MCTM Remembers Executive Director Arnie Cutler

Arnie Cutler, long time Executive Director of the Minnesota Council of Teachers of Mathematics died on April 19, 2007 after a two-year battle with cancer. Arnie was appointed to the position of Executive Director in 1996 and held the position until his death. Those eleven years of service to MCTM were a part of a career that was dedicated to mathematics education and the vision of a high quality mathematics education for all students.

Arnie began his teaching career in Stewart, Minnesota but spent the majority of his career as a high school mathematics teacher at Mounds View High School. After retiring from teaching he continued his work in mathematics education, first at the Geometry Center at the University of Minnesota, and then with the MASP² Project, a large scale professional development project funded by the National Science Foundation at the University of Minnesota. He was working in the MNMAP Research Project, another NSF funded program at the University at the time of his death.

At his Memorial Service on April 23, 2007 at Christ the King Lutheran Church in New Brighton, Arnie was remembered as a person who held a healthy skepticism for the status quo. He was continually interested in improving student achievement in mathematics by embracing new and innovative programs that held the potential for doing so. In the mid-1980's, Arnie was one of several visionary leaders that helped transform MCTM from an organization of a few hundred members to one that today has a membership of close to 1600 and is recognized across the country as one of the strongest and most successful state mathematics organizations.

Prior to serving as MCTM's Executive Director, Arnie held the position of Vice-President for High School on the Board of Directors from 1989 to 1991. He was the MCTM President from 1993 to 1995. During his term as Executive Director he truly was the face and the voice of MCTM, representing the organization in a variety of ways, from testifying before legislative committees to serving as a liaison to a number of other professional organizations.

The Minnesota Spring Mathematics Conference in Duluth on April 27 – 28 was dedicated to Arnie's memory. At the Friday luncheon, MCTM President Karen Coblentz led the conference attendees in a moment of silence in memory of Arnie's service to mathematics education and in particular to MCTM. Arnie's commitment to mathematics education will con-

(Continued on page 4)
I want to thank everyone who attended the district meetings and the delegate assembly held in conjunction with the spring conference. The district meetings and the delegate assembly provide opportunities for the membership to communicate to the elected representatives what they want the council to work on for the year. If you have not been able to attend a delegate assembly, you can email your ideas for resolutions to your district director.

This year’s delegate assembly is over, and the work of the council begins. As you read the list of resolutions on page 8 and notice the committee(s) assigned to handle each one, you can see that much of the work of MCTM is done by committees. Each of these committees will meet at least once this summer and decide how best to proceed with your charge. If you are interested in serving on any of these committees now or in the future you can email your district director or fill out the volunteer form at the spring or fall conferences. Watch for committee reports in future issues of Mathbits and on the MCTM website.

I also want to inform you that the Executive Committee has set up a task force to look at the new state standards that place the algebra of lines in the 8th grade and requires Algebra II to graduate from high school. MCTM wants to help districts as they make plans for this. If you attended the symposium you heard Terry Wyberg say, “This does not mean taking your Algebra I book and moving it to 8th grade.” Ross Taylor also pointed out this was the method California tried and their passing rates are falling every year. I guess we can thank California for showing us what not to do. This task force will be co-chaired by Anne Bartel and Michele Luke. If you have ideas or requests you would like on the agenda, please email them to me and I will forward them to the task force.

Summer is a time to rest and renew. I hope you will find some time to do these things during the summer months.

Judy Stucki
judy@stucki.us

Current MCTM Board of Directors

<table>
<thead>
<tr>
<th>Elected Officers</th>
<th>District Directors</th>
<th>Contact your district director at:</th>
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<tr>
<td>Judy Stucki *</td>
<td>1 Bill Putnam</td>
<td><a href="mailto:putnamw@rconnect.com">putnamw@rconnect.com</a></td>
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<tr>
<td>Karen Coblentz *</td>
<td>2 Heidi Boerboom</td>
<td><a href="mailto:hboerboom@minneotaschools.org">hboerboom@minneotaschools.org</a></td>
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<tr>
<td>Patty Wallace</td>
<td>3 Elizabeth Johnston *</td>
<td>ejohnsto@ sowashco.k12.mn.us</td>
</tr>
<tr>
<td>Michelle Bacon *</td>
<td>4 Deb Guthrie</td>
<td><a href="mailto:deb.guthrie@moundsviewschools.org">deb.guthrie@moundsviewschools.org</a></td>
</tr>
<tr>
<td>Donna Forbes</td>
<td>5 Kristin Johnson</td>
<td><a href="mailto:johnson.kristin@slpschools.org">johnson.kristin@slpschools.org</a></td>
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<tr>
<td>Ann Sweeney</td>
<td>6 Kathlen Miller *</td>
<td><a href="mailto:kathleen.miller@anoka.k12.mn.us">kathleen.miller@anoka.k12.mn.us</a></td>
</tr>
<tr>
<td>JoAnn Luhtala</td>
<td>7 Sonja Goertd</td>
<td><a href="mailto:goer0070@umn.edu">goer0070@umn.edu</a></td>
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<tr>
<td>Bill Tomhave *</td>
<td>8 Paula Bengtson</td>
<td><a href="mailto:pbengtson@rushcity.k12.mn.us">pbengtson@rushcity.k12.mn.us</a></td>
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<tr>
<th>Appointed Offices</th>
<th>* Officially assumed office at conclusion of Spring Conference.</th>
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<tr>
<td>Tom Muchlinski</td>
<td>Executive Director</td>
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<td>Bill Epbright</td>
<td>Recording Secretary</td>
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<td>Craig Rypkema</td>
<td>Financial Secretary</td>
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<td>Paul Agranoff</td>
<td>NCTM Representative</td>
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<td>Tom Muchlinski</td>
<td>NCTM Affiliate Services Comm.</td>
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<td>Jim Foley</td>
<td>MinnMATYC Representative</td>
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<tr>
<td>Teresa Gonske</td>
<td>Newsletter Editor</td>
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<tr>
<td>Rich Enderton</td>
<td>Webmaster</td>
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Outgoing officers who completed their elected terms at the end of Spring Conference:
Karen Coblentz, President
Jeaninne Salzer, VP Jr. High/Middle School
Terry Wyberg, VP Math Education
Rose Gundacker, District 3 Director
Margaret Williams, District 6 Director
Deb Guthrie Receives 2006 Presidential Award

Deb Guthrie, second grade teacher at Valentine Hills Elementary School in Arden Hills (Mounds View School District), was selected by the White House as Minnesota’s 2006 Presidential Award winner in mathematics. Deb was honored in Washington, DC along with Presidential Award recipients from the other states during the week of May 14-19. While in Washington Deb had the opportunity to represent some of the education concerns shared by many MCTM members when she met with Senator Norm Coleman and Representative Betty McCollum.

The Presidential Award for Excellence in Mathematics and Science Teaching is the highest honor the nation bestows on K-12 mathematics teachers. Award winners spend a week in Washington, DC, receive a $10,000 cash award from the National Science Foundation, are honored at a State Department dinner, receive a Presidential Citation at an awards ceremony, attend professional development, and participate in meetings with education and political officials.

Teachers of grades K-6 were eligible for the 2006 award. Teachers must be nominated and complete an application process. The 2007 Presidential Award was open to teachers of grades 7-12 and the three state finalists will be announced later this year. The 2008 Presidential Award will be open to teachers of grades K-6 and nominations will begin later this summer. More information about the Presidential Awards program is available at http://www.paemst.org

Minnesota’s Three Presidential Award Finalists Recognized

On February 25, the three state finalists for the 2006 Presidential Award for Excellence in Mathematics Teaching were honored at a banquet held at the Canyon Grille in Coon Rapids. The three finalists were Barb Abramson from Gleason Elementary School in Wayzata, Kristin Cayo from Forest Hills Elementary School in Eden Prairie, and Deb Guthrie from Valentine Hills Elementary School in Mounds View.
Mathbits

(Continued from page 1)

continue to live on through his brainchild, the MCTM Foundation, which is dedicated to helping early career teachers grow in the profession. He is survived by his wife Jan, son Mark, daughter Sheri and grandchildren Hunter and Taylor.

**Founding Member of MCTM Donovan Johnson Remembered**

Donovan Johnson, former professor of mathematics education at the University of Minnesota, a Past President of the National Council of Teachers of Mathematics as well as a Past President of the Minnesota Council of Teachers of Mathematics and one of the founders of MCTM, died this spring at the age of 96. The members of MCTM are greatly indebted to Dr. Johnson for his visionary work in mathematics education.

**Spring Conference Highlights from April 2007**

Beautiful spring weather welcomed MCTM and MinnMATYC members, guests, and families to the shores of Lake Superior for the 2007 Spring Conference. While family members relaxed and explored nearby tourist attractions, more than 1000 conference attendees shared in experiences reflecting the conference theme “Mathematics: Sharpen the Focus.” Presenters from across the state and the nation addressed issues in mathematics education, shared learning activities, and demonstrated teaching strategies.

Of particular concern to many teachers this year was current information about the recent revision of the MN Math Standards and the issue of incorporating algebra by the eighth grade. This concern was expressed by many of the teachers and school leaders who attended Thursday’s Ninth Symposium on Mathematics Education where the theme was “Addressing the Achievement Gap: Algebra Every Year for Every Student.” The opening and closing sessions presented by Dr. Lesa Clarkson, Dr. Ross Taylor, and Dr. Terry Wyberg served to provide background on the issues and to encourage ongoing dialogue regarding this problem area for which there are very few straightforward solutions. During two grade band breakout workshops, symposium participants also worked on activities emphasizing algebraic thinking at all grade levels in .

The algebra thread continuously wove its way through all grade levels in conference sessions ranging from “Algebra in the Primary Grades? You Bet!” presented by Deb Guthrie and “Algebra Readiness: Effective Algebra Prep Over Time” presented by Andy Clark to “Podcasting an On-Campus College Algebra Course” presented by Thomas Kersten. MCTM members who had been an integral part of the state math standards revision committee over the course of this past year also held several question and answer sessions.

Always popular are the hands-on workshops that get participants actively using a variety of models and manipulatives. Some of these included “Quilt Blocks: A Rich Source of Mathematics” presented by Sue Westegaard, “Using Tiles and Games to Teach Algebra” presented by Cheryl Tucker, “The Impacted Cube” presented by Paula Bengston, “Dishing Up Some Math” presented by Susan Anderson, and “Hands-on Fun with 3D Geometry” presented by Jonathan Rogness.

Following Friday’s lunch, conference attendees had the opportunity to be challenged by NCTM President Skip Fennell in his keynote address “Issues in Teaching and Learning Mathematics—Things to Think About.” He reminded the listeners that when is comes to having good math discussion, procedural tasks are not good candidates. but “messy” problems are. He emphasized that while inside of school math problems are often very specified, outside of school when real situations are encountered the great difficulty is in figuring out what the math problem is. Saturday’s keynote speaker was local University of MN—Duluth professor Joe Gallian. Dr. Gallian’s enthusiastic and entertaining presentation on “Breaking Driver’s License Codes” drew the audience into this challenging feat that he’s
had fun with for many years and most found it fascinating to learn some of the similarities and also vast differences in the systems that various states use.

Recipient of 2007 MCTM Lifetime Honorary Membership

During the Spring Conference honorary membership was awarded to three members—Ed Anderson, Jan Cutler, and Marlys Otis—in recognition of the long and dedicated service that each, in his or her own unique way, has given to MCTM and to mathematics education in Minnesota.

Ed Anderson has been part of mathematics education in Minnesota for 50 years. He began teaching in Willmar after graduating from Macalester College. He also taught in the Minneapolis Public Schools until 1997 and has since worked in various mathematics education roles at the University of Minnesota including NSF-funded teacher professional development and research projects concerning student achievement. He has continuously worked to promote strong standards-based learning for all students in mathematics.

Jan Cutler worked for MCTM closely alongside Arnie as part of an inseparable team that accomplished so many of the behind the scenes details that are necessary for an organization such as MCTM to prosper and successfully operate its annual conferences. Many of us will never realize the extent of the work Jan has contributed and the inspiration she has provided over the years.

Marlys Otis has been active in mathematics education through a wide variety of roles. Her ever youthful exuberance is contagious to all those around her. Marlys shares the following remarks she made after receiving this honor at the spring conference luncheon.

Thank you for the opportunity to join you this weekend and, as a result of this honor, reflect on a 35 year career in Mathematics education.

As I began to ponder the early decisions I made in my life, I asked myself, “If given the opportunity, would I do it all over again? That is, if I could decide again, would I choose to be a math teacher?”

And, the answer to the question is a definite YES!

There are TWO reasons why I’d choose to be a teacher all over again, if I could, and I’d like to share those with you today.

Reason Number One: The students in my classrooms

I like young people! I enjoy their energy, their honesty (brutal, at times) and their enthusiasm, even if that enthusiasm isn’t always for learning mathematics.

No one day in a classroom of students is like any other day. Each and everyday provides a challenge, mental stimulation, and occasionally, frustration. A classroom is never boring.

When a mathematical concept, procedure or skill finally made sense to a student, and his or her face would light up, the ultimate reward, for me as a teacher, was in that precise moment of understanding.

Reason Number Two: You, my professional colleagues

When I finally got my first job, it was teaching mathematics to 7th grade students in White Bear Lake. Picture the situation: My student teaching experience was...Chemistry with college bound juniors and seniors. What did I know about mathematics knowledge and the 12 or 13 year old student? Not much, I can tell you that. At the time, I was teaching in a flexible,
modular schedule so all of us had our work spaces located in the same area. I was able to ask professional questions of my department team members. For example:

- What mathematics is most important for 7th grade students to know?
- What concepts, procedures, and or skills should they have coming into the 7th grade?
- What strategies have you used that seem to work the best?
- Which concepts are hardest for students to learn?

Each of my colleagues offered their thoughts and shared their experiences with me. This open, sharing atmosphere set the stage for my entire career.

I extended my questions from my White Bear colleagues to my professors at the University of Minnesota and all of the teachers from different districts who were in my classes.

One professor at the U of M in particular, Peg House, influenced my career more than any other. Peg introduced me to MCTM and NCTM, with MCTM being the MOST important organization for me. I started attending fall and spring MCTM conferences and learned new ideas at each conference. I attended my first NCTM meeting when I was only a third year teacher and it opened my eyes to an entirely new professional world. Do you realize that not everybody thinks about mathematics education the way we do here in Minnesota?

THEN, instead of just attending conferences, Peg insisted that I was ready to SPEAK at a MCTM conference and signed me up! I can still remember that first session, while others have faded in my memory. I think it was the terror of speaking in front of teachers for the first time, so... I brought three 7th grade students with me to help me out with the session and THEY, the students, weren’t nervous at all.

With involvement in MCTM, the professional connections just seemed to expand. There was the Best Practice network of Sharon Stenglein’s and SciMathMN, both groups so very important in my life.

And NCTM in Toronto, Canada, where I met another math teacher from Minnesota, who later became my husband. I must admit, it was very nice to have an experienced calculus teacher in the house, when I started teaching calculus after 27 years in the field. Thank you, Harry!

All of these professional conversations made significant difference in my life, as a teacher. All of us here today are in a “learning profession”. We need each other to grow as professionals.

I encourage you to:

- Ask your questions
- Share your insights
- Express your concerns or difficult issues. AND
- Encourage each other as we work to help all children learn mathematics

YOU, members of MCTM, made a difference for me.

Now, you can make a difference for each other. Enjoy the conference and continue your participation with MCTM.

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Teachers awarded MCTM Foundation grants to attend Spring Conference

Congratulations to Abram Schwartz and Nancy Stiles. Abe, a third grade teacher at Lincoln Elementary School in Bemidji, received the conference support award for beginning teachers. Nancy, a middle and high school teacher in Pipestone, received the conference support award for mid-career teachers. Both were very appreciative of the Foundation support and very excited to participate in the MCTM Spring Conference in Duluth.

Watch for application materials for the 2008 Conference Support Awards. These materials will be available in October at the Fall Conference and on the MCTM website. Both Abe and Nancy reported that the application process was quite simple and the experience obviously very rewarding.

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For more information about the MCTM Foundation, see the MCTM web site or contact Cathy Wick, Chair of the Foundation Governing Board, at cwick@ties2.net.
A hit in Duluth!!

Once again, the MCTM CONNECT Session was a big hit in Duluth. Held on the evening before the Spring Conference, an enthusiastic group of nearly 90 people experienced good food, made new connections with like minded people, received an orientation to the conference program and walked away with an arm load of door prizes and free books and materials. This session will be repeated at the 2008 conference so Math teachers in their first few years as well as preservice teachers should plan to attend.

CONNECT
Committee to Orient and Network New/Novice Educators into a Community of (math) Teachers

Mentoring!!

In addition to our virtual mentoring program through which novice teachers receive a bi-weekly email containing useful websites, problem ideas and teaching tips, MCTM’s live mentoring project will be in full swing when school opens in the fall. Conducted by the CONNECT Committee in response to several Delegate Assembly resolutions, the project will connect a beginning teacher or a pre-service teacher to an experienced MCTM member who will serve as a mentor for a period of at least two years. The mentor will make regular email contact with the beginning teacher and will be available for telephone conversations as well.

While many school districts provide mentors for their new teachers, some do not or the mentor provided does not meet the new teacher’s needs. MCTM is providing this service to any teacher in their first few years of teaching that would like to participate. Expected topics of concern might include classroom management, teaching tips, lesson design, mathematics questions, school politics issues and ideas for teaching difficult topics. Ideally, mentors and mentees would meet at MCTM conferences where the mentor will help the mentee attain the maximum benefit from the conference.

If you are a pre-service or beginning teacher and would like to have an MCTM mentor, contact Larry Luck at larryluck@aol.com or at 763-784-0084. If you have a colleague who may be interested in this opportunity, please encourage them to contact Larry. There is no charge for this service and the only expectation of the new teacher is that they maintain communication with their mentor. And, if you or some new teacher that you know is interested in the virtual mentoring program, contact Ann Sweeney at ajsweeney@stkate.edu.
2007 Resolutions

1. Math Specialist
   Be it resolved that MCTM contact the Minnesota Department of Education commissioner’s office to request that the state fill the math specialist position.
   
   **Action Taken:** The MCTM President will send a letter to the commissioner. (4/29/07)

2. Standards
   Be it resolved that MCTM encourage its membership to contact their legislators asking them to financially support professional development and implementation of the new math standards (e.g., math and science teaching centers across the state).
   
   **Action Taken:** Referred to the Professional Concerns Committee and Legislative Task Force. (4/29/07)

3. Arnie Cutler
   Be it resolved that MCTM find a means for honoring Arnie Cutler’s service to mathematics education and the MCTM.
   
   **Action Taken:** Referred to both the Executive Committee and the Foundation Board. (4/29/07)

4. Communication
   Be it resolved that MCTM study the possibility of improving communication, (e.g., through e-mail, delivering Mathbits electronically).
   
   **Action Taken:** Referred to both the Membership Committee and the Publicity Committee. (4/29/07)

5. Licensing
   Be it resolved that MCTM prepare a position paper on the licensing of K-12 math teachers.
   
   **Action Taken:** Referred to the Professional Concerns Committee for study. (4/29/07)

Conference attendees who are present through the final event have the opportunity to have their names draw in the door prizes giveaway. This year prizes included two $1000 savings bonds, 2 iPods, 2 MP3 players, 4 digital cameras, and a weekend get away in Duluth. This year’s prize drawing winners were:

- Randy Davis, Sawtooth Mountain Elementary
- Debra Funk, Ordean Middle School
- Lisa Heart, Tartan High School
- Nancy Nutting, Consultant
- Patty Olson, Hinckley Elementary
- Amber Richgels-Severson, University of Minnesota
- Michelle Ann Rogers, Anoka-Ramsey Community College
- Renee Scholz, Upsala High School
- Kyle Schroeder, Hutchinson High School
- Mike Simonet, Sandburg Middle School
- Mary Stangler, St. Cloud Technical College
- Jean Weinzierl, Long Prairie-Grey Eagle Elementary
Sampling the Events at Spring Conference 2007
Texas Instruments is launching a new breed of hand-held calculator this June called the TI-Nspire. It will greatly enhance multiple representation. All good teachers try to get their students to see and understand mathematics by making connections between multiple representations. According to Minnesota's Academic Standards, we need to teach our students to understand concepts numerically, graphically, and symbolically. Some people think of these three words as tables, geometry, and algebra.

The new TI-Nspire will allow algebraic, graphical, geometric, numeric and written representations, as many as four on the screen at the same time. These different representations are linked dynamically so that that changes made to one representation are automatically reflected in others of that same problem, all in real time. For instance, if you resize an object, the table will automatically populate, and these points will be plotted on a graph screen.

The TI-Nspire comes with a snap-in TI-84 keyboard that makes the new handheld look like and perform exactly like your old TI-83/84! With either keypad snapped in, the TI-Nspire handheld can be used by students on high-stakes exams that permit TI-83 Plus and/or TI-84 Plus models, such as SAT, ACT, PSAT, and AP exams.

The new calculator comes in both non-CAS and CAS versions. CAS stands for computer algebraic system which means symbolic manipulation like solving equations and simplifying polynomials. The TI-89, TI-92, and Voyage 200 have CAS.

To help teachers learn about this new calculator, TI is offering 30 institutes throughout the U.S. this summer with more expected to be scheduled this fall. These three day institutes will show how the new TI-Nspire will integrate into your classroom through the use of content-specific activities for Algebra 1, Algebra 2, Geometry, Pre-calculus and Calculus. The cost is $225 for the three days of hands-on experiences and each participant will receive a TI-Nspire handheld, TI-Nspire ViewScreen™ panel and TI-Nspire computer software.

The closest institute this summer is in Sioux Falls on June 26-28. There will also be an institute in St. Paul on October 20-21. For more information see http://www.ti-nspire.com/

Conceived by Mathematica creator and scientist Stephen Wolfram as a way to bring computational exploration to the widest possible audience, The Wolfram Demonstrations Project is an open-code resource that uses dynamic computation to illuminate concepts in science, technology, mathematics, art, finance, and other fields. All Demonstrations run freely on any standard Windows, Mac, Unix, or Linux computer. You don't even need Mathematica to benefit and anyone can preview a Demonstration online, and interact with it using the free Mathematica Player. Those with Mathematica can also experiment with and modify the code on their own computers. The Wolfram Demonstrations Project is part of a family of free online services from Wolfram Research, which includes MathWorld. Content ranges from elementary education to current research.

GeoGebra—http://www.geogebra.org/cms/
GeoGebra is a free and multi-platform dynamic mathematics software designed for use in secondary schools that joins geometry, algebra and calculus. GeoGebra is a dynamic geometry system; you can do constructions with points, vectors, segments, lines, and conic sections as well as functions and then change them dynamically afterwards. Also, equations and coordinates can be entered directly. GeoGebra has the ability to deal with variables for numbers, vectors and points, find derivatives and integrals of functions and offer commands such as root or extremum. These two views are characteristic of GeoGebra: an expression in the algebra window corresponds to an object in the geometry window and vice versa. Visit the website for more information about GeoGebra, screenshots of what it looks like, contributed materials from GeoGebraWiki, and examples of dynamic worksheets that can be created.
A note to the reader:

This is not a mathematics story, although I did have Jerry in a math class. It is, however, a teaching/learning story. The incident happened during that outside the classroom time most of us experience as directors, advisors, or coaches. This is often when we get to know our students in other ways.

It was the Saturday after Thanksgiving, and our football team was to play in the last game of the Prep Bowl that night. Whenever we played on a non-school day we scheduled a “Roll Out” in the morning. We found if we slept-in, players and coaches woke up sometime during the second half of the game.

That morning we would have a light stretch and quick run-through in the gym at 10. Give them juice and a roll in the foyer at 10:45 and send them home with early tape set for 5:30 that evening.

I was up early arriving at the locker room at 6 am. The custodians knew I couldn’t sleep and the door was open. A security light was the only illumination as I made my way to the coaches office and started to look at more tape.

At 6:15 I heard a noise in the locker room and went out to investigate. It was Jerry a senior member of the team who had a physical problem and was not dressing that night.

“Good morning, Jerry. What are you doing here so early?” I knew he would be there at 10. He never missed a practice.

“Good morning, coach. Can we go in to your office?”

When we got to the office Jerry, who was something of an artist, showed me the sheave of papers he was carrying. He had carefully rendered drawings of every player who would dress that night, revealing them in a moment of success at the Dome. He was going through that dimly lit locker room . . . checking the clean jerseys hanging in the lockers . . . and taping the matching drawing on the mesh metal door.

The Storal to the Morey:

We’re not always going to get the A, the promotion, the first chair, the lead . . .
But if we can experience some sense of joy in the success of others . . .
That surely is a mark of maturity.

Get involved in the 2007–2008 NCTM Lesson Study Course

The Lesson Study course, offered for teachers of Grades 3–8 during the 2007–2008 academic year, allows a group of teachers the chance to learn and practice a Japanese lesson study approach to mathematics instruction while earning 3 graduate credits. Taught using a combination of face-to-face, synchronous and asynchronous online activities, the course continues throughout the school year, giving teachers the chance to instantly apply what they learn in the classroom.

Previous participants suggest that teams of two or more teachers from the same school system register for the course together to add a local support system.

The course begins with a 3-day, face-to-face session in Virginia August 2-4, 2007, and continues with both synchronous and asynchronous online activities throughout the school year. Participants use the lesson study approach to implement four lesson plans from the Illuminations database.

Registration: NCTM Members:$675; Nonmembers: $775; Note: The registration fee includes three graduate credits from George Mason University and all course materials. Deadline: July 20, 2007
NCTM Launches Research-Based Resources for Educators

Reston, Va., May 29, 2007 — The National Council of Teachers of Mathematics (NCTM) has launched Research Clips and Briefs, an important resource for finding research-based answers to questions about mathematics teaching and learning. The new resource will make it easier for teachers to link classroom practices to research findings.

• Research Clips present concise statements, backed by research, about mathematics education. These are drawn from NCTM’s Research Briefs or address other important mathematics education issues.

• Research Briefs offer two- to three-page summaries that encapsulate the information in NCTM’s Research Analyses or in other research reports.

The first set of Research Clips and Briefs covers topics dealing with effective instruction, students with difficulties, and formative assessment. Additional Research Clips and Briefs will be posted on an ongoing basis at www.nctm.org/researchbriefs.aspx.

The Research Clips and Briefs are part of NCTM’s initiative to improve K–12 mathematics education by strengthening connections between practice and research. Education today places increasing emphasis on doing what works by linking research to practice. For teachers to sift through the volumes of research and findings would be a daunting and time-consuming burden.

Comments about the new site include: “The topics you chose to include are the ones that are at the forefront of what I’m thinking about as a math coach.” Another visitor to the Web site commented, “The content is current and important. Teachers don’t have the time and skills to search and summarize issues that are barriers to success in their instructional activities.”

NCTM gathers questions about practice from teachers, curriculum specialists, mathematics coaches, principals, and other school-based practitioners. From these questions, NCTM selects a set of topics on which research is available. Then, a leading researcher in the field analyzes and synthesizes the research related to that topic.

NCTM staff members work with the researchers to produce shorter clips and briefs from the analysis. These are designed to translate the research findings for a wide audience of readers by distilling and summarizing current research. Once completed, the clips, briefs, and analyses are reviewed by members of NCTM’s Research Committee.

To keep the Research Clips and Briefs closely connected to those questions of practice deemed important by educators, practitioners are encouraged to send a question or topic about classroom practice to research@nctm.org.

The National Council of Teachers of Mathematics was founded in 1920 and is a nonprofit, nonpartisan education association. With 100,000 members and more than 240 Affiliates in the United States and Canada, NCTM is the world’s largest organization dedicated to improving mathematics education for all students. The Council’s Principles and Standards for School Mathematics provides guidelines for excellence in mathematics education.

Contact: Gay Dillin, Media Relations Manager, (703) 620-9840 ext. 2189, gdillin@nctm.org.

Find a way to place addition signs between the digits 987654321 to get a sum of 99. (There is more than one possible solution.)

If you opened your math book and found that the sum of the facing pages was 243, what pages would you have opened to?
Consider speaking at the 2006 MCTM Fall Conference

Presentation Proposal Form

2007 MCTM Fall Conference
Math and Science – Hand in Hand
Friday, October 19, 2007
Lakeville South High School

Name ____________________________________________

Preferred mailing address
Street/PO Box ________________________________________
City/State/Zip ________________________________________
Phone (h) (w) ________________________________________
Email Address ________________________________________

(This email address will be used for all correspondence with you.)

Name and school or professional affiliation as they should appear in the conference program
Name (please print clearly) ________________________________________
Affiliation ________________________________________
City/State ________________________________________

Please circle the appropriate grade levels for your presentation:
K 1 2 3 4 5 6 7 8 9 10 11 12 College General

Would you be willing to do this presentation twice if necessary? Yes ____ No _____
Would you like to do a double session (90 minutes)? Yes ____ No _____

Title of Presentation: (Two lines maximum; 36 spaces per line maximum)

Additional Description for Program – Optional (20 words maximum)

Equipment or facilities needs: Please note that we do not have the ability to furnish LCD panels, computers, or Smart-Boards for individual sessions.

__________ Second overhead ________ Computer ________ VCR/Monitor

Please return this form by July 31 to:
Ann Sweeney
2006 Carroll Ave
St Paul MN  55104
Fax: 651-691-8657
Any questions? ajsweeney@stkate.edu or 651-645-5142

You may also complete this form electronically at http://www.mctm.org/
MCTM Fall Conference
Minnesota Council of Teachers of Mathematics

Math and Science
Hand in Hand
Friday • October 19th, 2007

Lakeville South High School
21135 Jacquard Avenue, Lakeville, MN 55044
http://www.lshs.isd194.k12.mn.us/

Schedule Highlights
7:30 • Registration & Breakfast
7:30 – 1:30 • Exhibits Open
8:00 – 9:15 • Opening Session
9:30 – 10:15 • Session I
10:30 – 11:15 • Session II
11:30 – 12:15 • Lunch
12:30 – 1:15 • Session III
1:30 – 2:15 • Session IV
2:20 – 2:40 • Door Prizes

Over 50 Sessions for Kindergarten through Higher Ed throughout the day
Sessions will focus on classroom practice and applications.

Directions to Lakeville South High School
From 35W:
From I-35, exit at County Highway 70.
Go east on Hwy 70, and turn left (north) on Jaquard Avenue.
The school is on the left side of Jacquard Avenue.

For more information contact:
Donna Forbes
Conference Chair
dforbes@mahtomedi.k12.mn.us
Ann Sweeney
Conference Chair
ajsweeney@stkate.edu
Bill Tomhave
Conference Chair	
tomhave@cord.edu
Tom Muchlinski
Registration
tmuchlinski@earthlink.net

Visit www.mctm.org for registration and speaker forms and more information as it becomes available.
# EARLY REGISTRATION FORM

**Minnesota Council of Teachers of Mathematics**  
**FALL CONFERENCE**  
**Friday, October 19, 2007**  

**Math and Science Hand in Hand**  
Lakeville South High School  
21135 Jacquard Avenue  
Lakeville, MN 55044  
http://www.lshs.isd194.k12.mn.us/

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**REGISTER BY OCTOBER 10, 2007 TO QUALIFY FOR EARLY REGISTRATION.**

Registrations postmarked or submitted on-line after October 10 will be charged an additional $5.00. You may register for the Fall Conference by completing this form or you may register online at [www.mctm.org](http://www.mctm.org).

Name _____________________________________________________________________________________  
Address _____________________________________________________________________________________  
City _____________________________________ State ________ Zip Code ________________________  

If you are a new member OR if any of the following has changed, fill in the information below.

Home Phone ( _______ ) _______________________ Work Phone ( _______ ) _______________________  
EMail ________________________________________________________________________________  
District Name _____________________________ School/Institution ___________________________________  

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<th>Level</th>
<th>Position</th>
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<td>Teacher</td>
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<tr>
<td>□ Non-member $60.00</td>
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<td>Specialist/Coach/Supervisor</td>
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<td>□ Student Member $20.00</td>
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<td>Principal</td>
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<td>□ Speaker $20.00</td>
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<td>Student</td>
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<tr>
<td>□ Undergraduate Mathematics $20.00/person</td>
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<td>Other</td>
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**Education Student Group Rate**  
(Group from the same institution sent together with one payment and individual forms attached – includes one year of membership dues)

**MCTM Dues**  
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<td>□ Two Year $40.00</td>
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**I would like to make a tax-deductible contribution of $__________ to the MCTM Foundation**

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**I do not wish to have directory information published.**

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**Method of Payment:**  
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(Purchase order must be attached)

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Wayzata, MN 55391

www.mctm.org

Judy Stucki, President
952 - 544 - 1198
judy@stucki.us

Tom Muchlinski, Executive Director
612 - 210 - 8428
tmuchlinski@earthlink.net

Teresa Gonske, Mathbits Editor
651 - 631 - 5228
tlgonske@nwc.edu

Mark Your Calendar

July 31       Fall Conference Speaker Proposals due
October 19   MCTM Fall Conference, Lakeville South HS
November 1-4 AMATYC Annual Conference, Minneapolis, MN
April 25-26, 2008 MCTM Spring Conference, Duluth, MN
November, 2009 NCTM Regional Conference, Minneapolis, MN

Mission Statement: The MCTM is an organization of professionals dedicated to promoting the teaching and learning of meaningful mathematics for all students by supporting educators in their efforts to improve mathematics education.

Do we have your correct address?

Check the mailing label for your membership renewal date. Renew online at www.mctm.org

MCTM strives to provide membership with current information regarding mathematics education in the state of Minnesota. To accomplish this goal, we need an accurate, permanent address for each member. Is your correct address printed on the label of this issue of Mathbits? If not, contact Executive Director Tom Muchlinski at tmuchlinski@earthlink.net or visit the MCTM web site (www.mctm.org) membership page to make your change. Student MCTM members and members in transition are encouraged to provide a permanent address. Newsletters mailed to student members will not be forwarded. Thank you for helping us stay in touch!

FYI: In an effort to be cost effective, MCTM sends newsletters at USPS bulk rate. As a result, delivery times may vary between postal districts.

Please submit items for publication in the September issue of Mathbits to tlgonske@nwc.edu by August 15, 2007. Email or call 651-631-5228 with any questions. - Teresa Gonske, Editor