



Wahpe Woyaka pi (Talking Leaf)

South Dakota Council Teachers of Mathematics Newsletter

Presidential Ponderings

Greetings! I hope this year is off to a great start for each of you and things are beginning to return to “normal”. An article I recently read said that one of the [many] challenges teachers and schools faced during the emergency shutdowns was the distractions of technology. In short, students had been taught how to use technology as a tool for lessons but not as a means for their education full time. We all know that students use their devices for social media, gaming, searching, etc. far more than they use it for the delivery of their education. The article pointed out that now students were being asked to use those same devices for education and ignore the distractions of those other apps/uses. It went on to say that teachers were being asked to deliver content via electronic means with little to no professional development or time to prepare. While the article included challenges such as access to devices, internet availability, family responsibilities (of students and teachers alike), as well as motivation, it was the nod to students’ common use of tech for non-education uses that got my attention. It reminded me of the early days of the TI graphing calculators. In short time, students were downloading games to play on their calculators. ;)



The article didn’t have any great, jaw-dropping solutions, but did make a point that the learning gap(s) is an issue that teachers/schools/students all across the world are facing. How have you addressed the learning losses in your classes? I can’t imagine that it is a one size fits all kind of thing. For as many individual situations that existed, the amount and types of loss are just as varied. As much as we are (mostly) back to normal as O’Gorman, the gaps in skills are still evident. For some, it takes a few one on one sessions to fill the gaps. For others, getting caught up will require a bit more time, effort, and guidance.

The SDCTM/SDSTA Joint Professional Development Conference Committee is excited to be planning the 2022 SD STEM Ed Conference. The theme for the conference will be Together Again! Jim Matthews will be our banquet speaker and will offer some sessions during the day Friday and Saturday. Jim is a faculty member at Siena College in Loudonville, New York. David Costello has accepted the invitation to be a Featured Speaker. David is an elementary principal in Prince Edward Island, Canada and is well known for his approach to teaching problem solving to elementary students.

Please consider presenting at the 2022 SD STEM Ed conference. All of you do things in your classes that others would love to learn about. Many of you discovered new and exciting things this past year in your classrooms. You may have, quite by accident, found something that worked extremely well and will impact the way you “do things” from now on. If you “found” such a thing, please share. The link for speaker proposals is: <http://speaker.sdsta.org/>.

Sheila M°Quade
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O†Gorman High School
SDCTM President
SDCTM/SDSTA JPDC Treasurer & Registrar

Fall 2021-2022

Wahpe Woyaka pi

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Calendar Notes:

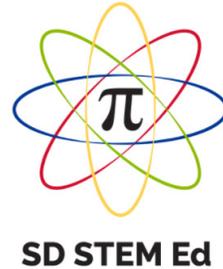
- *Speaker Proposals 2022 SD STEM Ed Conference due October 31st*
- *SD STEM Ed Early Bird Registration deadline December 15th*
- *SD STEM Ed Conference February 3-5, 2022*
- *2022 Daktronics Outstanding Mathematics Teacher Award application due December 31st, 2021*



2022: Together Again!

Friends,

I am SO looking forward to the 2022 Annual Conference! I missed you all terribly last year; it was like Christmas had been cancelled. I just can't wait to be together again in Huron. As a matter of fact, the theme for the 2022 event is **"Together Again."** The officers of SDSTA and SDCTM have put together an outstanding lineup of Featured Speakers for both math and science and have also booked a great Banquet Speaker.



But the heart and soul of the conference is provided by **YOU**, the outstanding teachers of South Dakota! Please consider presenting a session or two this year. Presenting a session is a great growth experience, and you are guaranteed a friendly audience. Breakout session applications are now available online (submission deadline Oct. 31).

Some new conference features have been added in response to participant feedback.

- A \$50 team discount is now available for groups of three teachers registering from the same district. Groups must register together and pay by school check, on the same invoice. Contact Sheila McQuade for more information: smcquade@ogknights.org.
- Certificate renewal credit through DOE will be available for the first time. Graduate credit through DWU will still be available, as always. *(You can opt for either grad credit or renewal credit, but not both.) More information about credit options will be included when registering for the conference. For more information: Cindy.Kroon@k12.sd.us.*

Important timelines:

- **Oct. 31 Conference breakout session proposals due**
- Dec. 1 Marion Fillbrandt Scholarships are due (teachers in year 2-5)
- Dec. 15 Early bird registration (lowest rates) closes
- Jan. 20 Goehring/Vietz Scholarships due (1st year teachers)
- Jan. 24 Advanced registration (reduced rates) closes
- Feb. 3-5 2022 SD STEM Ed Conference in Huron (on-site registration will be available)

Reminder: SDCTM and SDSTA members receive discounted registration!
General Conference Information and links (including registration and breakout session proposals):

<http://www.sdctm.org/conference/annualconference.htm>

<https://sites.google.com/k12.sd.us/sdsta/sd-stem-ed-conference>

See you in Huron!

Cindy Kroon
Conference Chair
Cindy.Kroon@k12.sd.us



“The officers of SDSTA and SDCTM have put together an outstanding lineup of Featured Speakers for both math and science and have also booked a great Banquet Speaker. ”



Higher Ed Viewpoint



Pumpkins, apples, leaves changing, Homecoming, cooler temperatures, harvests, the beginning of the school year, and tests.

All these are signs of fall and the first weeks of a new school year. As things start to settle down, we can begin to concentrate on the ins and outs of teaching. Things like homework, quizzes, projects, exit tickets, and yes, tests. For so many students, tests are a source of tremendous anxiety. According to the Princeton Review (<https://www.princetonreview.com/college-advice/test-anxiety>), test anxiety can be debilitating, with symptoms such as the inability to concentrate, feelings of dread as well as physical symptoms like a racing heart, headaches, or nausea. The Anxiety & Depression Association of America (ADAA) states that causes of test anxiety may include a fear of failure, lack of adequate prep time, or bad experiences taking tests in the past. So what can we do, as teachers, to help students? Several years ago, I saw a post on Twitter from Howie Hua about “Test Talks.” Since then, I have incorporated this technique into all my classes, including Calculus I and II. How this works is after I have handed out an exam, I tell the students that for the next 5 minutes, they are not allowed to use their pencils (or any writing device). I give them 2 minutes to look over the exam without writing anything down, asking them to look through the entire exam. Then I give them 3 minutes (I do use a timer) to talk about any of the questions on the exam with their group-mates. They can discuss a single problem or go through the entire test if they want, all without writing. After the 3 minutes have elapsed, the exam becomes a traditional exam with no talking or sharing.

Each semester, I have surveyed my students to determine if they feel that this technique has helped them with their anxiety about the test. The results are usually mixed as to whether it decreased their anxiety or had no effect. But when I surveyed my class this semester, 95% stated that they enjoyed the discussion time.

As the students are discussing the exam, I walk around to listen to the conversations. I have discovered that the conversations reveal much about what the students know. I love hearing them using mathematical vocabulary, debating techniques they want to use, and discussing appropriate notation. When the exam moves to the writing phase, I have also observed that students don’t just start with the first problem on page one, as has been typical in the past. Instead, I find students flipping to a particular question that they want to do first, then moving through the exam, looking for problems they are confident about, and spending time on the ones they know how to answer before moving to more complicated problems. This strategy is considered a “good” test-taking strategy that most students don’t necessarily use.

At the end of the semester, I ask the students to reflect on the following:

- I like the discussion before the exam because ...
- The disadvantages of the discussion before the exam are ...
- My anxiety about the exam INCREASED / DECREASED because of the discussion because ...



“For so many students, tests are a source of tremendous anxiety.”



Higher Ed Viewpoint *continued*

Most of the disadvantages recorded are related to having less time to take the exam because of the lost 5 minutes. But, the reasons they liked the discussion far outweighed the disadvantages. Sample comments: “When I started the test, I felt confident I could solve all the problems” and “I was able to talk through how to do difficult questions.” The overwhelming response was that they felt more confident taking the exam.

If you would like more information about this technique, please feel free to contact me. You can also find a short article on Edutopia by Howie Hua, (<https://www.edutopia.org/article/strategy-reducing-math-test-anxiety>), describing his experience with “Test Talks.”

Christine Larson
Post-Secondary Liaison
Christine.Larson@sdstate.edu

Musings from Dan

I trust the start of the school year is well along the way and was a smooth start for you all. On campus at USD, we are pretty much back to normal with masks optional and full size classes again. I must say it is so much more enjoyable when I can read the faces in the audience and tell if they are with me and enjoying my jokes :) I have two main requests for you to all consider with this newsletter.

First, I would like you to all consider one of the math circle training workshops that will be coming up the end of October. Hopefully, you have all received information on this through the DOE list serve, but if you haven't, please reach out to a board member. We would love to have you attend the workshop provided in your area.

Secondly, I would ask you to consider applying for one of the many grants available on the SDCTM website. The Kelly Lane Earth and Space Science Grant provides \$5,000 to any STEM teacher to be used on instruction focusing on topics pertaining to space science, earth science, and/or the use of geospatial technology. The Daniel Swets Robotics Materials Award provide \$9,000 for teachers focusing on robotics teams. The Marian Fillbrandt SDCTM/SDSTA Conference Stipend provides \$400 stipends to teachers in their 2nd through 5th year of teaching that want to attend the Huron Conference in February. The Daktronics Outstanding Mathematics Teacher award provides \$1,000 to support a math teacher's instruction efforts with equipment or conference costs/participation. All of these opportunities can be found on the SDCTM website www.sdctm.org. I encourage you to consider applying for these opportunities. The applications seem very reasonable and well worth the effort.

In closing, I do wish you all a great semester and hope to see you at a math circle workshop or the STEM Ed conference in Huron.

Sincerely,

President Elect-SDCTM
Dan.VanPeurse@usd.edu
(605) 658-5971



“I have two main requests for you to all consider with this newsletter.”



Presidential Award for Excellence in Mathematics and Science Teaching

At this time, we are awaiting the announcement for both the 2020 and 2021 Awardees.

Presidential Award for Excellence in Mathematics and Science Teaching Overview

The Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) is the highest recognition that a kindergarten through 12th grade mathematics or science teacher may receive for outstanding teaching in the United States. Since 1983, more than 4,000 teachers have been recognized for their contributions to mathematics and science education. Awardees serve as models for their colleagues, inspiration to their communities, and leaders in the improvement of mathematics and science education.

State-Level Finalists automatically become candidates for the National Presidential Award. Two teachers from each state may be selected as the state's Presidential Awardees and will be notified officially by the White House. This will take place after a national committee reporting to the National Science Foundation makes its selection from the state-level finalists submitted by each state.

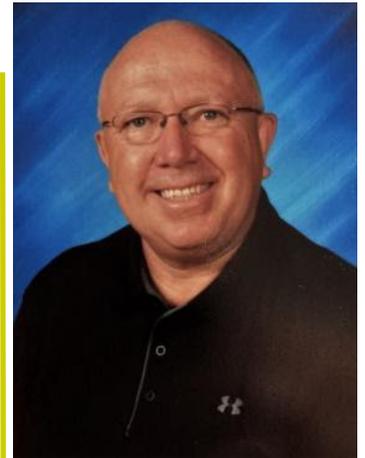
Presidential awardees receive a citation signed by the President of the United States, a trip to Washington DC to attend a series of recognition events and professional development opportunities, and a \$10,000 award from the National Science Foundation.

State-Level Finalists are nominated because someone thought of them as teachers who exhibit a passion for the subject they teach; who approach their work with creativity and imagination; and who strive daily to improve individual teaching practices.

Anyone--principals, teachers, parents, students, or members of the general public--may nominate a teacher by completing the nomination form available on the PAEMST website. For more information, please visit www.paemst.org.

Why else would a nominee want to complete the application process?

45 continuing education contact hours 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.



“Anyone--principals, teachers, parents, students, or members of the general public--may nominate a teacher ...”

(continued p. 6)



PAEMST *continued*

Now that you know more, Do YOU:

Teach mathematics 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 is now open. For more program information, visit www.PAEMST.org



If you have any questions, please contact:

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SD PAEMST Mathematics Coordinator
Allen.Hogie@k12.sd.us
605.553.8095

Jennifer Fowler
SD PAEMST Science Coordinator
Jennifer.Fowler@k12.sd.us
605.431.5438

NCTM Representative Tips

The Phoenix Regional Conference was been moved to a Virtual Conference November 17 - 20, 2021. If you register before October 20, you will save 10% on your registration. Sessions include On-Demand presentations which will be available at your leisure and Live Presentations which will be available at the time of the presentation. The Live Presentations will be recorded and will be available the following week if you missed a session you wanted to attend. The content of the Virtual Conference will be available for 45 days, so you view any session that you missed during the conference itself.

In addition to the regular sessions, there is a Virtual Murder Mystery Event on Days 1 and 2 of the conference as well.

A digital certificate at attendance will be available for participants to download.

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



“The Phoenix Regional Conference was been moved to a Virtual Conference November 17 -20, 2021.”



Mark's Thoughts

Personal Mental Health & Self Care

Greetings!

In case you hadn't heard, we've been living through a global pandemic for the last 18 months. On top of that, there are a number of events that have taken place that have put schools and teachers in the state and national spotlight. Schools across the state struggle to find substitute teachers, support staff (such as bus drivers), and in some cases classroom teachers. Average teacher pay in South Dakota has fallen to 50th in the nation according to the South Dakota Teacher Compensation Review Board. The days are getting shorter and soon it will be getting dark when you leave the building in the evening.

I hate to paint such a gloomy picture but I think we need to shine light on these facts. I'm not writing you today to hold a pity party. Rather, I'm here to offer some encouragement and tips to help improve the probability that you don't decide to leave the profession sometime between now and the fall of 2022. You see, I am very concerned about education right now. I'm concerned about our students. I'm concerned about their mental health. But I'm also very concerned about our teachers and the mental health of teachers.

So, first of all... thank you. Thank you for being a teacher. Thank you for coming to school early to help a student who needs help. Thank for you staying late to clean up your classroom and prepare the physical space for the next day. Thank you for staying up past a regular bedtime and grading papers. Thank you for emailing that parent back about their child's grade. Thank you for calling that parent who needed to hear about what happened in class today. Thank you for talking to that student who looked like they were having a bad day. Thank you for being there for a student who was almost over the edge. Thank you, thank you, and thank you.

In our current climate, it's extremely easy to lose sight of why we're in this business. A colleague of mine shared this video with our staff a few days ago. It really spoke to me and helped me re-visit my "why". I invite you to watch it too. https://www.ted.com/talks/drew_dudley_everyday_leadership?language=en

Secondly, I challenge you to be mindful of your own mental health and be sure to take care of yourself. I'm not a mental health coach, so I don't know all of the tricks. Normally, I would do a quick Google search to find a few useful tips and include those here. However, I'm taking my own advice and working on my own self-care. But I do have one tip that I wrote about a few years ago, which is now more relevant to me than ever. <http://markkreie.blogspot.com/2019/01/the-inability-to-say-no.html>

Lastly, remember that we are all in this together. I challenge each of us to pay close attention to our colleagues and peers. And our support staff. And our administrators. Anything that you can do to help brighten their day might be the thing that keeps them coming back tomorrow.

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



“... I challenge you to be mindful of your own mental health and be sure to take care of yourself. ”



A Word from Stephanie

Greetings,

I hope you all have had a wonderful start to your school year! I hope the start of this year is feeling like a brand-new start for both teachers and students. I also have the hope that health and safety are at the forefront of district leaders.

A new school year means exciting new beginnings for professional learning for math educators. The last weekend of September SD DOE and Sanford Underground Research Facility (SURF) facilitated the alpha retreat for the fifth cohort of the SD Math/SD Science leadership program. It seems so surreal that this is the fifth cohort. In this first retreat, participants engaged in conversations around effective and equitable teaching practices, influential change for different types of problems and discussion protocols. This year's cohort, like all the others, is filled with passionate and dedicated educators.

The first SD Math/SD Science Veterans retreat was held the first weekend of October. The retreat brought together 23 past participants together from the first four cohorts. There was a lot of great energy, deep reflection, rich conversation, and much needed networking. Conversations throughout the two days proved how needed a veteran's retreat was for so many people in the room. It was wonderful to see everyone who could attend and learn from each of you!

The first Best Practices in Teaching Mathematics Regional Math Circles are scheduled for October 29 and October 30 depending on location. This program is an excellent opportunity to meet other educators in your region, engage in both rich math tasks and grade-specific math tasks, and to have discussion around the progression of standards and equitable opportunities to engage students in math. Math Circles will be held at five locations throughout our state, each location will hold a Friday or Saturday session with the same material on both days in the given month. The remaining Math Circles will be held in January, April and May. Educators who attend three of the four unique sessions can earn one graduate credit.

As always, encourage colleagues to sign up for the Listserv, at the K-12 Data Center Mailing Listing site: <https://www.k12.sd.us/MailingLists>.

As always, please contact me if you have any questions or needs.

Take care,

Stephanie Higdon
Stephanie.Higdon@state.sd.us
SD State Math Specialist



“...an excellent opportunity to meet other educators in your region, engage in both rich math tasks and grade-specific math tasks, and to have discussion around the progression of standards and equitable opportunities to engage students in math.”



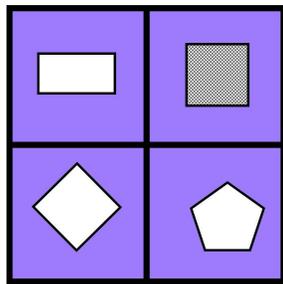
6-8 Highlights

How to get kids talking..... about Math!

As a middle school math teacher it seems like kids want to talk about *anything other than math*.

I have started using “which one doesn’t belong” as my bell ringer activity to encourage kids to talk, and slowly move them to talking about math (<https://wodb.ca/>). Here is how I do it!

When students walk in my room there are 4 pictures/items/ on the board. I start out with ones that don’t “look” like math so students feel more comfortable.



I ask the question “**Which one doesn’t belong?**” and then the hands start shooting up. “This one is shaded”, “this one has more than four sides”, “this picture isn’t centered”. I praise any mathematical term, and will rephrase their reasoning to include a vocab if necessary. For example: “this one has more than 4 sides” I would say, “Correct, that one isn’t a quadrilateral”

Each day I put a new picture up, and I gradually move towards giving them four numbers.



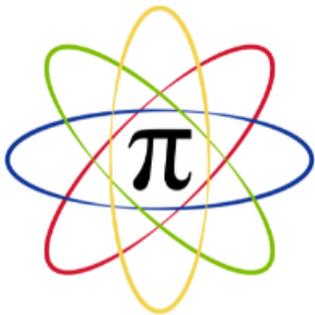
Students still raise their hands with thoughts like 9 is the lowest number, 43 is the highest. However, when I start to hear terms like multiple, factors, and prime, I ask the student to “remind me” what that means. The whole class then gets to hear that definition and use it later.

Wodb.ca has several examples for any age, and is a great way to start the class thinking, and talking about math!

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



“Wodb.ca has several examples for any age, and is a great way to start the class thinking, and talking about math!”



SD STEM Ed

SD STEM Ed Conference **TOGETHER AGAIN!!**

February 3, 4, & 5, 2022

JOIN EDUCATORS FROM AROUND THE STATE TO COLLABORATE AND LEARN ABOUT SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS!

REGISTRATION:

- Online advance registration is OPEN.
 - Payment can be made with PayPal, credit card, or by mailing a check with a copy of the invoice.
- Early bird registration (with payment) ends December 15th
- Pre-registration (with payment) ends January 24th.
- **Banquet Tickets:** *A limited number of banquet tickets (\$25) will be available. There is no guarantee that banquet tickets will be available with on-site registrations.*

2022 SD STEM Ed Conference

Together again!

* Required

Fill out form

This form was created inside of
GoogleForms Bishop O'Gorman Catholic
Schools.

Register Here:

<http://www.sdctm.org/>



2022 Daktronics Outstanding Mathematics Teacher Award

Daktronics, in conjunction with the South Dakota Council of Teachers of Mathematics, is pleased to sponsor the Daktronics Outstanding Mathematics Teacher Award in the state of South Dakota. The recipient of this award receives a plaque and a \$1000 cash award to support the award winner's efforts to teach mathematics with equipment or perhaps help to attend a conference or workshop. Middle school and high school teachers, who spend at least 50 percent of their schedule teaching mathematics, are eligible for this award. Application information is available at <http://www.sdctm.org/>

AWARD SUBMISSION REQUIREMENTS

- 1.) A maximum two page, 12 font resume, which includes the following:
 - a) Personal information, including name, telephone numbers, email, addresses, etc.
 - b) Beginning with the most recent, list colleges and universities attended including post-graduate studies. Indicate degrees earned and dates of attendance.
 - c) Beginning with the most recent, list teaching employment history indicating time period, grade level and subject area.
 - d) Beginning with the most recent, list professional association memberships including information regarding offices held and other relevant activities.
 - e) Beginning with the most recent, list staff development leadership activities or other professional activities.
 - f) Beginning with the most recent, list awards and other recognition of your teaching.
- 2.) A maximum two page, 12 font, double spaced, personal essay that includes but is not limited to the following topics: 1.) Describe how you have inspired students in your mathematics class. 2.) Describe innovative teaching techniques involved in your classes 3.) Describe what types of technology are used in your class. 4.) Describe any professional development, as it pertains to mathematics, you have been involved in. 5.) Describe how you have helped students attend classes/workshops/contests/quiz bowls that pertain to mathematics or engineering or how you have helped students incorporate mathematics outside the classroom. (For example, MathCounts, math club, etc.)
- 3.) Provide 4 letters of recommendation one each from an administrator, parent, colleague, and student or former student. Recommendations must be dated and contain contact information for the writer. They are limited to one page, double spaced, one inch margins, and must be in 12 font. It is important that the information be as detailed as possible to adequately evaluate each application/nomination.
- 4.) The completed resume and recommendations need to be included in one file in either a word or PDF file in the order they are outlined above and emailed to Paul Kuhlman at paul.kuhlman@k12.sd.us.

The packet must be received by **December 1, 2021**

- 5.) The recipient for the 2022 Daktronics Outstanding Mathematics Teacher Award will be announced at the **2022 SD STEM Ed Conference in Huron SD (hosted by SDCTM and SDSTA)**.
- 6.) **Completed applications will be kept on file for 3 years from the date of original submission.**
After 3 years, applicants must complete and submit a new application to be considered.



**Special COVID Relief
SDCTM Membership will be FREE for
the duration of 2021**

All you need to do is sign up!

SDCTM Membership Application:
<http://www.sdctm.org/>



2019-2021

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www.sdctm.org

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