



Wahpe Woyaka pi (Talking Leaf)

South Dakota Council Teachers of Mathematics Newsletter

SUMMER 2018

Presidential Ponderings

The 2017- 2018 school year has come to an end. After 31 years in the classroom I still enjoy this time of the year where “life” seems to slow down a bit and I have time to take a breath and reflect upon the latest year of teaching. Reflection is important and we must not take the impact we have on our students lightly. As classroom teachers we are building relationships and helping students write their own end story! Through reflection, I have tried to model my teaching practice on the best of the experiences and challenges I have encountered over the years and have used them as a cornerstone, a foundation from which to build upon.



I challenge you to take time this summer to reflect on your own experiences. What went well? What did not? What resources would you like to have? What do you wish you knew more about? To address these issues, many of you will be taking summer courses and participating in professional development experiences that will enhance your individual teaching practice.

Speaking of professional growth experiences, SDCTM will be hosting a summer symposium entitled “Facilitating Productive Classroom Conversations Using Desmos” on July 11th on the Dakota Wesleyan University campus in Mitchell, SD. Mark Kreie, a 2017 Desmos Fellow and 2016 SD State Level Finalist for the Presidential Award for Excellence in Mathematics and Science Teaching will be our instructor. In this workshop, teachers will experience Desmos activities through a student lens and learn how to utilize the teacher dashboard and classroom conversation toolkit to facilitate individual and collaborative student thinking. Participants will also learn ways to adapt and create their own high-quality Desmos activities by using the Desmos Activity Builder and applying the Activity Building Code. This workshop is appropriate for grades 5-12 and for all levels of Desmos users. Questions about registration? Contact Steve Caron at steve.caron@k12.sd.us .

This past year I was invited to participate in the SDMath SDSci Leadership program facilitated by Nicol Reiner and Deb Wolf. This program was research based and it provided an opportunity to grow professionally and collaborate with outstanding mathematics and science teachers from all parts of South Dakota. Nicole and Deb did an outstanding job encouraging us to step out of our comfort zones. A “heart” felt thank you goes to Nicol and Deb for offering such a program in South Dakota. If you ever have an opportunity to participate in this program, it is well worth your time!

On June 4th, the SD DOE began the process of unpacking the newly adopted mathematics standards (3.19.2018). SDCTM officers and members have been active at every stage in the standards development process and will continue to be active participants in the unpacking of the standards. Going forward there will be opportunities to be involved in blueprint development and other activities. Nicol Reiner is our SDDOE Math Specialist and has done an outstanding job throughout the revision process. Reach out to her if you are interested in becoming more involved outside of your individual classroom.

Please don’t forget you have access to a network of colleagues and fellow members of SDCTM who have years of experience to draw upon. A stated goal of SDCTM is “Working to Improve Mathematics Education for All Students.” Many of our members participate in a math discussion listserv hosted by the SD Department of Education.

continued

Wahpe Woyaka pi

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Calendar Notes:

- *SDCTM Summer Symposium July 11, 2018*
- *SDCTM/SDSTA Conference Registration Due January 20, 2019*
- *SD STEM Ed Conference February 7-9, 2019*



K-5 Corner

Happy summer everyone! Yet again another year has come to an end. We are ready to start our summer to do list and plan for what is coming next year. I am looking forward to starting a new year in a new grade level. After 6 years in kindergarten, I am moving up to first grade. So many changes coming, new challenges, and new opportunities to inspire kids!

I am just wrapping up a project I am working on for a course I am taking, and I thought about how impactful the work has been. It made me want to share it with all of you. So often we work in just our classroom, and although we are in a building full of teachers we have a tendency to isolate and work as an individual. I challenge you this coming fall to really seek out other teachers and form groups that support each other. Ask other teachers for help when something doesn't go well. Share student work with colleagues and ask for their input. Ask others to come into your classroom and observe and give you feedback on what they see. It can be a scary thing to be vulnerable, but it could be a game changer in your classroom.

Reflecting in teaching can be very beneficial, but it can also be scary to admit that something didn't go well. It is easy to share all the great things that are happening and the high scores students receive on an assessment. Be willing to open up about what didn't go well and seek out advice. I challenge you all to use this summer to reflect. Look back over the past year and not only celebrate the success but pinpoint some areas you really want to focus on. Set some goals and be ready to make next school year your best yet. If we create a culture of learning amongst staff, our students will do the same.

Have a great summer everyone!

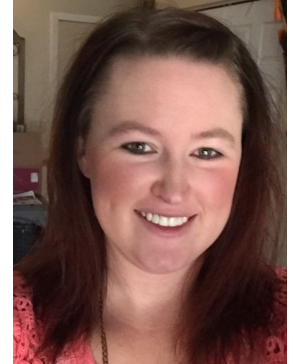
Merideth Wilkes
SDCTM Elementary Liaison

McCann Scholarship

A scholarship in memory of long time SDCTM member and officer Diana McCann has been established for the benefit of college students preparing to become a math teacher. Rising seniors studying math education at any post secondary institution in South Dakota are eligible. The scholarship will be awarded at the annual SD STEM Ed Conference.

Donations to the McCann Scholarship can be sent to:
Security State Bank
1600 Main Street
Tyndal SD 57066.

One hundred percent of all donations will be used to fund the scholarship.



“I challenge you this coming fall to really seek out other teachers and form groups that support each other.”





Higher Ed Viewpoint

I send you greetings from our universities and trust you all had a great close of the school year. Hopefully all of you are starting to enjoy some much deserved rest and relaxation that summer provides. As mentioned in my last newsletter, the proposal of math pathways and co-req models has now come to fruition. The proposed recommendations have made their way through the BOR and plans on campuses are now being made for implementation in the fall of 2019. Below is a copy from documentation the BOR has provided.

The major characteristics of the proposed recommendations include:

A uniform, system-wide set of options for students currently placing into developmental education mathematics courses ensures ease of course transfer across the SDBOR system, while the ability to choose from these options gives campuses flexibility to best serve their own students.

The options include existing non-credit-bearing, developmental education mathematics courses, but no student is required to enroll in one of these courses.

The options include immediate enrollment in a course that satisfies SGR#5 (the math graduation requirement).

To achieve these outcomes, the system-level approved options for students currently placing into any existing developmental math class would allow for self-selected enrollment in MATH 021, MATH 095, MATH 101, or MATH 103 + MATH 093. Each campus must offer at least two of these options based on the respective needs of their students, and at least one of the MATH 101 or MATH 103+093 credit bearing options. A distinct change from the current remedial course placement process currently in place is that no student would be required to enroll in the non-credit-bearing courses, MATH 021 or MATH 095. Rather, students will be given the option of enrolling in one of these two courses or to go directly into MATH 103+093 which would continue to satisfy SGR#5.

Those students enrolled in degree programs that do not require coursework with MATH 102 or higher as a prerequisite for program completion would not be required to take subsequent math coursework. When additional prerequisites must be met then, the MDC supports using MATH 103+093 as an allowable prerequisite for MATH 102, MATH 281, and STAT 281. The three potential pathways for students presented under this proposed approach can be found in the System Math Pathway Infographic available in Attachment I (see page 5).

Additional considerations

The taskforce has also recommended the renumbering of MATH 102 as MATH 114 and MATH 092L as MATH 094. Additionally, they seek to rename but not renumber MATH 103 Quantitative Literacy as Introduction to Mathematical Reasoning.

As always, please feel free to reach out to a contact from one of the BOR institutions with any questions you may have. I'm thinking that a session at the SDCTM meetings may be in order to help explain these changes. Best wishes to an enjoyable and safe summer.

Sincerely,

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



“...proposed recommendations have made their way through the BOR and plans on campuses are now being made for implementation in the fall of 2019.”

Regental Math Pathway Model

For more than a century, College Algebra has been the entry level course required for the majority of students seeking a bachelor's degree at postsecondary institutions around the country. However, many students struggle to successfully complete this entry level course. For some, College Algebra is not a required pre-requisite for higher level course work. As a result, 4-year institutions around the country have been working to develop appropriate math pathway options for students that better align mathematical principles to the degree programs students are pursuing, with a goal of improving student retention and graduation rates. The Regental Math Pathway model seeks to leverage this approach with a goal of allowing students to overcome this barrier to college success, while gaining the quantitative reasoning skills needed to be successful their field of study.



Optional Developmental Math

Intended for students who did not take math their Senior year, or for non-traditional students who need an additional refresher in mathematics.

MATH 021 **MATH 095**

Mathematical Reasoning Pathway

Course designed for students in programs where no additional math is required.

MATH 101 Prerequisite for MATH 114

MATH 103 + MATH 093 or **MATH 103**

Common Degree Programs in this Pathway

Social Science
 Psychology
 Visual Arts

College Algebra Pathway

Appropriate pathway for students with coursework with College Algebra as a prerequisite.

MATH 114 + MATH 094 or **MATH 114**

Common Degree Programs in this Pathway

Health Sciences
 Education
 Business

Calculus Pathway

Appropriate for students with coursework with calculus as a foundation for a significant portion of program requirements.

MATH 115

MATH 123

Common Degree Programs in this Pathway

Engineering
 Computer Science
 Mathematics



Additional Considerations to Improve Mathematics Course Delivery

Supplements to student support

Additional faculty, graduate students, peer mentors, and tutors; summer workshops; structured support by residence hall personnel or academic advisors.

Revising system-level policies

Limiting retakes of a given course attendance policies; require that the SGR#5 course be completed prior to certain academic milestones.



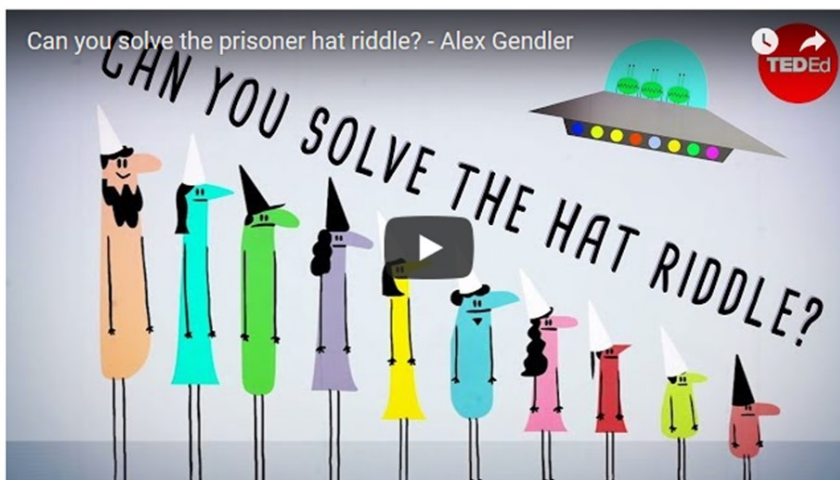
Musings from Crystal

Ah, Summer! What a great time to rejuvenate the batteries! Or check items off our to-do list!

During the summer, one of my tasks that I assign to myself is to find great ideas that I have to remember to do during the fall. I just came across one for getting students to discuss without the pressure of it being a totally math related activity. This resource includes videos for the students to watch that sets up the problem. It also includes lesson plans and discussion starters. The videos are fun to watch and engaging for the students. For example, the first video is about a group of humans being abducted by aliens. The humans will be set free if they can prove they are highly logical and collaborative. They will prove this by solving the hat riddle. After watching the set-up, there is a place in the video to pause to give the students a chance to talk. Then the answer is given. This would be a great activity to help the students practice how to talk to their peers in a group. I am thinking about having my students do this and video tape them. After they have finished, I will have them watch the video to see if they can spot areas of strength and areas of need when they are talking in their groups. Within my classroom, we do a lot of group work, so I am hoping that watching themselves work together will help them become better at collaboration.



“...getting students to discuss without the pressure of it being a totally math related activity.”



<https://www.kqed.org/mindshift/44971/three-brain-teasers-to-spur-logical-thinking-and-collaboration>

Another item on my to-do list is to begin signing up members to be on our ballot for next year's SDCTM elections. During our annual conference in Huron, we have our annual business meeting where all members are invited. It is always the last session of the day on Friday. If you have never been to this meeting, it is a great way to stay informed. At this meeting, we will be electing officers. If you want to know more about being an officer or getting more involved in your organization, please drop me an email: crystal.mcmachen@k12.sd.us I cannot wait to hear from you!!

Crystal McMachen
President-Elect



Mark's Thoughts

Hello again! It's crazy to think that we're already in the middle of June. Within a few weeks, stores will be advertising back to school sales.

For those of you who are looking for a fun math activity to do for the remaining part of the summer, I invite you to play along with the 2018 Math Photo Challenge. In order to participate, you need to be on Twitter and search #MathPhoto18. You can also follow @TheErickLee for more updates.

The weekly challenge starts on Friday, June 22nd. In order to play, simply take a photo that is relevant to the weekly challenge. (The first week's focus is Lines.) Then post your photo to Twitter and include the hashtag "#MathPhoto18".



To take a look at last year's challenge, feel free to visit <https://mathphoto17.wordpress.com/> or search #MathPhoto17 on Twitter. The photos are excellent resources to use in your classroom throughout the year, especially when using number talks and "What do you notice / wonder?" discussions.

Have a great rest of your summer!

Mark Kreie
NCTM Representative
Mark.Kreie@k12.sd.us

Share the Wealth

South Dakota Teachers are some of the most creative, dedicated professionals. Whenever I have the opportunity to visit with our teachers, I always hear of a project or lesson idea that I could use in my classroom. I invite you to share your wealth of ideas with our membership. Please consider submitting a favorite idea, lesson, activity... for publication in our newsletter.

Send submissions to:

Sheila McQuade, SDCTM Newsletter editor (smcquade2@sfcss.org).



"I invite you to play along with the 2018 Math Photo Challenge."





2016 Presidential Awards for Excellence in Mathematics and Science Teaching Awardees Announced

Established in 1983, PAEMST is the highest award kindergarten through 12th grade mathematics and science (including computer science) teachers can receive from the U.S. government. The award alternates years between kindergarten through sixth grade and seventh-12th grade teachers. This year, on the award's 35th anniversary, kindergarten through sixth grade teachers are being honored.

Nominees complete a rigorous application process that requires them to demonstrate their excellence in content knowledge and ability to adapt to a broad range of learners and teaching environments.

A panel of distinguished mathematicians, scientists and educators at the state and national levels assess the application before recommending nominees to the OSTP. Teachers are selected based on their distinction in the classroom and dedication to improving STEM education.

Congratulations Lindsey Tellinghusien and Andrea Thedorff! Below are the bios listed on the National Science Foundation website.

Lindsey Tellinghusien Willow Lake, SD K-6, Mathematics, 2016

Lindsey Tellinghusien has been an educator for 10 years, teaching all subjects of fourth grade at Willow Lake School for the past seven years. Previously, Lindsey taught fourth grade at Montrose Elementary.

Lindsey works to create a classroom of thinkers and problem solvers. Students in her classroom feel comfortable to make mistakes, talk about their thinking, appreciate others' thinking, and make sense of the mathematical world around them. Positive growth mindset is a cornerstone of her mathematics instruction.

Lindsey has been involved in South Dakota Counts as a teacher leader, participated in the Oceti Sakowin Course Project and Master Teacher Academy, and served both as a mentor and mentee in the South Dakota Teacher to Teacher Support Network. Lindsey initiated a crazy 8's afterschool mathematics club in her district and is a South Dakota Council of Teachers of Mathematics and National Council of Teachers of Mathematics member. Lindsey earned a B.A. in elementary education, a minor in reading, and a K-12 technology education endorsement from Dakota State University.

Andrea Thedorff Black Hawk, SD K-6, Mathematics, 2016

Andrea Thedorff has taught mathematics in the elementary classroom for 11 years. She is currently teaching third grade at Black Hawk Elementary School for the Rapid City Area School Schools district, where she has taught for the past seven years.

Andrea creates a classroom culture that celebrates new and different learning. She uses engaging activities to encourage higher-level thinking. She understands the importance of building a fundamental understanding of mathematical concepts and strives to differentiate her lessons to meet the needs of her students.

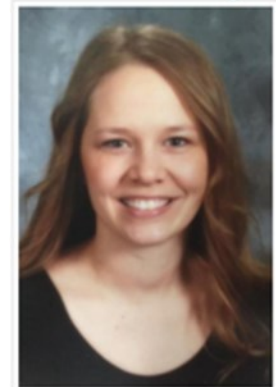
Andrea has won a grant to integrate mathematics and technology using coding robots. She continues to find ways to make mathematics meaningful and relevant to her students' lives. She has continued to serve on her district's mathematics leadership team as well as her building leadership team. Andrea is a member of the South Dakota Council of Teachers of Mathematics.

Andrea holds a B.S. in elementary education from the University of South Dakota. She received her master's degree in differentiated instruction from Graceland University.

Once again, Congratulations!!!
Allen Hogie
SD PAEMST Mathematics Coordinator



“ It is an incredible and humbling honor to be chosen to receive the Presidential Award. It is a validation of my everyday efforts to create critical thinkers and problem solvers in my classroom and a testament to those who have helped me reach this level. Receiving this honor challenges me to continue my work and passion for mathematics in the elementary classroom.” Lindsey Tellinghusien



“ The Presidential Award validates the work I do as an educator. This prestigious award opens up a professional community of learners that will help me to be a better teacher. I would not be the teacher I am today without the support of the people with whom I have worked. My students have benefited from my learning and collaboration with others. I have been blessed with inspiring colleagues that continue to challenge and support me.”
Andrea Thedorff



Presidential Awards State Finalists

Congratulations to the following elementary mathematics state-level finalists for the 2018 Presidential Award for Excellence in Mathematics and Science Teaching:

Christine Saltsman, Gettysburg School District, 6th – 8th Grade
 Traci Stiegelmeier, Wakpala Elementary, 3rd – 5th Grade
 Kim Webber, Black Hawk Elementary, 2nd Grade

As state-level finalists, they are automatically candidates for the National Presidential Award. The teacher selected as South Dakota's Presidential Awardee will be notified officially by the White House. 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.

SDCTM will celebrate the achievements of each of the state-level finalists on Friday, February 8, 2019 in Huron, SD during the evening Banquet at the SD STEM Ed Conference. Each state-level finalist will receive a paid two-day conference registration, Friday night's hotel accommodation, a paid one year membership to SDCTM, a plaque to commemorate the achievement, a free Banquet ticket (plus 1), a free breakfast Saturday morning, and 3 CEU's toward certificate renewal.

Beginning this fall, SDCTM will be looking for outstanding 7-12th grade mathematics and science teachers for the 2019 Presidential Awards for Excellence in Mathematics and Science Teaching. Do you know a GREAT 7-12th grade mathematics or science teacher? Nominate him or her to receive the Presidential Award! Nominations for the 2019 cycle will open shortly after the 2018-2019 school year begins.

For more information, including nomination and application forms as they become available, please visit www.sdctm.org and click on the Presidential Awards link.

Allen Hogie
 SD PAEMST Mathematics Coordinator
Allen.Hogie@k12.sd.us



Rewarding & Inspiring
Great Teaching
 Since 1983

Limit Card Sort Activity

I had the opportunity to attend the NCTM Annual Conference in Washington, DC this spring. On pages 10-15 is an activity for PreCalculus or Calculus from one of the sessions I attended. It was created by McKendry Marano and Elizabeth Wynne. I laminated 8 sets for use in the classroom and my students enjoyed reviewing through this activity.

Allen Hogie
 SDCTM President
 BVHS Mathematics Teacher



*Congratulations to:
 Christine Saltsman
 Traci Stiegelmeier
 and Kim Weber!*

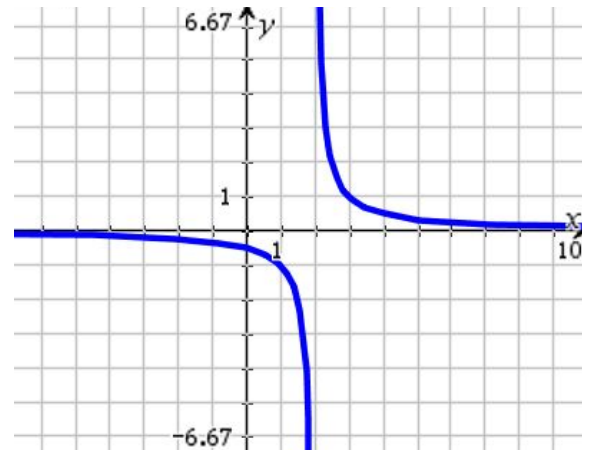
Limit Match

L1

$$\lim_{x \rightarrow 2^-} = -1$$

$$\lim_{x \rightarrow 2^+} = 4$$

G1

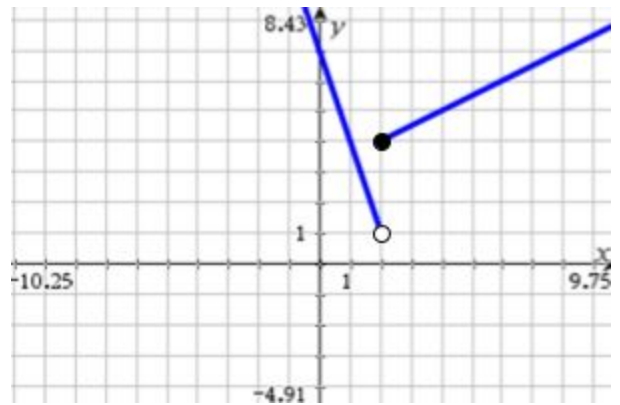


L2

$$\lim_{x \rightarrow 2^-} = 3$$

$$\lim_{x \rightarrow 2^+} = 2$$

G2

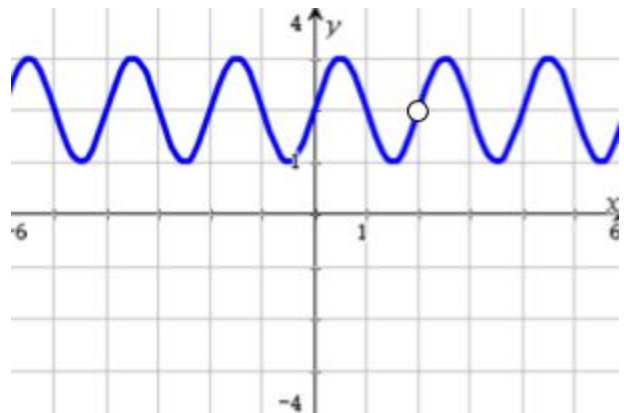


L3

$$\lim_{x \rightarrow 2} = DNE$$

$$f(2) = 4$$

G3

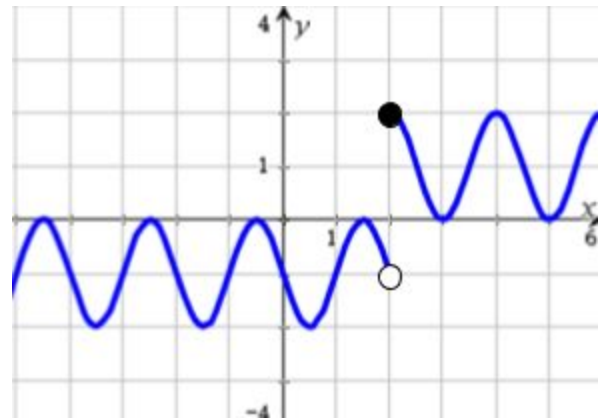


L4

$$\lim_{x \rightarrow 2^-} = -1$$

$$\lim_{x \rightarrow 2} = -1$$

G4

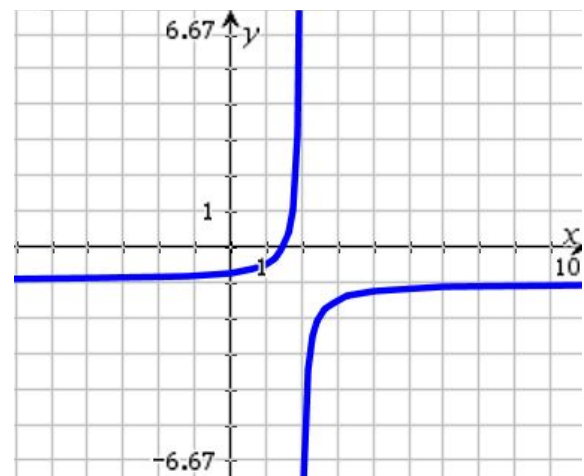


L5

$$\lim_{x \rightarrow 2} = 3$$

$$f(2) = 2$$

G5

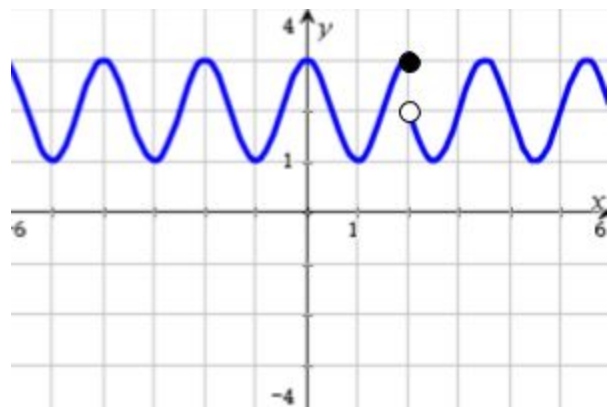


L6

$$\lim_{x \rightarrow 2} = 2$$

$$f(2) = \text{undef}$$

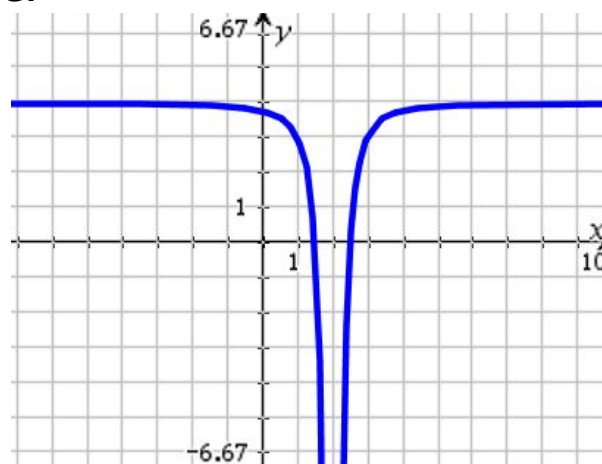
G6



L7

$$\lim_{x \rightarrow 2^+} = \infty$$

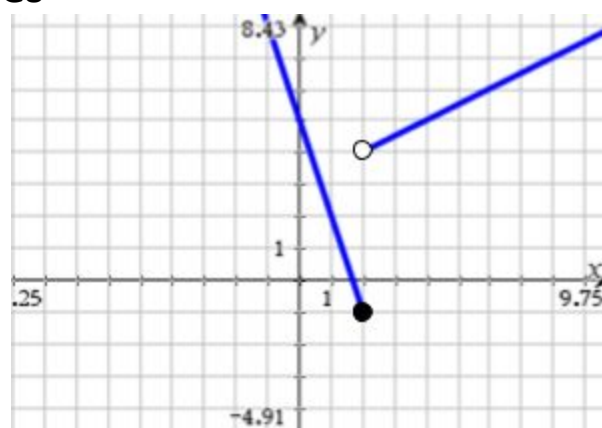
G7



L8

$$\lim_{x \rightarrow 2} = -\infty$$

G8

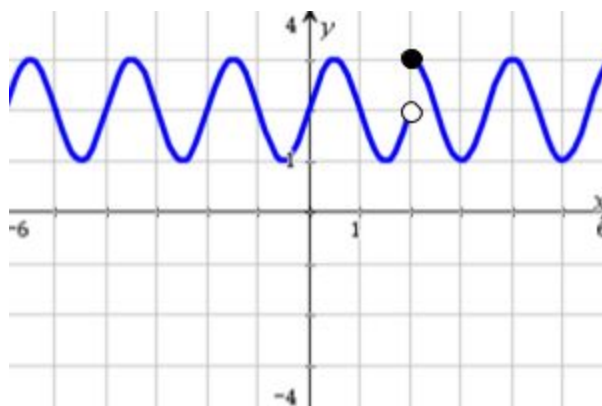


L9

$$\lim_{x \rightarrow 2} = DNE$$

$$f(2) = \text{undef}$$

G9

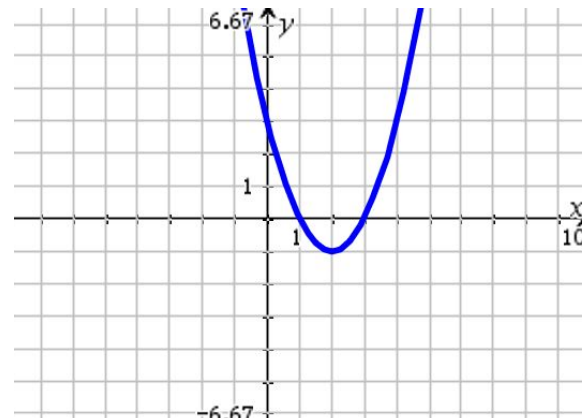


L10

$$\lim_{x \rightarrow 2^+} = 3$$

$$f(2) = 3$$

G10

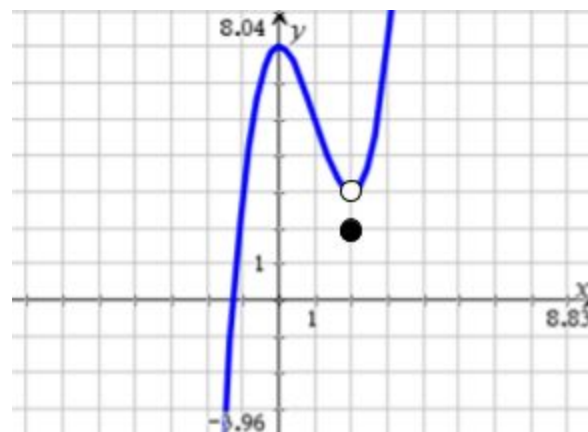


L11

$$\lim_{x \rightarrow 2^-} = -1$$

$$\lim_{x \rightarrow 2^+} = 2$$

G11

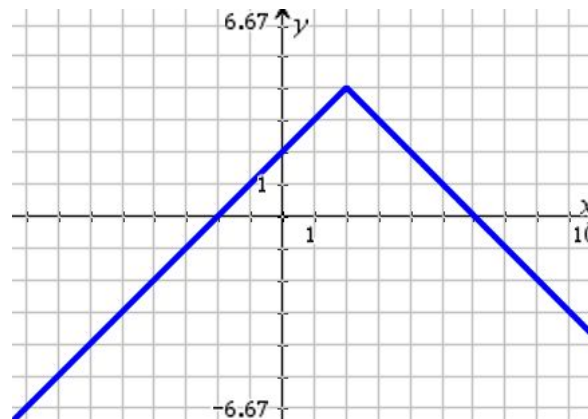


L12

$$\lim_{x \rightarrow 2} = 4$$

$$f(2) = 4$$

G12



Answer Sheet

Answer Sheet

Answer Sheet

Limits	Graphs	Limits	Graphs	Limits	Graphs
L1		L1		L1	
L2		L2		L2	
L3		L3		L3	
L4		L4		L4	
L5		L5		L5	
L6		L6		L6	
L7		L7		L7	
L8		L8		L8	
L9		L9		L9	
L10		L10		L10	
L11		L11		L11	
L12		L12		L12	

Answer Key

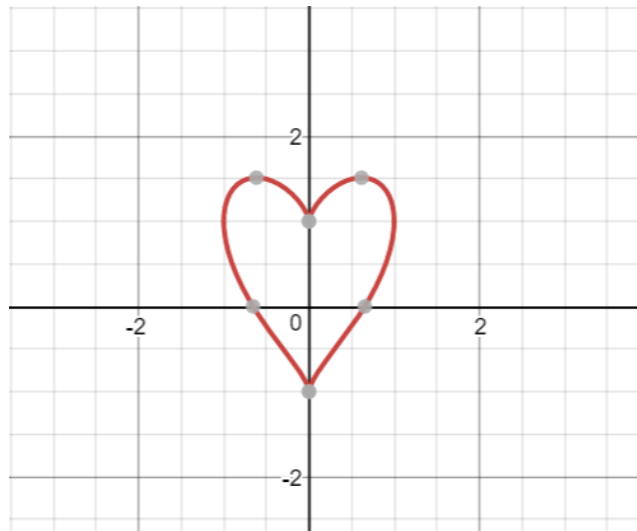
Limits	Graphs
L1	G8
L2	G6
L3	G2
L4	G10
L5	G11
L6	G3
L7	G1
L8	G7
L9	G5
L10	G9
L11	G4
L12	G12



Desmos Valentines

Have your students go to [desmos.com](https://www.desmos.com) and enter the following equation:

$$x^2 + \left(y - (x^2)^{\left(\frac{1}{3}\right)} \right)^2 = 1$$



Is it a function? Explain.

Describe the symmetry.

Predict what will happen if you change the value of the constant.

Experiment with changing parameters in the equation. What happens?

Here are some other heart-shaped graphs to try:

$$\left(y - \frac{-2(|x| + x^2 + 6)}{3(|x| + x^2 + 2)} \right)^2 + x^2 = 36$$

$$(x^2 + y^2 - 1)^3 - x^2 y^3 = 0$$

Change to polar mode:

$$r = 1 - \sin(\theta)$$

hint: type "theta" to get the θ symbol

Cindy Kroon
Montrose High School
cindy.kroon@k12.sd.us



“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 SD STEM Ed Conference, 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 Sheila McQuade along with the regular conference registration form which is available at www.sdctm.org and on page 18 of this newsletter.

If you choose to register online, complete the application and upload an electronic copy within the online registration form.

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>

2019 SD STEM Ed Conference

Hosted by SDCTM and SDSTA

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

ADVANCE REGISTRATION

Huron Event Center, Huron South Dakota
February 7-9, 2019 1-800-876-5858

Download and complete this form. Postmark by January 20, 2019. After this date, please register on-site (+\$35)

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

1. SDCTM/SDSTA MEMBERSHIP(s) 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 \$20	Middle School \$20
High School \$20	High School \$20
Post-Secondary \$20	Post-Secondary \$20
Student \$5	Student \$5
Retired \$5	Retired \$5
Other \$20	Other \$20

NOTE: First year teachers are eligible for a scholarship providing a free registration. See www.sdctm.org for details.

2. CONFERENCE ADVANCE REGISTRATION (+ \$35 On-site/after Jan. 20)

Please select the appropriate categories. Noon luncheon is included for each day that you register.

NOTE: The Friday night banquet is NOT included. Banquet tickets may be purchased for \$25 each.

I will attend the conference on (check one):	Friday	Saturday	Both days
SDCTM or SDSTA Member	Non-Member	Student Member	
One day \$55	One day \$105	One day \$15	
Two days \$80	Two days \$130	Two days \$25	

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

3. PAYMENT: By Check Only

Make checks payable to SDCTM/SDSTA JPDC.
 SD STEM Ed does NOT accept purchase orders.
 To use credit card, you **must** register and pay ONLINE:

Membership(s) total	\$ _____
Registration	\$ _____
Friday Night Banquet (\$25 each)	\$ _____
On-site Late Registration Fee (+\$35)	\$ _____

TOTAL ENCLOSED \$ _____

Requests for refunds must be received by January 20, 2019
 The conference does not issue refunds due to weather events.

4. SEND THIS FORM WITH PAYMENT

Sheila McQuade
 5423'UMly cplk'*****School phone (605) 366-3644
 Sioux Falls, SD 57107 Home phone (605) 373-1803
 If you j cxg"not receivef go krl'confirmation"qh'tgi kmtcvkqp
 after one week, please contact:"uo es wcf g4B ureuQti 0

Advance registration must be postmarked by **January 20, 2019.**
 After this date, please register on-site (Additional \$35 fee).

Please check here if you have also submitted a speaker proposal form for the 2019 Conference.



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 a PayPal option to pay your membership dues. A processing fee of \$1.00 will be added to cover the costs incurred by SDCTM when receiving PayPal payments.

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



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

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