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(TALKING LEAF)

SDCTM WINTER 2004 NEWSLETTER

Presidential Notes

This will be short and sweet as I am sitting here in the frozen (-20° without any wind) world of Eastern SD, trying to move ahead double time when all I want to do is curl up with a good book or magazine. As usual, I am a week behind and trying to catch up. The first semester is now behind us and things went rather well—thanks to the best group of students that I have had in several years. They remind me every day why I do what I do.

One of the things that I have been “doing” on a regular basis this fall is working on the revision of the SD Math Content Standards. These meetings have been intense, exhausting, exhilarating and productive. It is a pleasure to work with some of the best mathematics teachers K-16 that our state has available. Working over the language to ensure that it expresses our vision for the future of mathematics education in South Dakota is an exciting opportunity. The rich discussions about what is important for students to learn at each level send me home with my mind traveling faster than my car and eager to get back in the classroom and do my piece to make all of our dreams a reality.

You will probably not see this before the Joint Conference, but once again SDCTM and SDSTA have put together a great professional development opportunity for math and science teachers across South Dakota—I hope you were a part of it.

Mathematically yours,
Jean Gomer, President SDCTM

Wolsey Teacher Achieves National Board Certification®

Lori Keleher Earns Profession's Top Honor

Wolsey, SD – Lori Keleher of Wolsey is one of 8,195 elementary and secondary school teachers nationwide who achieved National Board Certification in 2003, according to the National Board for Professional Teaching Standards (NBPTS). This achievement brings the total number of National Board Certified Teachers® (NBCTs) to 32,130.

Mrs. Keleher teaches high school mathematics at Wolsey High School. She has been a teacher for 9 years and holds a degree in biology and mathematics. She is the first teacher in South Dakota to earn National Board Certification in Adolescent and Young Adulthood Mathematics.

“NBPTS celebrates and congratulates all teachers who went through the rigorous National Board Certification process,” says NBPTS Board Chair Roy E. Barnes. “This impressive achievement is widely recognized at the national, state and local levels as a benchmark for teacher quality. This is also an indication that policymakers, educators, business and community leaders, and parents recognize that when it comes to a quality education, quality teaching matters.”

Founded 16 years ago, NBPTS is an independent, nonprofit, nonpartisan and non-governmental organization dedicated to advancing the quality of teaching and learning. National Board Certification is the highest credential in the teaching profession. A voluntary process established by NBPTS, certification is achieved through a rigorous performance-based assessment that takes between one and three years to complete and

measures what accomplished teachers should know and be able to do.

“Teacher quality has never been more important, and the National Board for Professional Teaching Standards (NBPTS) is the only organization of its kind helping states to identify and certify highly accomplished teachers,” says NBPTS President Joseph A. Aguerrebere. “Through National Board Certified Teachers, states and communities are realizing the enormous benefits of using National Board Certification as a tool to attract, reward and retain highly accomplished teachers as required by the federal *No Child Left Behind Act*.”

Forty-nine states and more than 500 school districts across the nation have implemented policies and regulations to recruit, reward and retain National Board Certified Teachers. “In this environment of economic concern, the National Board is extremely grateful to the growing number of states, school districts and municipalities that support National Board Certification and the impact it has on the teaching profession and improved student learning,” says Barnes.

“National Board Certified Teachers distinguish themselves in the field of education by their dedication to their profession and their demonstrated abilities in the classroom,” says Edward B. Rust, Jr., chairman and CEO of State Farm Insurance Companies®. “As a member of the business community, we will continue to support the National Board because we know that creating more opportunities for teachers to attain this credential will help lead to a stronger teaching force, higher student achievement and an economy that benefits from skilled and productive citizens.”

“It is important to understand that the National Board Certification process not only identifies accomplished teachers, but also is a profound professional development experience,” says Aguerrebere. “This is a process that forces teachers to demonstrate how their activities, both inside and outside of the classroom, improve student achievement.”

In its effort to measure the impact of National Board Certification and the effects of

NBCTs on the quality of teaching and student achievement in America’s schools, NBPTS has engaged in an independent, rigorous research agenda. There have been more than 140 studies, reports and papers commissioned on the value of the National Board Certification process, as well as its standards and assessments. Findings and results from a number of research studies are expected to be completed in 2004 and 2005.

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The National Board for Professional Teaching Standards is an independent, nonprofit, nonpartisan and nongovernmental organization governed by a board of directors, the majority of whom are classroom teachers. Its mission is to establish high and rigorous standards for what accomplished teachers should know and be able to do. For more information about NBPTS, please visit <http://www.nbpts.org>.

Note from Lori Keleher about NBCT

Initially, I sought National Board Certification as a way to define myself as a good mathematics teacher. In college, I majored in biology, with math as a minor degree. After teaching high school mathematics for 8 years, I wanted a higher certification in math. I had considered getting a master's degree, but with young children and the nearest university being seventy miles away, I decided to work to attain National Board Certification--something I could do both in my classroom and at home in my own time. Once I was involved in the process, I found out that I was getting much more than advanced certification -- I was learning a whole new way of looking at how I teach my students. As a result of spending a year in the process, it is natural now for me to think analytically about my practice and my students' work. I take time to reflect upon my decisions and the effect these decisions have had upon my students' learning. As I make changes in my practice based upon these thoughts, I have noticed an increase in student performance and interest. Now that I am an NBCT, I continue to work to improve my own teaching practice and welcome the

opportunity to influence others to make positive changes in their own as well.

Nominate an Outstanding Teacher to Receive Presidential Recognition

We're looking for outstanding K-6 math teachers for the 2004 Presidential Awards for Excellence in Mathematics and Science Teaching—the nation's highest honor for mathematics teachers.

The Presidential Awards for Excellence in Mathematics Teaching Program was established in 1983 by the White House and is sponsored by the National Science Foundation. The program identifies outstanding mathematics and science teacher for Kindergarten through 12th grade, in the 50 states and four U.S. jurisdictions. The teachers serve as models for their colleagues and as leaders in the improvement of science and mathematics education.

K-6 math teachers are eligible to apply for the 2004 program cycle. Anyone (principals, teachers, students, and other members of the general public) may nominate a teacher. Nomination forms are available at www.sdctm.org. Submit your nomination as soon as possible. Teacher's completed applications for the 2004 awards must be postmarked by May 1, 2004. The South Dakota state coordinator is Diana McCann, 41876 Apple Tree Road, Springfield, South Dakota 57062.

State selection committees choose up to three finalists from each of the award groups for recognition at the state level. A national selection committee reviews applications of the state-level finalists and national awards are made by the President of the United States.

2003 State Presidential Award Finalists

The state finalists for the 2003 Presidential Award for the state of South Dakota are Donna Peterson of Belle Fourche Middle School and James Stearns of Bristol School. The two awardees were honored at the

SDCTM/SDSTA Annual Conference in Huron on February 6, 2004.

Donna Peterson has taught for 20 years and is presently teaching 7th grade math. She has also taught at Rosebud and in Indiana, Michigan and Oklahoma. She has been on her school's math curriculum and textbook committees.

James Stearns has taught 26 years and is presently teaching grades 8-12 mathematics. He has also taught at Groton School and Jones County. He has been active in SDCTM, SDSTA and SDEA. James has taught many TTL computer workshops and been a presenter at the state math-science annual conference.

Professional Development Opportunity (Free!)

Available now, the Annenberg/CPB Channel presents four self-directed, online only Mathematics courses for teachers, staff developers, and teacher educators—free!

There are four "Teaching Math" courses available only on the Annenberg/CPB Channel Web site at www.learner.org. The courses provide pre-service and in-service teachers an overview and exploration of the National Council of Teachers of Mathematics Process Standards at each of the four NCTM grade bands, (prekindergarten-grade 2, grades 3-5, grades 6-8, and grades 9-12). The goals for the courses are:

- To increase familiarity with and understanding of the NCTM Process Standards;
- To provide direct examples of effective ways to apply the Process Standards in the classroom and integrate their use with content goals; and
- To help teachers develop habits and practices that help them continue to improve their teaching and help their students' mathematical process and content skills.

Each of the four "Teaching Math" online courses consist of six three-and-a-half hour sessions. Within each session text, illustrations, animations, video programming, and interactive

activities are used to present the material. Course participants are frequently prompted to reflect on their learning through questions and journal opportunities. The course may be used as a self-paced course, or as part or all of the material presented in a face-to-face course or workshop.

Register for "Teaching Math" or any of our workshops and courses at no cost by calling us at 1-800-LEARNER, or sign up at http://www.learner.org/channel/workshops/register_info.html. For these courses you will need a broadband connection to the Internet (anything faster than a dial-up modem). Optional graduate credit for most workshops and courses is also available. "Teaching Math" offers two graduate credits.

The Annenberg/CPB Channel is produced by Annenberg/CPB with the Harvard-Smithsonian Center for Astrophysics.

The MACSTECH Scholars Program at Dakota State University

The Mathematics and Computer Science Technology (MACSTECH) Scholarship Program provides scholarships for financially eligible, academically talented students majoring in Computer Science and/or Mathematics for Information Systems at Dakota State University (DSU) in Madison, South Dakota. Funding for the program is provided by the National Science Foundation through a Computer Science, Engineering, and Mathematics Scholarship Program (CSEMS) grant. Scholarships up to \$2000 per year (depending on financial eligibility) will be awarded to successful applicants majoring in either Computer Science or Mathematics for Information Systems at DSU. Junior or Senior level students who are double majors in both disciplines and are making satisfactory progress toward the completion of both programs are eligible for scholarships up to \$3125 per year. Applications will be reviewed on a competitive basis and successful applicants will be admitted into the MACSTECH Scholars program at DSU. Based on performance, these scholarships may be

renewed each semester by the institution through the duration of the grant (Fall Semester 2006).

High School students should submit application packets on or before March 1 to receive priority consideration for entry into the program the following fall semester. Applications received through May 15 will be considered as long as funding permits. Application materials and additional information about the MACSTECH Program may be found at the project web site: <http://courses.dsu.edu/macstech>

SDSU Summer Workshops for Math Teachers

AP Calculus Institute, June 15-19, 2 graduate credits, for anyone teaching or planning to teach AB or BC calculus. Taught by AP consultant Mark Howell and Dr. Ross Abraham.

Mathematical Modeling, June 22-26, 2 graduate credits, taught by Dr. Kurt Cogswell.

Use of Technology in Teaching, 1 graduate credit. This 2-day workshop will be repeated twice during the summer with dates and location to be announced later. Taught by Dr. Kurt Cogswell.

For information about these workshops, contact Ken Yocom at (605) 688-6196 or e-mail kenneth_yocom@sdstate.edu.

Math Contest Announcements

The Dakota State University annual Senior High Math and Science contest for grades 9-12 will be held on March 25, 2004. For more information, contact Matthew Larson at larsonm@pluto.dsu.edu.

The 49th annual USD Merten Hasse Mathematics Contest will be held on April 24, 2004. For information, contact Dan Van Peursesem at (605) 677-5262 or e-mail dpeursesem@usd.edu.

The SDSU High School Math Contest is set for October 30, 2004. For information, contact Don Struck at (605) 688-6106 or e-mail donald_struck@sdstate.edu.

SDCTM MEMBERSHIP REGISTRATION
South Dakota Council of Teachers of Mathematics

Name _____ Date _____

Mailing Address _____

City _____ State _____ Zip _____

School _____

Subject(s) Taught _____

Telephone (Home) _____ (School) _____

Please check your teaching level, and enclose a check for the appropriate dues. Check should be made payable to SDCTM.

_____ K-6	\$ 5.00
_____ 7-12	10.00
_____ Departmentalized Middle School	10.00
_____ Post secondary	10.00
_____ Full-time student	3.00
_____ Retired	5.00

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www.sdctm.org

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