



Wahpe Woyaka pi (Talking Leaf)

South Dakota Council Teachers of Mathematics Newsletter

Presidential Ponderings

Greetings!

The end of the year is in sight! All of the tulips, daffodils and crocus that are blooming give me hope. I love spring and I love flowers. There is just something about all of the color of spring after the cold winter that I look forward to each spring. This year they have a little more meaning... it looks like we can start to edge back some sense of "normal". The annual SDCTM Symposium is a "go" for this year. It will be held at Dakota Wesleyan in Mitchell and Nicol Reiner is our presenter. Look for the flier in this newsletter for more details and a link to the registration form. Since a free membership is available to everyone (our own COVID relief), everyone is entitled to register for the Symposium at the member rate.

More in the way of normal...we have started the early stages of planning the annual STEM Ed Conference. Mark your calendars... it will be February 3 – February 5, 2022 in Huron. Registration will open July 1, 2021 – watch your email for specific registration info to be sent out late June.

SDCTM held elections this summer and I am very fortunate to have some remarkable math educators on this journey with me. However, in an effort to not ask too much of our wonderful volunteers/elected officers, some former roles need to be filled. So, one of my first official decisions was to make some appointments. First was to appoint Amy Schander as Newsletter Editor. I really appreciate Amy taking on the newsletter. Please keep her email "handy" and send her info for the newsletter. Mark Kreie, elected Vice President, had been serving SDCTM as NCTM Representative. I have asked and appointed Susan Gilkerson to fill the role of NCTM Rep. Dan Van Peurseem was elected as the SDCTM President Elect and so has stepped down as the Higher Ed Liaison. Please welcome Dr. Christine Larson, SDSU, to the board as the Higher Ed Liaison. Thank you to Mark and Dan for all you have done in your previous roles and for continuing to serve SDCTM and the students of SD in your new roles. I know that Chris and Susan will be great additions to the board.

In closing, I cannot express how proud I am to be one of you... **you are a Rockstar!** I am often humbled by the lessons you teach, the love you have for your students, and the passion you express for quality math education for ALL but this year has been so very much more. In a recent note that a colleague wrote to the faculty at OG, she expressed so very well what I want to say to each of you so I will end with a quote from her note.

"... gives me "The Dot" by Peter Reynolds vibes. If you've never read it, it's a children's book about making something beautiful out of nothing with a growth mindset. I think that's exactly what all of you have done this year - You had to reinvent every wheel and you kept showing up for our students in the midst of all the hard. That's pretty amazing."

Thank you for showing up for SD students!!

Sheila McQuade
SDCTM President
SMcQuade@OGKnights.org



Spring 2020-2021

Wahpe Woyaka pi

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Calendar Notes:

- *SDCTM Summer Symposium July 29th, 2021 (Registration deadline June 1st)*
- *NCTM Annual Meeting and Exposition September 22-25, 2021*
- *Free SDCTM registration through 2021*



Presidential Farewell

Happy May Day!!

I cannot put into words how happy I am that Spring is finally here! I feel like the extra sunshine and the warmer weather really is a benefit that recharges the spirit. I do not know about you, but my students are also getting more energized with the Spring weather and it shows by their activity levels in math class!

Spring also means this is my last article as your President. It has been an honor to serve you the past two years. I am happy to say that I feel that my first year as President was a success. We had many amazing presenters such as Sharon Rendon at our Summer Symposium and then Dr. Sean Nank and Annie Fetter at our annual STEM ED conference. The feedback and comments were very positive all around. I loved seeing the collaboration and learning that took place at these events. I could feel the energy that was produced by the excitement over collaborating with colleagues and learning new things. I can tell that South Dakota is full of amazing educators and I feel very fortunate being a part of this group.

Unfortunately, COVID put a wrinkle in year two. I love how Cindy Kroon used the metaphor that “Christmas was canceled” when speaking about our STEM ED conference. My annual weekend in February with my math friends is a bright spot in my year and I really missed it. However, I am happy to report that our COVID relief package with extending everyone’s membership one year and offering free memberships to non-members has made a significant impact on the membership of SDCTM. I am happy to hear that more educators are getting involved and hopefully the momentum will continue. If you know of any other educators who would like to become a member, feel free to give them the link: [SDCTM Membership Application](#)

To our new members – welcome!!! I hope you enjoy receiving and reading our newsletter and that you can attend our STEM ED Conference in February 2022! SDCTM is here for the mathematics educators of South Dakota!

In closing, I want to say thank you. Thank you for letting me lead for the past two years. It has been an honor and a privilege!

Crystal McMachen
SDCTM Past President
Crystal.McMachen@k12.sd.us



“...more educators are getting involved and hopefully that momentum will continue.”

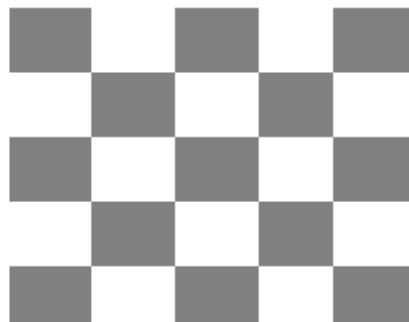
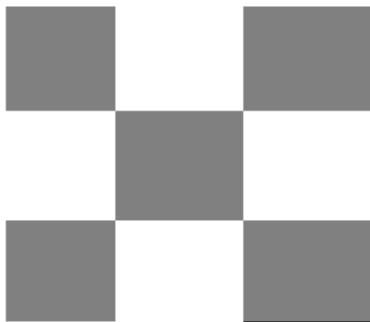


Musings from Dan

I send you warm greetings on what looks like a “spring is finally here” day out there. It is that time of year when students seem to have given over to senioritis, even if they are in the lower grades. Compound that with all the end of the year reports on assessment, one last exam push, concerts, and spring sports, and it seems just a little hectic right now. Hang in there troops, we are almost to the end of the year and what a year it has been. When many schools around the country were still teaching remotely, we South Dakotans hunkered down and got the job done. My congratulations to each and every one of you. There were still adjustments that had to be made but you all did them remarkably well. Our kids are better off from all your hard work and those of us that are in higher education thank you dearly for your efforts.

Right now the last thing you probably want to consider is going back into a classroom during the summer. However, the summer symposium on July 29 at DWU from 8:00 am to 4:00 pm will be worth your time. Nicol Reiner will easily make it worth your time as she presents on Using Mathematics to Connect to Each Other and the World Around Us. Register before June 1 on the SDCTM website!

I will leave you with a quick brain teaser many of you probably saw before but I was reacquainted with it last week on a zoom conference. Which of the following squares has more shaded area assuming the overall squares are the same dimension and each square within its parent is the same dimension.



In closing, I do wish you all a very successful close to your year and wish you some revitalizing time this summer.

Sincerely,

SDCTM President Elect
Professor and Dept. Chair
The University of South Dakota



“Our kids are better off from all your hard work and those of us that are in higher education thank you dearly for your efforts.”



Higher Ed Viewpoint

To improve is to **change**; to be perfect is to **change** often. *Winston Churchill*

Ok, I will admit that I googled "change" to find an appropriate quote to describe this school year. If Winston Churchill is correct, then this year has provided us with a chance to achieve perfection! While I know that did not happen to me personally, I did have many opportunities to try new things, whether I wanted to or not.

I want to use my first submission to *Wahpe Woyaka pi* as an opportunity to introduce myself to all of you. My name is Chris Larson, and I am a professor in the Mathematics and Statistics Department at South Dakota State University, ending my 29th year. I teach various courses at SDSU, including Honors Calculus I and II, a capstone course for our mathematics education pre-service teachers, and Mathematics Methods. I grew up in Aberdeen and graduated from Augustana University, so my South Dakota roots run deep. I received my Master's and doctoral degrees from Montana State University in Bozeman, MT.

This year has definitely been a year of change for all of us, the Regental Institutions included. While we were able to keep students on campus for the entire year, there have been challenges to make that happen. Reducing class sizes did not mean smaller rosters, but ways to only allow between a third and a half of the students in the classrooms at a time. This reduction led to hybrid models for many classes, with some students in the classroom and some on Zoom. It also meant that we all had to wear masks, which made getting to know our students a challenge. Finally, we had the constant worry about our students getting sick or getting sick ourselves. Here at the BOR universities, we are in the last week of classes for the year. And we hope that, when we come back to teach in the fall, things will be back to "normal."

I know that none of this is new information, as all of you had to deal with similar and even more complex issues this year. As we approach the end of the year, my sincere wish is that we can take the things that worked for us this past year and incorporate them into our new "normal." I look forward to meeting with my students in my office again, to seeing faces as I teach, with all their expressions and hopefully, some smiles. Good luck with finishing this challenging year; we are in the home stretch!

All great **changes** are preceded by chaos. *Deepak Chopra*

Chris Larson
Post-Secondary Liaison
Christine.Larson@sdsu.edu
Susan.Gilkerson@k12.sd.us

NCTM Update

This year the NCTM 2021 Annual Meeting that was scheduled in St. Louis did not meet in person. Rather, it was held virtually over a two week period. From Wednesday-Friday, April 21-24 and again from April 28-May 1. Over 500 education sessions spoke on Program Content, Learning Opportunities, Collaboration, and NCTM events.

The NCTM Annual Meeting and Exposition in Atlanta is still being planned. Mark your calendars, September 22-25, 2021. The theme this year is "From Critical Conversations to Intentional Actions". The strands that will be focused on include:

- ⇒ Broadening the Purposes of Learning and Teaching Mathematics
- ⇒ Advocacy to Make and Impact in Mathematics Education
- ⇒ Equitable Mathematics Through Agency, Identity, and Access
- ⇒ Building and Fostering a Sense of Belonging in the Mathematic Community
- ⇒ Effective Mathematics Teaching Practices

Registration opens later this summer. Visit the [NCTM website](#) for more information.

Susan Gilkerson
NCTM Representative
Susan.Gilkerson@k12.sd.us



"...my sincere wish is that we can take the things that worked for us this past year and incorporate them into our new "normal." "



"...mark your calendars, September 22-25, 2021."



PAEMST

Presidential Award for Excellence in Mathematics and Science Teaching

At this time, we are awaiting the announcement of the 2020-2021 Awardee. Our state-level finalists were Darcy Vincent and Merideth Wilkes.

Darcy Vincent, a mathematics teacher from Brookings, SD is a customized learning facilitator for 5th grade mathematics at Camelot Intermediate School.

Merideth Wilkes, a mathematics teacher from Black Hawk, SD is a K-1st grade combination teacher at Black Hawk Elementary.

Recently, the state selection committee wrapped up their review for the current cycle which will recognize outstanding teachers in grades 7-12. The state-level finalists selected will have an opportunity to respond to feedback from the State Selection Committee through an addendum. State-level finalists will have until May 12th to complete the addendum before submitting their application to the National Selection Committee. This is an amazing opportunity to strengthen each application and provide a complete snapshot of an individual's teaching practice.

Do YOU:

- Teach mathematics in grades K-6 (the next cycle will be for teachers in grades k-6)?
- Have a Bachelor's degree from an accredited institution?
- Have at least 5 years of full-time employment prior to the 2021-2022 school year?
- Teach students full-time at least 50% of a school's allotted instructional time?
- Have a passion for the subject you teach, approach your work with creativity and imagination, and work to improve your individual teaching practice daily?

If you have answered YES to the above questions, consider applying for the 2021-2022 PAEMST award this FALL! The nomination window will open this September. For more program information, visit www.PAEMST.org

PAEMST Overview:

The PAEMST program was established in 1983 by the White House and is sponsored by the National Science Foundation. The award is the nation's highest honor for math and science (including computer science) teachers. The program identifies outstanding math and science teachers in all 50 states and four US jurisdictions.

Awardees each receive a \$10,000 award, a paid trip 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.

Other than the above, why would a nominee want to complete the application process?

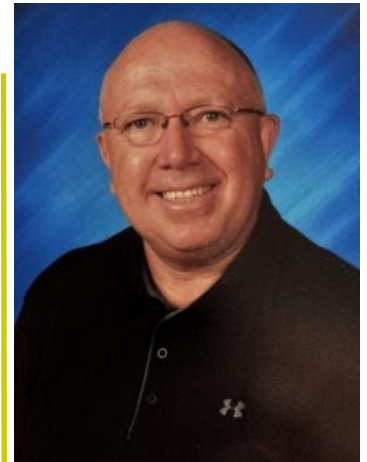
Three CEU's from the South Dakota Department of Education can also be earned toward certificate renewal by completing the application process. To be eligible, a PAEMST candidate must complete all components of the application process and submit a scorable application that can be sent on to the state selection committee. All applicants submitting a scorable application will earn credit, not just the state finalists whose materials will be sent on to a national selection panel.

If you have any questions, please contact:

Allen Hogie

SD PAEMST Mathematics Coordinator

Allen.Hogie@k12.sd.us



“Do YOU...Have a passion for the subject you teach, approach your work with creativity and imagination, and work to improve your individual practice daily? “



A Word from Stephanie

Greetings,

The summer season is quickly approaching! This summer I look forward to time with family, with mathematics educators, and time for me to fill my own cup.

In May, my sister and I will road trip to Michigan for high school graduation party #1 of the summer. My brother's oldest daughter will graduate and is heading to Marquette University this fall to study nursing. This will be my first trip to Michigan since last March. I always look forward to time with my family, and the extra time in the car with my sister will be wonderful. (I will see if I have the same feelings after the trip. ☺) In June, I am making a surprise weekend trip (Don't tell my family) back to Michigan for high school graduation party #2. My nephew, my other sister's oldest son, is graduating, and will be attending Michigan State University in the fall to study engineering. Those of you who know me well, know this college choice is extra special, as MSU is my alma mater! I am so proud of both of the kids and am so excited to celebrate their accomplishments.

This summer there is also a lot to look forward to for work life. I am so excited for upcoming summer mathematics professional learning opportunities. This summer SD DOE will host the second annual SD Foundational Math workshop. Sadly, this workshop had to be held virtually last summer, so it will be nice to come together face-to-face with educators. I am excited to work with seven amazing educators to plan and facilitate this workshop, which focuses on how students develop number sense and number relationships.

I am also looking forward to the Best Practices in Teaching Mathematics workshop. After surveying math educators through the Math Listserv, I gained a sense of professional learning topics in which teachers would like to see in summer work. This workshop will focus on the use of formative assessments in mathematics, intentional planning around the results of assessments and implementing grade level tasks to build students' understanding of mathematics.

This fall, the SD DOE is starting the Best Practices in Teaching Mathematics Regional Math Circles program. This program is in the early planning stages and promises to build mathematics teacher networks while strengthening teachers' capacity in teaching mathematics and supporting students in building their mathematics identity as mathematicians. Please watch the DOE Math Listserv form more information about this exciting project. Also encourage colleagues to sign up for the Listserv, by sending an email to listmanager@k12.sd.us, do not include a subject, and then for the message write: Subscribe DOEMath.

The fifth cohort of the South Dakota Math/South Dakota Science leadership program will run during the 2021-22 school year. There are many members of SDCTM who have participated in this program. Please reach out to other members to learn the long-lasting impact of this wonderful program. The leadership cohort will meet four times during the school year.

I look forward to meeting more of you throughout the summer at one or more professional learning opportunities!
Have an excellent end to your school year,

Stephanie Higdon
Math Specialist
SD Division of Learning & Instruction
Stephanie.Higdon@state.sd.us



“I am so excited for upcoming summer mathematics professional learning opportunities.”



Mark's Thoughts

Summer Professional Development

Greetings! I'm certain that there will be other mentions in this newsletter about the awesome professional development opportunities in the state this summer, but I wanted to encourage everyone to take advantage. The feeling I get from talking to educators across the region is that these past 14 months have been very challenging for teachers. Engaging in professional development might be a great way to learn about research-driven best practices and to hear what other mathematics teachers are doing to find success while teaching during a pandemic, and to begin the journey back toward "normalcy".

The SDCTM summer symposium is scheduled for July 29 at Dakota Wesleyan University. Nicol Reiner is the guest speaker. (She is an excellent PD facilitator!) More information about registration can be found in this newsletter.

SD DOE mathematics specialist Stephanie Higdon is hosting a number of professional development opportunities. I always learn a lot from PD hosted by Stephanie. Find out more here: [MATH²](#)

I hope you finish the school year strong and find the time and freedom to "recharge your battery" this summer!

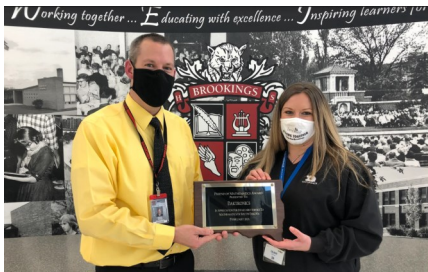
Mark Kreie
SDCTM Vice President
Mark.Kreie@k12.sd.us



"Engaging in professional development might be a great way to learn about research-driven best practices and to hear what other mathematics teachers are doing to find successes..."

2021 Friends of Mathematics

Daktronics Receives 2021 Friend of Mathematics Award



The South Dakota Council of Teachers of Mathematics (SDCTM) has named Daktronics as the 2021 Friend of Mathematics award winner.

The Friend of Mathematics award is given to individuals, businesses, or organizations that go above and beyond to help support SDCTM and its members. Each year since 2010, Daktronics has given the Outstanding Mathematics Teacher award. As part of the award, Daktronics donates \$1,000 to the recipient.

The SDCTM would like to thank Daktronics for its generosity and support," says SDCTM Vice President Mark Kreie. "We are fortunate to have such a strong advocate for students entering STEM fields. We look forward to our continued partnership."

Daktronics Corporate Recruiter, Leah Brink, accepted the award on behalf of Daktronics. "The future workforce benefits from educated students, and a good way to achieve that outcome is through supporting quality education and educators in the STEM fields," Brink said.

Daktronics supports the award recipient using the prize money towards what that educator most needs, whether that is supplies or ongoing professional development content.

"On behalf of Daktronics, we are honored to be recognized by the SDCTM for the partnership we've built, and we are grateful to all of South Dakota's educators for the role they play in workforce development." Brink added, "Many of our roles require mathematical knowledge."

Daktronics received a plaque commemorating the award and will be honored at the South Dakota STEM ED conference banquet next February.

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9-12 Spotlight

Discussion Posts in the Math Classroom

During this crazy year of Covid, we have been pressed to make many changes to our teaching strategies. Some of those changes, like reduced group work, have been detrimental to learning in the classroom, but other changes have turned out to be beneficial. As we all take a big breath and look back over this school year, we should be looking for those places that we actually improved our teaching this year. This year, I found success using discussion posts through our online class platform.

What is a Discussion Post?

With the actual or potential switch to online learning, many schools setup a learning management system (LMS). Our school chose Canvas. One of the many options in a LMS is classroom discussions. Discussions can be setup many different ways. Here is a description of how I use them in my classroom. At the end of each mathematical exploration (lesson), I pose a question or a set of questions to the students in an online discussion. These questions ask students to summarize their learning (more on the questions later). Students are generally given time in class to post responses to those questions. After posting a response, the student can see all the other responses that have been posted. Students are then responsible for reading and responding to other posts. I ask my students to respond to the work of two other students.

What is the Mathematical Benefit of a Discussion Post?

Responding to a discussion post after exploring a mathematical concept allows students the time and space to develop mathematical habits of mind such as reflecting on your work, noticing patterns, making connections, and analyzing mistakes. I have always wanted to try journaling, but I know realistically, I would never have the time to read and respond meaningfully to student journals. With the online discussion, students can learn from and respond to each other. That way each student has an audience, which encourages them to make sense of their math and justify their reasoning, and each student gets a chance to critique the reasoning of others.

Discussion Post Example

Discussion Prompt

1. How do you "undo" an exponent. For example, use Problem #1 on the back. How do you get rid of the $\frac{3}{2}$ power?
2. When you have a fractional power, you are doing both -- a radical and a power. Which is easier to do first? Is it always the same? Problem #21 on the front might be a good example to use to answer this question.

Student A Original Post

1. In order to "get rid" of an exponent, you would have to raise the exponent to its reciprocal. For example, if you use Problem #1 on the back, you get rid of the $x^{\frac{3}{2}}$ by raising it to $\frac{2}{3}$, which looks like $\left(x^{\frac{3}{2}}\right)^{\frac{2}{3}}$. This would simplify down to x .
2. Personally, I find the radical easier to deal with first. If I am able to turn, for instance, $16^{\frac{3}{4}}$, into $\sqrt[4]{16^3}$, my brain wants to take $\sqrt[4]{16}$ first, which would be 2, then raise it to the third power, giving me a final answer of 8. However, whatever way you do it, you will always reach the same answer in the end. Using the same example of $16^{\frac{3}{4}}$, or $\sqrt[4]{16^3}$, you can do 16 to the power of 3 first, giving you $\sqrt[4]{4096}$. Once you simplify this, you still get 8.

Student B Response to Student A

█ I didn't even think of getting " $\sqrt[4]{4096}$ " for an answer. I liked your explanation for question 21. I would like to add that you could do a two step process for question 21. In the two step process, you could rewrite $16^{\frac{3}{4}}$ as $(16^{1/4})^3$ and then rewrite that as $(\sqrt[4]{16})^3$.



“Responding to a discussion post after exploring a mathematical concept allows students the time and space to develop mathematical habits of mind...”



9-12 Spotlight *continued*

Tips and Tricks

Of course, we have had struggles along the way with our discussion posts, and for sure, not all discussion posts have outstanding mathematical merit. I have learned lots and will use those learnings to update my process next year.

- ◆ Good Prompts – You need to put some effort into the prompts. Your best prompts will be related to the topic of the exploration, approachable for all students, and have many possible ways to respond. I found that very factual prompts like “Restate the Law of Cosines” do not generate authentic discussion.
- ◆ Current Best Mathematical Understanding - You want students to be comfortable making mistakes on discussion posts. I emphasize that math understanding is a work-in-progress and that a discussion post should reflect your current best mathematical understanding. It is ok to be wrong on a discussion post. When the process is working correctly, a student’s mistake can be corrected by a peer responding to the post, or a student may catch their own mistake when reading other people’s posts. I do not try to “police the math” in discussions.
- ◆ Meaningful Response to Peers – It is important that students are responding meaningfully to their peers. A response like “nice job,” is not very helpful. To encourage that, I gave the students the following guidelines: Your post should start by addressing the original author by name. Your response should restate something the original author said. Your response should be either a correction, an extension, or a question regarding the original post. This requires some policing. Students were quick to revert to cursory responses when not held accountable.

I have enjoyed seeing the mathematical thinking that the discussion posts made visible. I will continue to work next year on creating great discussion prompts and encouraging students to read carefully and respond meaningfully to their peer’s work. As always, I would love to hear what great ideas you have to add. Have you tried discussion posts? Did you have great successes? What ideas do you have to share? Send your thoughts to me at Jennifer.haar@k12.sd.us.

Jennifer Haar
SDCTM High School Liaison
Jennifer.Haar@k12.sd.us

6-8 Highlights

When Math Happens.... No Matter WHERE it Happens!

So this year has been a growth year, I have had to GROW a lot in my teaching. While there are things that need to be reinvented and recreated in this digital school year, a few things have not changed. Dan Meyer and his 3 Act Math lessons are still great, user friendly to both in class and online students, and keeps kids CURIOUS about math. His website may be an “oldy” but it is a GREAT resource to fall back on when you want a real world connection without recreating the wheel. He has saved me HOURS of at home filming and my kids LOVE his lessons.

[Dan Meyer 3 act Math site](#)

Molly Ring
SDCTM Middle School Liaison
Molly.Ring@k12.sd.us



“Dan Meyer and his 3 Act Math lessons...a great resource to fall back on when you want a real world connection...”



Teachable Moments

Family Math Fun: Break the Bank at 27

An addition game for 2 or more players

1 deck regular playing cards:

Joker = 0	Face Card = 10
Ace = 1	All others = value of the number

Getting ready:

1. Shuffle the cards and deal out all the cards to the players.
2. Players put their cards into a pile in front of themselves with the cards face down.

Play the game:

1. Player 1 turns over their top card and places it in the center, announcing its value.
2. Player 2 turns over their top card, placing it on top of the first card. Player 2 adds the value of the two cards and tell everyone the total.
3. The next player does the same thing, adding the value of their card to the accumulating total.
4. Play continues until the total reaches 27 or higher.
5. The person playing the card that brings the total to 27 or over takes all of the cards in the pile.
6. Play continues until all cards have been played.
7. The winner is the person with the most cards.



SD Mathematics Standards

2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

Extension: Use two decks of cards. Change the total needed to break the bank to 57, 99, etc.

3.NBT.2 Fluently add and subtract within 1000 using algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Extension: Start at a designated number (ex. 100) and subtract the cards as they are played. When the total reaches zero, the player who played the last card captures all the cards in the pile.

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

Do you have a lesson you'd like to share? Submit lessons for consideration at sdctmnewsletter@gmail.com.



2021 Summer Symposium

Using Mathematics to Connect to Each Other and the World Around Us

Presenter: Nicol Reiner
 Education and Outreach Director
 Sanford Underground Research Facility
 630 E. Summit Street, Lead, SD 57754
 Black Hills State University

How can we use teaching practices and engagement in learning mathematics to connect us to each other? How do we make sure that the experience of mathematics helps us to see it's true nature, beauty, and relevance in our world? We will discuss ways to engage in learning mathematics that enable each us to be good at learning and good at life. We will explore engaging with good tasks, planning for equitable discourse, and nurturing mathematical identities. Come join us!

July 29, 2021 8:00am—4:00 pm

Dakota Wesleyan University Campus (specific room TBD)

Registration: \$60 for all members
 (Membership is free — The free membership is effective from the date of application until 1/31/22.)

Questions about registration? Contact [Sheila McQuade](#) or [Jay Berglund](#)

Registration is limited to 60 to allow us to practice social distancing.

A minimum of 15 attendees will be needed to host the symposium...invite your friends!

Register at: [2021 SDCTM Symposium](#)

Or by clicking on the link on SDCTM's home page www.sdctm.org

You will be invoiced via PayPal. You can pay the invoice with PayPal, a credit card or by mailing a check to the address on the invoice. All registrations must be paid in full by June 1st or they will be canceled.

JULY 29, 2021

REGISTRATION
 DEADLINE:
 JUNE 1, 2021



- > Location: DWU
- > Date: 7-29-21
- > Time: 8:00-4:00
- > \$60 Registration Fee
- > DWU Credit available
 (additional \$70 fee pd to DWU)

Sheila McQuade
 SDCTM President
SMcQuade@QGKnights.org

Jay Berglund
 SDCTM Treasurer
Jay.Berglund@K12.sd.us



SOUTH DAKOTA BEST PRACTICES IN TEACHING MATHEMATICS WORKSHOP

This one-day workshop provides K-12 educators with an opportunity to learn, collaborate, have rich conversations, network, and build relationships with mathematics educators from across the state.

Upon completion, workshop participants will have a better understanding of the use of formative tools and assessments to drive instruction, intentional lesson planning and teaching the standards to their intended depth.

Participants can earn Continuing Education Units (CEUs) upon completion



**JULY 21, 2021
10:00AM - 4:00 PM CT**

**DRIFTERS BAR &
GRILLE EVENT
CENTER,
FORT PIERRE SD**

**THIS WORKSHOP IS A
FREE PROFESSIONAL
LEARNING
OPPORTUNITY**

**REGISTER HERE:
[BEST PRACTICES](#)
REGISTRATION CLOSES,
JUNE 30 2021**

QUESTIONS?

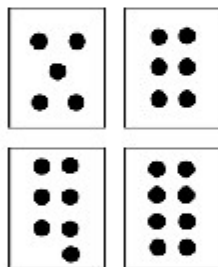
**CONTACT
STEPHANIE HIGDON
SD MATH SPECIALIST
Stephanie.Higdon@state.sd.us
605.295.8190**

All travel and mileage are at district or personal expense.



SOUTH DAKOTA FOUNDATIONAL MATHEMATICS

This two-day course provides educators an opportunity to learn and discuss the fundamental math progressions embedded in students' understanding of number sense. Topics will include, but are not limited to, best practice teaching methods for teaching mathematics, lesson development to include the Mathematical Practice Standards, and assessing students understanding of numeracy and number relationships.



JULY 19, 2021
10:00AM - 4:00 PM CT

JULY 20, 2021
8:00AM - 4:00PM CT

DRIFTERS BAR &
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QUESTIONS?

CONTACT
STEPHANIE HIGDON
SD MATH SPECIALIST
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Crystal.McMachen@k12.sd.us

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Dan.VanPeurse@usd.edu

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Amy.Schander@k12.sd.us

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Lindsey.Tellinghuisen@k12.sd.us

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Molly.Ring@k12.sd.us

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605-394-4051

Jennifer.Haar@k12.sd.us
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Department of Mathematics and Statistics

South Dakota State University
(605) 690-4957
Christine.Larson@sdstate.edu

NCTM Representative
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Rutland School
(605) 586-4352
Susan.Gilkerson@k12.sd.us

SDCTM Newsletter Editor
Amy Schander
Gayville-Volin High School
(605) 267-4476
Amy.Schander@k12.sd.us

SDCTM Webmaster
Cindy Kroon
Montrose High School
(605) 363 - 5025
Cindy.Kroon@k12.sd.us

Conference Coordinator Emeritus
Jean Gomer
(605) 629-1101

SD STEM Ed Conference Coordinator
Cindy Kroon
Montrose High School
(605) 363 - 5025
Cindy.Kroon@k12.sd.us

SD STEM Ed Treasurer & Registrar
Sheila McQuade
Sioux Falls O⁺Gorman High School
(605) 336 - 3644
SMcQuade@sOGKnights.org