

Wahpe Woyaka pi

(Talking Leaf)

South Dakota Council Teachers of Mathematics Newsletter

Presidential Ponderings

It was a great summer— filled with fun, friends, and yes, math projects. Over 50 math educators, administrators, parents and other stakeholders gathered in Pierre during June and July to review and revise Mathematics Content Standards for South Dakota. As always, I was amazed and impressed by the passion and professionalism of South Dakota’s teachers. I enjoy spending time with other math educators. Their willingness to give up big chunks of their summer speaks volumes about their dedication to education. The committee discussions were stimulating and productive. Uppermost in our minds was one question: *What is best for South Dakota students?* With this question in mind, groups revised the mathematics standards for students in grades K-12.



I am confident that implementation of these new **South Dakota** standards will improve math education for all students. At the time of this writing, the timeline is for the Department of Education to receive public comment during the 2017-2018 school year. The revised standards will be presented to the SD Board of Education in Spring 2018 for consideration. The goal is to begin “capacity building” (implementation of the new standards) in 2018 with full implementation of the revised mathematics standards in the school year 2020-2021. The new assessment instrument is planned for use in Spring 2021 with grades 3-8, and 11. You can access more information online at <https://doe.sd.gov/contentstandards/documents/Strd-Timl.pdf> and <http://doe.sd.gov/pressroom/educationonline/2016/Sept/page1.html> .

In July, more than 25 teachers attended SDCTM’s Summer Symposium. This summer’s topic was “**Top Ten Transformations.**” Participants learned how to transform their teaching through activities and games. Lori Keleher and Lindsey Brewer provided information, ideas, and time to explore during the day-long symposium held at DWU. What would you like to see for next year’s SDCTM Symposium? There have been requests to host a future symposium West River. What do you think? Please send your ideas and suggestions to symposium chairman Steve Caron (steve.caron@k12.sd.us).

Speaking of ideas, please consider presenting a session for February’s **25th Annual SDCTM/SDSTA Professional Development Conference**. It’s our silver anniversary! Think about some of your great classroom ideas and put together a session for teachers at your grade level. You can always count on a friendly and supportive audience. A successful conference depends on quality sessions! Speaker proposal forms are available online at www.sdctm.org. Proposals are due October 15th, and will be submitted electronically this year. Go to the “Annual Conference” page at sdctm.org for more information and links to submit your proposal(s).

Did you know that SDCTM now has a social media presence? Member Leah Branaugh has created a Facebook page “*South Dakota Council of Teachers of Mathematics*”, as well as a Twitter feed @*SouthDakotaCTM* and an Instagram account @*SouthDakotaCTM*. A bylaws change has been proposed to make Media/Social Relations Coordinator an official member of the SDCTM executive board. By-laws may be amended at any scheduled meeting of the council by a majority vote of the members present and voting, provided notice of the proposed amendment has been given at least 30 days prior to the meeting at which they are to be amended. Please review the proposed by-laws change listed elsewhere in this newsletter. Members will discuss and vote at the February general business meeting scheduled in conjunction with the 2017 SDCTM/SDSTA Professional Development Conference in Huron.

I’m always conflicted as the new school year begins. I treasure summer for the extra time to relax and renew my spirit. I enjoy the great outdoors and the sound of cicadas. But I’m also excited about the upcoming school year. I look forward to new students and new challenges. Best wishes for a great school year!

Your ‘til pi repeats,
Cindy Kroon
SDCTM President

FALL 2016-2017

Wahpe Woyaka pi

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Calendar Notes:

- *SDCTM/SDSTA Conference February 2—4, 2017*
- *McCann Scholarship Application Deadline January 4, 2017*
- *PAEMST Nominations Due April 1, 2017*
- *PAEMST Applications Due May 1, 2017*



6-8 Highlights

September is over! Where did it go? I guess time flies when you are having fun! The first part of September flew by for me because I had the wonderful opportunity to fly to Washington, DC to be recognized as the Presidential Award for Excellence in Mathematics & Science Teaching recipient for 2014. The whole experience was beyond memorable. I walked around all the monuments, saw the Declaration of Independence, toured the Smithsonian, went into the White House, toured the Capitol Building, and met Senator John Thune. It was all amazing, but the highlight for me was getting to meet teachers from all over the United States and US territories during the recognition events. I really enjoyed listening to stories from Guam, Rhode Island, New York City, and countless others. Teaching is an amazing profession and to be in a room of 212 other teachers was inspiring! If you ever want to apply, don't hesitate to contact me. I can give you details!

Another opportunity I had this summer was to work with Smarter Balanced on their Digital Library. If you haven't utilized this resource yet, you can think of it as being similar to the My OER website. Smarter Balanced has compiled a database of resources that teachers can easily use. Everything in the Digital Library has been reviewed by three individuals for quality, usefulness, and correlations to the standards before being placed in the library. As a teacher, you can search for activities, lessons, or templates based on the Common Core State Standards.

While looking through the data base, I came across an activity that I have used in the past. It is a card sort where the students compare rational numbers. [see pp] Students love this activity because it gets them up and moving. This version only comes with positive rational numbers, but you could easily adapt it to include negative rational numbers as well. I wanted to give you small taste of what you can find in the SBAC Digital Library. Sometimes finding lessons can be a challenge and so please know that there is another resource out there for you. Until next time...

Crystal L. McMachen
SDCTM Middle School Liaison

Share the Wealth

I like to include activities and lesson ideas in each newsletter. I know that we have some of the world's best math teachers teaching in the state....and some of the most generous. However, I've come to realize that we are also some of the most modest. You never think what you are doing is "good enough" to include in the newsletter. Let me assure you that it is! If it works for your students, I know that at least one other teacher would find it helpful as well. I challenge you each to submit at least one activity...no matter how small or how large. You can include pictures of your students (and you if you'd like). Past submissions have sometimes included a student worksheet, others have not. It can be as simple or as complex as you are comfortable with. Sometimes, a simple idea (no handouts, pictures etc) can be like a gold mine to the teacher that is looking for just the right thing.

Send submissions to: smcquade2@sfcss.org



"Teaching is an amazing profession and to be in a room of 212 other teachers was inspiring!"





Higher Ed Viewpoint

Hopefully this letter finds you all well and your students fully engaged in studying math once again after a summer break. I know it seems things ramp up quickly with all the activities students are engaged in at the onset of school. I don't recall being as busy as my kids seem to be these days but maybe I am just getting older. Nah, couldn't be...

One item that the math departments in the state will be and have been dealing with this past year is how to more effectively deal with transfer students. On a larger scale this was done on all campuses at a more general level as the universities are undergoing an overhaul of the general education requirements on each campus. The thought is to try to make campus requirements more uniform to ease the transfer process for students going from one campus to another. At a more specific level, this is also being done with the WICHE passport process which is basically a group of institutions that will agree upon a specific list of objectives for certain courses in order to allow them to transfer in. The other item we continue to look closely at is our introductory level math courses. We are always looking for ways to increase success rates in these courses as well as offering alternative pathways for meeting the math requirements for the various majors.

The universities are on their first year with the new placement guidelines (math index score) that take into account their high school GPA as well as their math subscore on the ACT. Recall the old placement method only took into account the math subscore on the ACT. I suspect it will be 2-3 years with the new placement policy before we know the full impacts of this new policy but I will keep you informed as data becomes available.

During AY 2015 there were 199 of your students taking Math 102 (College Algebra) as a dual credit course. This is down slightly with the four previous years being 217, 216, 224, and last year with 232. It is not surprising that in an analysis, these students do the best in their subsequent courses at our universities when compared to students that didn't take the first course as dual credit. I guess it confirms what everyone believed, that these are the best, brightest, and most motivated students taking the dual credit courses and those qualities continue throughout their taking additional math courses.

I hope to see you all in Huron again this February. I wish you all the best on a productive and successful semester.

Best wishes,

Dan Van Pender

SDCTM Liaison to Higher Education
Professor and Dept. Chair
The University of South Dakota



"...these students do the best in their subsequent courses at our universities when compared to students that didn't take the first course a dual credit."





A Word from Nicol

Hello! My name is Nicol Reiner, and in June of 2016 I began my new role as State Math Specialist for the South Dakota Department of Education. After 21 years as a math educator and instructional coach for the Sioux Falls School District, I am very excited about this new adventure and all of the learning that will come with it. I look forward to supporting educators, advocating for effective math education, listening, collaborating, and getting to know many more educators across the state.

Work as the state math specialist this summer did not start with a “dip my toes in the pool” type experience. Things began in early June with a full cannon-ball plunge into the pool of math standards revision. What an amazing (and refreshing) process that has been! Working with the group of educators and community members that came together to discuss, debate, research, and collaborate to revise the newly proposed math standards for South Dakota was truly awe-inspiring. The math work group members dedicated at least 5 days of their summer to working together in Pierre to create South Dakota Math Standards that are rigorous, coherent, focused, and will best serve the learning needs of all students in our state. We are indeed lucky to live and work with so many talented and generous folks who gave their precious summer time to this important task.

The revision process and newly proposed standards have been posted on the Department of Education website (<http://doe.sd.gov/contentstandards/math-review.aspx>), and I encourage each of you to take the time during this school year to dive into the newly proposed math standards and offer your feedback. The 2016-17 school year will be dedicated to seeking feedback from educators across the state. Principals and curriculum directors were each emailed a Standards Toolkit that offers steps to facilitate exploration of the newly proposed k-12 math standards. Within the standards toolkit is a link to a survey form to help educators submit feedback after exploring the newly proposed standards. Feedback will be reviewed by the math work group members in June of 2017 so that any needed revisions can be made before the standards are presented at public hearings during the 2017-18 school year and approval by the Board of Education in Spring of 2018. Please don't hesitate to contact me if you have any questions. You can email me at Nicol.Reiner@state.sd.us.

I want to offer a heartfelt thank you to all of the people who were involved in the math revision process this summer, and a thank you in advance to all of you who will make time to review the newly proposed standards and offer your very important feedback!

Nicol Reiner
SD State Math Specialist



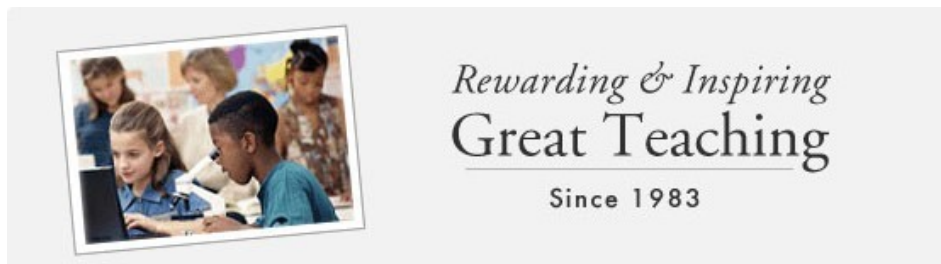
“I look forward to supporting educators, advocating for effective math education, listening, collaborating, and getting to know many more educators...”



Presidential Awardees Announced

In August, President Obama named 213 mathematics and science teachers as recipients of the prestigious Presidential Award for Excellence in Mathematics and Science Teaching. These awardees represent all 50 states, the District of Columbia, Puerto Rico, U.S. Territories, and the Department of Defense Education Activity schools. The educators received their awards at a ceremony in Washington, DC on September 8.

Congratulations to Crystal McMachen, Rapid City Area School District and Bjorg Remmers-Seymour, Rapid City Area School District.



Presidential Awards Nominations

**Know a Great 7-12 Mathematics Teacher?
Nominate him or her to receive the Presidential Teaching Award!**

We're looking for outstanding 7-12 mathematics and science teachers for the 2017 Presidential Awards for Excellence in Mathematics and Science Teaching. The awards are sponsored by the White House and administered by the National Science Foundation.

Every year up to 108 National Awardees each receive a \$10,000 award, a paid trip for two to Washington, DC to attend a week-long series of networking opportunities and recognition events, and a special citation signed by the President of the United States.

The program will be accepting nominations of 7-12 teachers for the nation's highest honor for mathematics and science teachers beginning October 1, 2016. Anyone can nominate an outstanding teacher. Teachers should submit completed application materials by May 1, 2017.

For more information, including nomination and application forms, please visit www.sdctm.org and click on the Presidential Awards link. Teachers may also visit the PAEMST website at www.paemst.org for more information.

Allen Hogie
SD PAEMST Mathematics Coordinator





SDCTM Elections

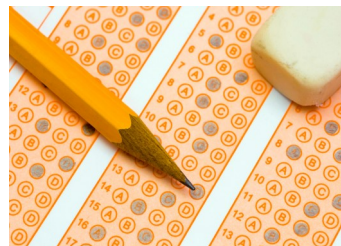
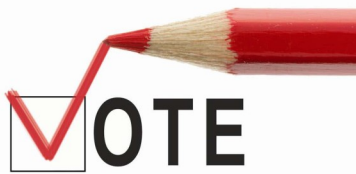
At the 2017 SDCTM/SDSTA Joint Conference in Huron, SD we will be electing officers for two year terms on the Executive Board. If you are interested in becoming more active in your professional organization, please let me know so that your name can be added to the ballot. If you know someone who would be a great candidate and be able to fulfill SDCTM's expectations for its officers, please nominate them after first confirming their willingness to serve.

Positions that will appear on the ballot are: President-Elect, Vice-President, Secretary, Treasurer, and NCTM Representative. To view expectations for each of these positions, please visit <http://sdctm.org/documents/bylaws/const.bylaws2013.pdf>.

Allen Hogie
President-Elect, SDCTM



Are you interested in serving your professional organization?



Smarter Balanced Data Review

Representatives from member states met in Dallas, TX the week of July 25 – July 29, 2016. The purpose of the meeting was to provide recommendations to Smarter Balanced about items, engage and collaborate with other educators, develop content and assessment literacy through review of items and associated data, and reflect on how this process relates to our role as educators.

Statistical analysis was completed for the items that were field tested in the Spring of 2015. Participants reviewed the content and statistical properties of each flagged item and made a recommendation to Smarter Balanced whether to accept the item as is, reject the item completely, or revise and re-field test the item. Smarter Balanced will review recommendations and then move items into one of three pools: operational pool of items for 2017-2018, revise and re-field test items in 2017-2018, or reject for future use.

Items were flagged due to reasons including difficulty, discrimination, or potential bias issues (differential item functioning). Six mathematics teachers from South Dakota participated.

Allen Hogie
President-Elect, SDCTM
Allen.Hogie@k12.sd.us

“The purpose... was to provide recommendations to Smarter Balanced about items, engage and collaborate...develop content and assessment literacy..”

Positive Rational Numbers on Number Line Card Sort

Submitted by Crystal McMachen
Elementary Liaison

Success Criteria:

- Compare positive rational numbers and order from least to greatest.
- Estimate location of rational numbers on a number line.
- Use benchmarks to defend location of positive rational numbers on a number line.

Common Core State Standard:

6.NS.6c: Find and position integers and other rational numbers on a horizontal or vertical diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

Mathematical Practices:

- Mathematical Practice 1: Make sense of problems and persevere in solving them.
- Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.
- Mathematical Practice 6: Attend to precision.

Prerequisites:

- Convert between and among fraction, decimal and percentages.
- Determine common denominators with 2 or more fractions.
- Recognize that $\frac{1}{3}$ is a repeating decimal and can be written with bar notation.

One card does include bar notation and matches to equivalent $\frac{4}{12}$.

Materials:

- Sorting Cards– 1 deck per 2 people– copied on cardstock
- Blank number line (optional) for Recording Sheet
- Masking Tape (along top of two desks) Empty Number line

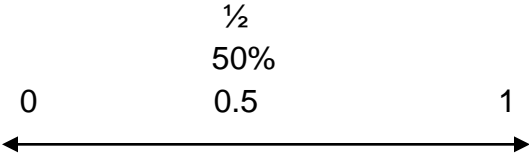
Formative Assessment:

- Clarify intended Learning
- Elicit Evidence
- Interpret Evidence

Preparation:

For each group, place tape along top of two desks or student tables. Make the number lines 42" to 48" long. .

Teacher Talk/Modeling	Student Talk	Suggestions for Diverse Learners
<p>Preparation: Through discussion, have students identify benchmarks on the line for 0, $\frac{1}{2}$, and 1. Be sure to extend the line beyond one whole for fractions greater than one. Teacher: What</p>	<p>Student: You could write 50% or 0.5</p>	<p>Suggestions will be provided throughout the lesson.</p>

<p>are other ways to write or represent $\frac{1}{2}$? Draw this diagram on board as students give input.</p> <p style="text-align: center;"> $\frac{1}{2}$ 50% 0 0.5 1  </p> <p>NOTE: The 50%, 100% cards are provided in the activity cards.</p> <p>Clarify Intended Learning: “Estimate the location of the number cards on the number line at the top of your desks. You may find there are other benchmarks that are useful as you compare the numbers and estimate their locations on the number line. We will discuss your strategies further after you have completed your task. “</p>	<p>Students work together to use benchmarks including $\frac{1}{4}$, 25%, $\frac{3}{4}$ and 75%.</p>	
<p>Give each group a deck of cards. Have participants work in pairs to sort and place cards on the number line.</p> <p>Suggestion: Students may need encouraged to sort cards into 3 piles.</p> <p style="text-align: center;"> Closest to 0 Closest to $\frac{1}{2}$ Closest to 1 </p> <p>Mathematical Practice 1: Make sense of problems and persevere in solving them.</p> <p>Does this make sense? Give multiple representations of numbers can be overwhelming. Simplifying the task and using benchmarks allows students to make sense of the problem and monitor their work.</p>	<p>Example: I know 0.3 is also $\frac{3}{10}$ and it is less than half.*</p> <p>Elicit Evidence: *This student is able to estimate the decimal is less than half. Continued evidence may be needed to estimate location on a number line.</p> <p>For example: “I will place it on the number line greater than 25% but less than $\frac{4}{10}$. Because 0.3 is equal to 30%.”</p>	<p>A sheet of benchmarks (provided) may be copied in alternate color for students that require the visual of benchmarks.</p> <p>Diverse Learners- Students struggling may feel more confident if rational numbers were given in sets of like representation. Possibly give decimals only, and then add percentages, finally fractions. Scaffolding the task may allow the teacher to see strengths and weaknesses of student understanding.</p>
<p><i>Optional:</i> Ask participants to share the strategies they used to sort the cards by benchmarks.</p>	<p>Mathematical Practice 6: Attend to precision.</p> <p>Using appropriate vocabulary: place value</p>	<p>Stronger students may not need this discussion at this time. They may be ready to continue with estimation on a number line.</p>

	names, tenths and greater than one, numerator, denominator	
Task: Continue with activity: Have participants put all of the cards in order from least to greatest. Equivalent values should be placed below one another in a column. (modeled above with 50%, $\frac{1}{2}$ and 0.5)		
Display number lines and have participants look at other groups' work as they finish. This encourages students to participate in Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.	Students finished early may want to check their work with others. They may hear others defend why they placed a value in a specified location and consequently change their own placement.	
Interpreting Evidence: Paying close attention to these values may allow for interpreting student understanding of place value and percentages. Experience in the classroom has case examples of students that say, "I converted 83% to a decimal and knew it was equal to 0.83 or 83 out of 100." However, some students view 8.3% as a decimal because it IS a decimal percent. This misunderstanding of 8.3% already as a "converted" decimal rather than as a percent BETWEEN 8% and 9% can allow teachers to alter future lesson plans.	Notice where students place: 8.3%, 83%, 0.83	
Ask participants to share the strategies they used to help them order the rational numbers. They may suggest ideas such as changing all values to the same representation, using additional benchmarks such as $\frac{1}{4}$, finding common denominators for the fractions, etc. Interpreting Evidence: When a student is unable to locate a place for $\frac{1}{8}$ more work with the relationship of other fractions is necessary. Knowing to divide and	Student defended answer as placing $\frac{1}{8}$ as equal to 12.5 % because, "I know $\frac{1}{8}$ is half of $\frac{1}{4}$ and half of 25% is 12.5%."	Diverse learners: Some students may prefer to only sort one representation as mentioned earlier; others may benefit from changing all values to the same representation, using additional benchmarks such as $\frac{1}{4}$, 0.25 and 25%, finding common denominators for the fractions, etc. Enrichment:

Benchmark –copy on alternate color

0

 $\frac{1}{2}$

1

0

 $\frac{1}{2}$

1

0

 $\frac{1}{2}$

1

0

 $\frac{1}{2}$

1

Copy on colored card stock

50%	$\frac{2}{2}$	$0.\overline{3}$
$\frac{2}{3}$	0.75	12.5%
100%	0.25	$\frac{2}{4}$
$\frac{4}{20}$	0.83	16%

83%	$\frac{20}{30}$	1.0
$\frac{1}{8}$	0.625	8.3%
1.15	0.375	$\frac{2}{8}$
$\frac{9}{10}$	0.91	83.5%

87.5%	$\frac{8}{8}$	$\frac{6}{8}$
$\frac{1}{10}$	$\frac{4}{12}$	102%
75%	0.512	90%
$\frac{6}{12}$	55%	5%

2017 Diana & Grant McCann Memorial Scholarship

Important Information:

- The McCann scholarship is open to South Dakota college students entering their senior year, and pursuing a teaching degree in the field of Middle School/High School Mathematics.
- One \$1000 scholarship will be awarded per year.
- Eligible students must have obtained a minimum cumulative GPA of 3.3.
- Download the application from <https://sdctm.k12.sd.us/mccann/scholarship.htm>
- You may include additions to the tables (if necessary) on a separate page.
- **Completed applications are due by 5:00 p.m. January 4, 2017.** Submit in electronic form to cindy.kroon@k12.sd.us. Incomplete or late applications will not be scored.
- Decision of the judges is final. Scholarship recipient will be notified in February 2017.
- Scholarship payment will be made prior to the start of the 2017 fall term.

Selection Criteria: Selection for the scholarship will be determined by applicant's demonstration of scholarship/character, leadership, service, letter of recommendation, and essay. A student with a score lower than 3 in any category will be ineligible for consideration.

Application:

Name of applicant: _____

Contact: (email) _____ (Phone) _____

Permanent address: _____

College/University attending: _____ Projected graduation date: _____

I. SCHOLARSHIP/CHARACTER

(5 points GPA / 10 points Letter of Recommendation): Submit a letter of recommendation from the college/university mathematics education professor. The letter must also verify the applicant's Cumulative Grade Point Average. Letters of recommendation should be sent directly to cindy.kroon@k12.sd.us by 5:00 p.m. January 4, 2017.

Cumulative GPA: _____	3.3-3.75 = 3 points
	3.76-3.99 = 4 points
	4.0 and higher = 5 points

Letter of Recommendation

Low Score 0-2 pts Average Score 3-6 pts

High Score 7-10 pts

II. LEADERSHIP (5 points): Teacher leaders demonstrate the following qualities: resourcefulness, dependability, inspiring positive behavior in others, delegating responsibilities, contributing ideas to the well-being of school and community, and holding school offices or positions of responsibility in the community and/or work.

Complete the following chart with evidence of your leadership. **Include the name, email, and phone number of the adult supervisor in the space provided.**

Leadership Position	Year in College (Please select)	Job Description	Adult Supervisor (name and contact info)
	Fr So Ju Sr		
	Fr So Ju Sr		
	Fr So Ju Sr		

III. SERVICE (5 points): Service is defined through the voluntary contributions (no financial compensation) made by the student to the school or community. Service Leaders provide assistance to others cheerfully and enthusiastically with a courteous and positive spirit.

Complete the following chart with evidence of your service. **Include the name, email, and phone number of the adult supervising your service in the space provided.**

Service Activity	Year (Please select)	Hours— Indicate total, weekly, monthly, etc.	Description of Service	Adult Supervisor (name & contact info)
	Fr So Ju Sr			
	Fr So Ju Sr			
	Fr So Ju Sr			

IV. Essay (25 points): Respond in the space provided below (500 words or less).

Low Score 0-8 pts

Fails to, or shows a weak attempt at addressing prompts

Average Score 9-16 pts

Addresses prompts

High Score 17-25 pts

Provides clear descriptions and includes evidence when addressing prompts

1. If you could change one thing about yourself, what would it be?
2. What were the factors that influenced you to become a mathematics teacher?
3. Define success in mathematics teaching. What are the requirements for success?



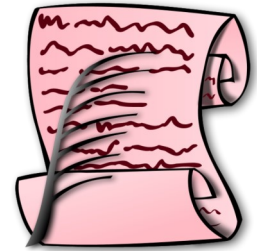
Proposed Amendment to SDCTM By-Laws

The following amendment will be considered at the general meeting held during the conference on February 3, 1916.

Purpose of the change: to make the SDCTM Public Relations/Social Media Coordinator an official position of SDCTM. The PR/SM Coordinator would be appointed by the president, and serve as an ad-hoc (non-voting) member of the executive board. The by-laws may be amended at any scheduled meeting of the council by a majority vote of the members present and voting, provided notice of the proposed amendment has been given at least 30 days prior to the meeting at which they are to be amended.

Article III—Executive Board

The executive board shall consist of the officers of the organization, the immediate past president, newsletter editor, elementary liaison representative, middle school liaison representative, secondary liaison representative, post-secondary liaison representative, and committee heads. Ad-hoc (non-voting) members shall be the SDCTM webmaster, **SDCTM Public Relations/Social Media Coordinator**, South Dakota math curriculum specialist, and the State Coordinator of the Presidential Awards. The executive board shall transact necessary business as may be referred by the SDCTM membership.



“The...amendment will be considered at the general meeting...”

Marian Fillbrandt SDCTM/SDSTA Conference Stipend

Marian Fillbrandt graduated from South Dakota State in 1933 with a Mathematics major. She spent many years teaching math and science. She established the Fillbrandt Endowment at South Dakota State to help South Dakota math and science teachers. A committee of faculty, along with Jeff Nelson with the SDSU Foundation, has determined that this endowment can be best utilized by providing \$400 stipends to second through fifth year math and science teachers to attend the SDSTA/SDCTM conference. This will allow new teachers in rural areas to interact with their colleagues with similar professional interests.

The \$400 stipend intends to defray the costs of conference registration, accommodations, a substitute teacher for the Friday of the conference if a district will not provide one, and other costs associated with conference attendance.

If you are selected for this stipend, you will be required to write a brief report at the end of the conference stating how the stipend benefited you and what you learned at the conference that you plan to use in your classroom. If you are selected, but are unable to attend for some reason, the stipend money will be returned to the endowment fund. The selection committee will take financial need into account during the selection process.

The application deadline is December 1st. To apply, go to <http://Fillbrandt-Teacher-Stipend.questionpro.com>

“The \$400 stipend intends to defray the costs of the conference registration, accommodations, a substitute teacher ... and other costs associated with the conference...”

“GOEHRING/VGKTZ LEADERSHIP SCHOLARSHIP”

“The Goehring/Veitz Leadership Scholarship” has been established to encourage new teachers of math and science to become professionally involved on the state level. The scholarship, which is good for a free one or two day registration at the Joint Conference of the South Dakota Council of Teachers of Mathematics and the South Dakota Science Teachers Association, is available to any teacher who meets each of the following criteria:

- Is a K-12 teacher of math or science who is in the first year of teaching in SD
- Is a member of SDCTM and/or SDSTA Applicants must pay their own dues to the chosen organization.

The application process is simple. Fill out the form below, have it signed by the building principal, and mail it to Steve Caron along with the regular conference registration form which is available at www.sdctm.org.

**APPLICATION
“GOEHRING/VGKTZ LEADERSHIP SCHOLARSHIP”**

Name:

School District:

Teaching Assignment:

Membership Information:

_____ I am already a member of SDCTM SDSTA (Circle one or both)

_____ I am joining SDCTM and/or SDSTA (Circle one or both)

I am enclosing a check for

_____ \$5.00 for Elementary Math and/or \$5.00 for Elementary Science

_____ \$20.00 for MS/HS Math and/or \$20.00 for MS/HS Science

<p>(Name) _____ is in his/her first year of teaching in SD at _____ School District during the _____ school year and is thus eligible for ‘The Goehring/Veitz Leadership Scholarship.’</p> <p>Signed: _____, Building Principal</p>

2016 SDCTM/SDSTA JOINT CONFERENCE

Conference information and program booklets will be available online at www.sdctm.org and www.sdsta.org

ADVANCE REGISTRATION

Crossroads Events Center, Huron South Dakota
February 2-4, 2017 1-800-876-5858

Please print clearly. Postmark by January 20, 2016. After this date, please register on-site.

Name _____
 Permanent Address _____
 City _____ State _____ Zip _____
 School/District _____ E-mail _____
 Home phone _____ School Phone _____

Please check the appropriate categories for membership, conference registration, and banquet.

NEW! Use online Registration form for 2017 Conference! Go to www.sdctm.org Please register onsite after Jan. 20, 2017.

1. SDCTM/SDSTA MEMBERSHIP and DUES

Please check the appropriate categories. You may join one, both, or neither organization.

Begin/renew SDCTM (math) for one year	Begin/renew SDSTA (science) for one year
____ Elementary \$5	____ Elementary \$5
____ Middle School \$10	____ Middle School \$10
____ High School \$20	____ High School \$20
____ Secondary \$20	____ Secondary \$20
____ Student \$5	____ Student \$5
____ Retired \$5	____ Retired \$5
____ Other \$20	____ Other \$20

Note: First year teachers may qualify for a scholarship providing a free registration. See www.sdctm.org for details.

2. CONFERENCE REGISTRATION

Please check the appropriate categories. Noon luncheon is included for each day that you register.
 NOTE: The Friday night banquet is NOT included in banquet prices mentioned here. Banquets are purchased for \$25 each.

You will attend the conference on (check one): _____ Friday _____ Saturday _____ Both days

SDCTM or SDSTA Member	Non-Member	Student Member
____ One day \$50	____ One day \$100	____ One day \$15
____ Two days \$75	____ Two days \$125	____ Two days \$25

College credit will be available; information on registration will be available at the conference registration table.

3. PAYMENT: By Check Only

Make checks payable to SDCTM.
 SDCTM does NOT accept credit cards or purchase orders.

Membership(s) total	\$ _____
Registration	\$ _____
Friday Night Banquet (\$25 each)	\$ _____
TOTAL ENCLOSED	\$ _____

Requests for refunds must be received by January 20, 2016

4. SEND THIS FORM WITH PAYMENT

Steve Caron
 907 South 16th Street School phone (605) 725-8208
 Aberdeen, SD 57401 Home phone (605) 226-2292

Email questions to: steve.caron@k12.sd.us

Advance registration must be postmarked by January 20, 2017.
 After this date, please register on-site.

Please check here if you have also submitted a speaker proposal form for the 2017 Conference.

2017 SPEAKER / PRESENTER PROPOSAL FORM

25th Annual Joint Conference of SDCTM and SDSTA

February 2-4, 2017

Crossroads Hotel/Huron Event Center

Huron, SD

1-800-876-5858

OFFICE USE ONLY:

Session No. _____

Day _____

Time _____

Location _____

Repeat Session _____

Submission of this form constitutes acceptance unless otherwise notified.

All speakers must also register for the conference.

Download registration form at www.sdctm.org or www.sdsta.org

(Name as you wish it to appear in program booklet)

(Name as you wish to appear in program booklet)

(Name of School/Affiliation)

(Name of School/Affiliation)

Preferred Address: _____
(Work home)

(Address)

(City)

(State)

(Zip)

(Work Phone)

(Home Phone)

Email _____

Include _____
in program? Yes No

Website http:// _____

Title of presentation _____

Description as it will appear in the program *(may be edited)* max. 50 words: _____

(Number of presentation) One hour Two hours

(Date of presentation) Friday _____ Saturday _____

(LCD monitor?) Yes _____ No _____

(Equipment requested - equipment will be provided.)

(Speakers are encouraged to bring their own equipment.)

(The conference cannot guarantee compatibility of

software with program equipment.)

(Speakers are expected to bring their own

computers and software.)

**NEW! Use online
Speaker Proposal form
for 2017 Conference!
Go to www.sdctm.org
Proposal deadline 10/15/2016**

If you have a last minute change or cancellation (after midnight Feb. 3, 2016) please call Crossroads Convention Center 1-800-876-5858

Speakers are requested to provide handouts for 30 on a first come, first served basis.

Return this form by **OCTOBER 15, 2016** to:

Jean Gomer

Box 96

White, SD 57276

email: speaker@SDSTA.org

Modified
09/15/2016
CK

I agree to comply with the guidelines in the "Minimum Safety Guidelines for NSTA Presenters and Workshop Leaders:" during my presentation. NSTA Minimum Safety Guidelines are located online at <http://www.nsta.org/coru/safety.html>

Signature _____

Date _____

Contact SDCTM with any special needs requests as defined by ADA by emailing Jean Gomer at speaker@SDSTA.org before October 15, 2016

All speakers must also register for the conference:
Download registration form at www.sdsta.org or www.sdctm.org

Conference program information and booklets will be available for download from www.sdsta.org and www.sdctm.org



Print a copy of this form. Mail with check payable to SDCTM to:

Jay Berglund
204 S. Exene Strert
Gettysburg, SD 57442

Name _____

School Name _____

Subjects or Grades Taught _____

Addresses

Home _____

School _____

Mailing Address: _____ Home _____ School _____

Home Phone _____

School Phone _____

Fax Number _____

E-mail _____

Membership categories (Check only one)

- _____ Elementary School \$5.00
- _____ Middle School / Junior High \$20.00
- _____ High School \$20.00
- _____ Post Secondary \$20.00
- _____ Retired \$5.00
- _____ Student \$5.00
- _____ Other \$20.00

We now offer the option to use PayPal to pay your dues for a minimal processing fee of \$1.00. The processing fee will cover the processing fees incurred by SDCTM and fees charged for having checks cut by PayPal.

*Instructions can be found online at:
<http://www.sdctm.org/joinsdctm.htm>*



SDCTM Newsletter
C/o Sheila McQuade
OGHS
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Sioux Falls, SD 57105

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www.sdctm.org