high school mathematics teachers

Raised in El Paso, Texas, Veronica lives with her two children and husband and continues to give back to her community. Veronica has worked diligently with all stakeholders in the El Paso and Hudspeth Counties as the director of the Excellence in Mathematics Teaching grant to enhance mathematical content and provide positive experiences for all. Next year, she will begin year 4 of the EMT grant and looks forward to continuing the important work in the area of mathematics teaching.

for South Regional Director

vote only if you live in Service Center Region 1, 2, or 3

Barba Patton

Barba Patton is on faculty at the University of Houston-Victoria and teaches undergrad math methods classes graduate Master Math Classes. She also teaches some undergrad math for the pre-service teacher. Her other experiences include classroom teaching in grades, K, 2,3,4,5,6,7,8, community college (developmental math) and Texas State Technical College as well as administration. Barba has made numerous presentations on the international, national, state, regional and area levels. She has published a number of articles on teaching math. The Master Math Teacher Program at UHV is very special to her as she was instrumental in getting it started and continuing.

Barba is often found in the school helping local teachers prepare their students for the TAKS test. By stepping back and informalizing evaluating the students, she has found that many students need a more hands-on approach to the TAKS objectives and often an alternative method of teaching i.e. repeated subtraction rather than division to solve the problem. Barba has been the South Regional Director for the past four years and would like to continue serving in this capacity. She started a listserv for teachers and preservice teachers to share math teaching ideas. She is married and they have three sons, one grandson and four granddaughters.

Faye Brunn

Faye Brunn, Ed.D., whose specialization is in mathematics education, is an Assistant Professor in the Department of Curriculum and Instruction at Texas A&M Corpus Christi. Her scholarship focuses on using literature and manipulatives to teach mathematics. Faye is proud of her affiliation with the Coastal Council of Teachers of Mathematics (CCTM) as one of the founding members. She is President-Elect and has been an organizer of the annual (ME)2 by the Sea Conference at TAMU-CC since its inception four years ago. Faye attended the NCTM Affiliates Conference in Philadelphia last summer. As a middle school math teacher, she attended CAMT and has presented at three different conferences. Faye would be honored to serve as South Regional Director for the Texas Council of Teachers of Mathematics.

TCTM Ballot

Circle your choices below. Write-in candidate names are acceptable.
Copy and mail your ballot to Sheryl Roehl at the address below.
Your ballot must be received by June 1, 2009.

for President

Nancy Trapp

write-in candidate

for Vice-President Elementary

Janet Vela

Colleen Clower

write-in candidate

for Treasurer

Rebecca Ontiveros

Connie Kilday

write-in candidate

for Southeast Regional Director

vote only if you live in Service Center Region 4, 5, or 6

Kathy Fuqua

Candy George

write-in candidate

for Southwest Regional Director

vote only if you live in Service Center Region 15, 18, or 19

Rita Tellez

Veronica Hernandez

write-in candidate

for South Regional Director

vote only if you live in Service Center Region 1, 2, or 3

Barba Patton

Faye Brunn

write-in candidate

Mail your ballot to:

Sheryl Roehl
TCTM Vice-President Secondary
129 Eddie St.
Victoria, TX 77905

About this Publication

Since 1971, the Texas Council of Teachers of Mathematics (TCTM) has produced the journal *Texas Mathematics Teacher* for our members. Our mission is to promote mathematics education in Texas. In the journal we accomplish this by publishing peer-reviewed articles by leading authors, state updates from the Texas Education Agency, and local news from around the state. TCTM is committed to improving mathematics instruction at all levels. We place an emphasis on classroom activities that are aligned to the Texas Essential Knowledge and Skills and the NCTM *Principles and Standards for School Mathematics*.

Texas Mathematics Teacher seeks articles on issues of interest to mathematics educators, especially K-12 classroom teachers in Texas. All readers are encouraged to contribute articles and opinions for any section of the journal. Teachers are encouraged to submit articles for Voices From the Classroom, including inspirational stories, exemplary lessons, or management tools. More specific guidelines for submissions may be found on page 3.

In 2004-05, our publication took on a new look with a four-color cover and one-color interior. Original artwork on the cover is another appealing change for our readers. We publish the journal twice each school year, in the fall and spring semesters. Our current website archives the more recent journals in PDF format. Please see www.tctmonline.net if you wish to view prior issues.

Our current publications committee consists of Cynthia Schneider, Geoffrey Potter, Mary Alice Hatchett, James Epperson and Larry Lesser. Larry and James serve as expert advisors; Cynthia is the editor. Mary Alice does many jobs, including requesting articles, serving as an elementary expert, and communicating with authors. Geoff is the layout and graphic designer; he manages to fit all the text into the limited number of pages we have to work with. The TCTM Board wishes to thank them for their leadership in improving the *Texas Mathematics Teacher*.

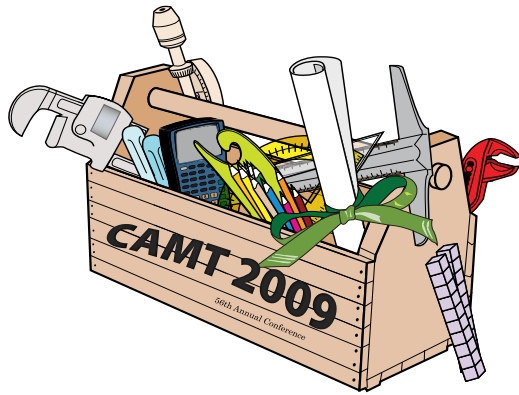
Advertising Guidelines for *Texas Mathematics Teacher*

All advertising is subject to the approval of the publisher. The journal staff shall be responsible for ascertaining the acceptability of advertisements. All advertisements should be sent "copy-ready" by the closing dates of September 1 for the fall issue and January 15 for the spring issue. Position preference, such as right-hand pages or first half of issue will be honored on a first-come basis. All advertisements must be pre-paid by the closing date with a check made payable to TCTM, and mailed to our current treasurer, Rebecca Ontiveros. Rates for *Texas Mathematics Teacher* per issue are: full page \$500.00, half page \$300.00, quarter page \$200.00.

All advertisers must adhere to the following guidelines:

- Advertisements should focus on marketing products and services that pertain to the teaching and learning of mathematics.
- The design of all advertisements should be in harmony with the artistic appearance and technical level of the publication.
- Those placing an advertisement must be able to verify their claims.
- Advertising copy should be dignified and professional. Derogatory and inflammatory statements should be avoided, and all advertising copy should be nondiscriminatory with regard to national origin, gender, marital status, race, or creed.
- The journal staff shall be responsible for placement in the publication.

Advertising that elicits significant reader complaints will not be rerun before the complaints have been investigated by the journal staff and the advertiser.



Their Tomorrow Starts Today: Building a Future takes a Mathematical Foundation

The Conference for the Advancement of Mathematics Teaching (CAMT) 2009 will be held July 15-17, 2009, at George R. Brown Convention Center in Houston, Texas. See pages 16-19 for more details, or visit the website at www.camtonline.org

TCTM 2008-09 Mission, Focus and Goal Statements

Mission of the Texas Council of Teachers of Mathematics:

To promote mathematics education in Texas

To support this mission, TCTM has five **focus areas**:

Recruit and Retain
Mathematics Teachers

Curriculum and
Instruction Support

Advocacy

Promote
Communication
among Teachers

Serve as Partner
Affiliate for NCTM

TCTM activities will align to the five strategic goals. **Goals** of the organization include six strands:

Administration

- Streamline online membership registration through CAMT

Publications

- Survey membership to identify what they want in the *Texas Mathematics Teacher (TMT)*
- Review and refine the *TMT* journal and the TCTM website
- Improve the review protocol, establish criteria for reviewers
- Provide tips for new teachers in the *TMT* and on the website

Service

- Increase the donations toward Mathematics Specialist College Scholarships
- Staff CAMT with volunteers as necessary
- Advertise affiliated group conferences on the TCTM website, in the *TMT* and at CAMT

Communication

- Maintain an e-mail list of members for timely announcements
- Communicate with affiliated groups in a timely manner

Membership

- Encourage affiliated groups to include TCTM registration on their membership forms

Public Relations

- Sponsor and staff the TCTM booth at CAMT
- Follow NCTM Advocacy Toolkit (2004) for increased voice of TCTM membership on issues relevant to our mission

TCTM Past-Presidents

1970-1972	James E. Carson	1982-1984	Betty Travis	1994-1996	Diane McGowan
1972-1974	Shirley Ray	1984-1986	Ralph Cain	1996-1998	Basia Hall
1974-1976	W. A. Ashworth, Jr.	1986-1988	Maggie Dement	1998-2000	Pam Alexander
1976-1978	Shirley Cousins	1988-1990	Otto Biells	2000-2002	Kathy Mittag
1978-1980	Anita Priest	1990-1992	Karen Hall	2002-2006	Cynthia L. Schneider
1980-1982	Patsy Johnson	1992-1994	Susan Thomas	2006-2008	Jo Ann Wheeler

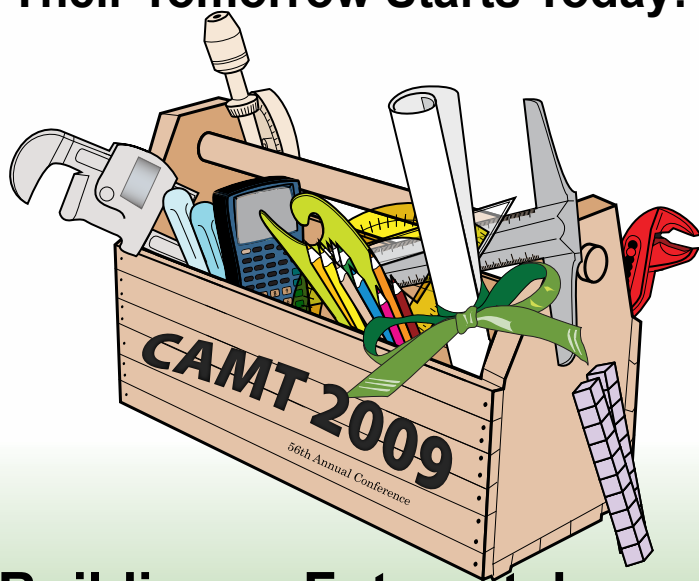
The University of Texas at Austin
 Texas Mathematics Teacher
 Charles A. Dana Center
 2901 N. IH-35, Suite 2.200
 Austin, TX 78722

Nonprofit Org.
 U.S. Postage Paid
 Austin, TX
 Permit #391

Mark your calendar for these important dates!

Coastal CTM	Corpus Christi, TX	June 12, 2009
Texas South Plains CTM	Canyon, TX	September 26, 2009
Greater El Paso CTM	El Paso, TX	October 17, 2009
Austin Area CTM	Austin, TX	October 3, 2009
Red River CTM	Texarkana, TX	October 9, 2009
NCTM Regional	Nashville, TN	November 18-19, 2009
Rio Grande Valley CTM	Edinburg, TX	November 21, 2009
Big Country CTMS	Abilene, TX	January, 2010
Central Texas CTM	Waco, TX	February, 2010
CAMT 2010	San Antonio, TX	July 15-17, 2010

Their Tomorrow Starts Today:



Building a Future takes a Mathematical Foundation

CAMT 2009 will be held July 15-17, 2009, at the George R. Brown Convention Center in Houston, Texas. See pages 16-19 for more details, or visit the website at www.camtonline.org