



Texas Association of
Supervisors of Mathematics

TASM Business Meeting

10.22.13

Texas Association of Supervisors of Mathematics Business Meeting

October 22, 2013

Hilton Airport Hotel in Austin, TX

TASM's Purpose: Our objective shall be to assist in promoting effectiveness in supervision, coordination, and teaching of mathematics, especially in the elementary and secondary fields, by holding meetings for the presentation and discussion of papers; by conducting public discussion groups, forums, panels, lectures, or other similar programs; by conducting or promoting investigations for the purpose of improving the teaching of mathematics; and by the publication of papers, journals, books, and reports; thus vitalizing and coordinating the work of mathematics supervisors across Texas and bringing the interests of mathematics to the attention and consideration of the larger educational community in Texas.

Morning Conversations:

- Welcome & Goals Janet Dodd
- Minutes & Email Communication Paul Gray
- Treasurer's Report Cathy Banks
- Collaborative Conversations: Teacher Knowledge of 2012 TEKS Janet Dodd
- TEA Update: Student Assessment Julie Guthrie
- TEA Update: Curriculum Jo Ann Bilderback
- Collaborative Learning: NCSM Position Paper Janet Dodd
- Improving Student Achievement by Leading Effective and Collaborative Teams of Mathematics Teachers

Lunch Conversations:

- 2014 CAMT Update
 - CAMT Administrators Conference Susan Hemphill
 - CAMT Program Brenda Aleman
 - CAMT Math-a-Rama Kay Neuse
 - CAMT Board Dinah Chancellor
- Jennifer Hylemon 2011-2014
- Caren Sorrells 2012-2015
- Adam Hile 2013-2016

Afternoon Conversations:

- NCTM Update Rita Tellez
- TEA Project Share Updates Paula Moeller
- 2014 Elections & Nominating Committee Janet Dodd
- 2014 Tommy Eads Leadership Excellence Award Janet Dodd
- Collaborative Learning: Deepening Teacher Content Knowledge Janet Dodd
- Future Meetings Nicole Shanahan

Future Meeting Dates (Hilton Airport Hotel in Austin, TX)

2014	2015
02.20.14 Spring Professional Development	02.19.15 Spring Professional Development
02.21.14 Spring Business Meeting	02.20.15 Spring Business Meeting
07.20.14 CAMT Business Meeting (Ft. Worth)	06.23.15 CAMT Business Meeting (Houston)
10.20.14 Fall Professional Development	10.19.15 Fall Professional Development
10.21.14 Fall Business Meeting	10.20.15 Fall Business Meeting



- Welcome
- That's Me!
 - This is my first TASM meeting!
 - I've been attending TASM meetings for at least ten years!
 - I'm serving in a new capacity this year!
 - I brought one of my campus leaders with me!
- Meet your table colleagues

- There is one person we are missing ...
 - Dr. Everly Broadway,
TEA Statewide Mathematics Director



"I have stood on the mountain. I've seen the promised land, but I may not get there with you. Keep on marching just the same. There ain't no turning back. It's a one-way track when you jump that freedom train." -- Kate Campbell, "Freedom Train."



Norms for Today's Meeting

- Collaborate with table colleagues
- Honor the varying levels of experiences within the group
- Monitor and help minimize distractions
- Honor an attention signal



Secretary: Dr. Paul Gray

- Approval or Correction of Minutes
 - Are there any corrections to the minutes as distributed?
 - I would like to entertain a motion to approve the minutes.
 - Second?
 - Any discussion?
 - All in favor?
 - Any opposed?



Texas Association of
Supervisors of Mathematics

Secretary: Dr. Paul Gray

- TASM's Email Service: Constant Contact

Are you receiving our
TASM emails?

If not, please provide a secondary email
address to Paul Gray (TASM Secretary).

pgray73@sbcglobal.net



Texas Association of
Supervisors of Mathematics

Treasurer: Cathy Banks

- Treasurer's Report



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TASM's Purpose

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Goals: TASM

- Our Organization
 - We are many voices ... with one purpose.
 - Goal: To bring the interests of mathematics to the attention and consideration of the larger educational community in Texas
- Our Members
 - We are diverse in experience, expertise, and needs.
 - We have great potential.
 - Goal: To collaborate in focused networking and professional learning
- Our Students
 - Our students are diverse in experience, expertise, and needs.
 - Our students have great potential.
 - Goal: To support the growth of teacher leaders



Goals: TASM

- As we develop our collective and individual leadership skills ...
 - we develop the capacity of teacher leaders.
- As teacher leaders develop their collective and individual leadership skills ...
 - we develop the capacity of our students.



Goals: Today's Meeting

- Engage in collaborative conversations focused on curriculum and assessment
- Engage in collaborative conversations focused on improving the teaching of mathematics



Collaborative Conversations: Teacher Knowledge of 2012 TEKS

- What was one of your take-aways from yesterday's professional development?
- How are you utilizing the role in which you serve to develop teachers' knowledge of the 2012 TEKS?



Updates from TEA

- Curriculum Division:
Jo Ann Bilderback
Math/Science Content Specialist
- Student Assessment Division:
Julie Guthrie
Director of Math and Science Assessments



Texas Association of
Supervisors of Mathematics

Collaborative Learning: NCSM Position Paper Improving Student Achievement by Leading *Effective and Collaborative Teams* of Mathematics Teachers

“...For only when the school house becomes a context for adult development will it become hospitable to student development.” Barth (2001, pg. 29)

Research-Informed Answers for Mathematics Education Leaders

Improving Student Achievement by Leading *Effective and Collaborative Teams of Mathematics Teachers*

The question for the educator/leader is not whether all humans can learn, but what conditions we can devise so they will learn. For only when the school house becomes a context for adult development will it become hospitable to student development.

Roland Barth
Learning by Heart, 2001, p. 29

Our Position

It is the position of NCSM that the significant improvement of mathematics teaching and learning requires the creation of structures and practices in every school and district that support and encourage meaningful professional collaboration among teachers. We believe that teacher collaboration should be viewed as a professional obligation for developing the craft knowledge of those closest to the classroom. Key elements of these collaborative teams of teachers should be reflected by a group of teachers who meet regularly as a team to collaboratively:

- Identify essential and valued student curriculum for learning.
- Share teaching strategies and analysis of the effectiveness of those strategies.
- Identify essential and valued student curriculum for learning to include, when possible and appropriate, culturally

situated contexts and connections.

- Set student achievement goals and establish specific benchmarks for student and program improvement.
- Develop common formative and summative assessments and discuss the results, at the test and item levels.
- Use data to analyze current levels of student achievement and provide intervention programs for support.
- Create lessons based on reflective discussions and observations of teacher practice.
- Adjust lesson plans based on student results and collaborative discussions with others.

The Research that Supports our Position

In many schools, mathematics teaching is regarded as an individual practice. Yet, in the past decade, there has been a consistent and growing body of research confirming the critical importance played by structured teacher collaboration and the removal of teacher isolation (Schmoker, 2005). The right kind of ongoing teacher collaboration improves the quality of teaching, significantly increases student achievement, and pays immediate dividends in the professional development of mathematics teachers and leaders.

In the words of researcher Milbrey McLaughlin,

It is not often in social science that one finds consistent patterns across time, across settings, in rural, midsize cities, urban ... All had one thing in common. Every single one of them, without exception, belong to some matter of learning community. Not one of them, not one of them, not one of these teachers across states, districts, settings, who was able to engage and sustain these kinds of classrooms, was an isolate ... Teachers were working together in collaborative and collegial teams.

Navigating the Winds of Change
NSDC 27th Annual Conference, Chicago, 1995

Deal and Peterson (1999) establish that a “better climate for the social and professional exchange of ideas and the spread of effective teaching practices” is a residue of collaborative cultures. Wood’s (1991) research verifies that teachers do not learn best in isolation. “The learning that occurs in the classroom as teachers interact with their students must be combined with opportunities for sharing these experiences with other teachers involved in the same process.”

This research provides a glimpse into the power of teacher collaboration and team building processes that can be used to “bring an entire mathematics faculty together around meaningful and shared issues about student achievement.”

According to DuFour and Eaker (2005), a primary characteristic of a professional learning is collaborative teacher teams. They state:

A basic structure of a professional learning community is a group of collaborative teacher teams that share a common purpose. Building a school’s capacity to learn is a collaborative rather than an individual task. People engaged in collaborative team learning are able to learn from one another, thus creating momentum for continuing improvement.

Fullan (1993) stresses the importance of collaborative teams in *Change Forces*. “The ability to collaborate — on both a large and small scale — is one of the core requisites of post modern society. ... In short, without collaborative skills and relationships, it is not possible to learn, or continue to learn as much as you need in order to be an agent for social

improvement.” The paradigm of teacher *collaboration* expands the knowledge base of teachers and provides opportunities for active discussions and reflections regarding student learning.

Researcher Judith Warren Little (1990) found that when teachers engage regularly in authentic “joint work” focused on explicit, common learning goals, their collaboration pays off in the form of high quality solutions to instructional problems, increased teacher confidence, and remarkable gains in student achievement.

The image of a grade-level or course-based team of mathematics teachers who meet regularly to share, reflect, and assess the impact of lessons and assessment (testing) strategies has yet to become the norm in most schools. The removal of teacher isolation in daily decision making regarding lesson plans, homework assignments, exam construction, grading practices, and effective teaching strategies is a primary factor in eliminating the inequities created by inconsistent rigor and lowered expectations for student performance by some teachers (Kanold, 2006).

How NCSM Members can Implement our Position

NCSM members must act to remove the barriers of teacher isolation, create the conditions and structures for teacher grade or course-level collaboration during the *normal work* day, and establish training for the development of crucial conversation skills among all adults. The powerful collaboration that characterizes a true teacher learning community is a systematic process in which teachers work together to analyze and improve their classroom practice, while also preserving their need for autonomy. More specifically, NCSM members must:

- 1) Establish high-performing collaborative teacher teams and *monitor* the work of those teams. They should empower teacher teams to take actions that embody the shared values of the mathematics

- program by replacing norms of isolation with norms of collaboration.
- 2) Make the purpose of the collaboration explicit; work deliberately to build trust among the mathematics teachers and provide training for the team communication skills necessary to function together successfully.
 - 3) Help each teacher team to identify student achievement gaps in the grade or course level they teach and address the inequities caused by mathematics teacher isolation, privatization, and independent decision-making.
 - 4) Radically monitor and celebrate teacher team performance, paying attention to the results in improved student achievement. Encourage discussions of work and successful initiatives to be an ongoing public endeavor.
 - 5) Collaborate with administration and other faculty to support the work and needs of the mathematics teacher teams during the contracted school day. They should provide opportunities for teacher leadership of these teams.
 - 6) Take responsibility for elevating and highlighting mathematics student achievement goals.
 - 7) Provide the current research and best practice evidence of the power of teacher teams to impact student performance.
 - 8) Help teachers learn to acquire culturally responsive pedagogical strategies and infuse, when possible and appropriate, culturally situated contexts and connections specific to the culture and communities of the students they teach and implement them in their instruction.
 - 9) Allow teachers to take responsibility to establish their own student achievement goals.
 - 10) Expect *all* teachers of mathematics to collaborate in a professional manner with integrity and honesty, using caring and respect.
 - 11) Not tolerate any form of teacher isolation and require all teachers to honor the decisions of the team as it applies to research-based best practices in mathematics curriculum, instruction, and assessment.
 - 12) Mandate that collaborative teams of mathematics teachers design *required* intervention programs targeted for struggling students *early* in the progress of each semester of the school year.

Linda Lambert (2003) indicates that teachers will willingly participate in collaborative teams if they find the effort interesting, meaningful, and rewarding to do so. As mathematics education leaders, NCSM members must then create the conditions that help teachers understand the close connection between the daily tasks at hand, the effective use of collaborative team time and the personal values of the participant teachers.

For additional insight into leading effective teams, related to adult learners, and case studies of successful implementation, NCSM recommends the books: *Leadership Capacity for Lasting School Improvement* (2003) by Linda Lambert; *Strengthening the Heartbeat: Leading and Learning Together in Schools* (2005) by Thomas Sergiovanni; and *Results Now* by Mike Schmoker (2006). These are referenced in the bibliography for this paper.

One of a series of position papers of the
National Council of Supervisors of Mathematics
www.ncsmonline.org
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Reference List

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- Fullan, M. (1993). *Change Forces: Probing the Depths of Educational Reform*. London: Falmer Press.
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- Little, J.W. (1996). *Organizing Schools for Teacher Learning*. Paper presented at the AERA Invitational Conference on Teacher Development and School Reform.
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- McLaughlin, M. (1995, December). *Navigating the Winds of Change*. Keynote address presented at the 27th Annual Conference of the National Staff Development Council, Chicago.
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- Schmoker, M. "Here and Now: Improving Teaching and Learning," in DuFour, R., Eaker, R. and DuFour, R. (2005). *On Common Ground*. Bloomington, Indiana: National Education Service.
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- Wood, T. (1991). "Change in Teaching Mathematics: A Case Study." *American Educational Research Journal*, 28.

National Council of Supervisors of Mathematics

Mission Statement

The National Council of Supervisors of Mathematics (NCSM) is a mathematics leadership organization for educational leaders that provides professional learning opportunities necessary to support and sustain improved student achievement.

Vision Statement

NCSM envisions a professional and diverse learning community of educational leaders that ensures every student in every classroom has access to effective mathematics teachers, relevant curricula, culturally responsive pedagogy, and current technology.

To achieve our NCSM vision, we will:

- N: Network and collaborate with stakeholders in education, business, and government communities to ensure the growth and development of mathematics education leaders
- C: Communicate to mathematics leaders current and relevant research, and provide up-to-date information on issues, trends, programs, policies, best practices and technology in mathematics education
- S: Support and sustain improved student achievement through the development of leadership skills and relationships among current and future mathematics leaders
- M: Motivate mathematics leaders to maintain a life-long commitment to provide equity and access for all learners

Revised July, 2007

Collaborative Learning:

- Jigsaw
 - A: Page 1
 - Our Position and The Research
 - B: Page 2
 - The Research (continued)
 - C: Pages 2-3
 - How NCSM and Items 1-5
 - D: Page 3
 - Items 6-12 and Closing Paragraph



Collaborative Learning:

- Debrief
 - Jigsaw Summary: What were the “big ideas” in your section?
 - Overall: What one idea/comment/point/big idea resonated the most with you? Why?



Collaborative Learning:

- Looking ahead ...
 - 2014 Spring Business Meeting

Key Elements

- Develop common formative and summative assessments and discuss the results, at the test and item levels.
- Use data to analyze current levels of student achievement and provide intervention programs for support.

Bring samples of data analysis tools.



CAMT Updates:

- Administrators Conference
 - Susan Hemphill, Region 13 ESC
 - Dr. Brenda Aleman, Crosby ISD
- Program
 - Kay Neuse, Plano ISD
- Math-a-Rama
 - Dinah Chancellor, Independent Consultant
- Board
 - Jennifer Hylemon, Grapevine-Colleyville ISD
 - Caren Sorrells, Birdville ISD
 - Adam Hile, Klein ISD



Updates:
Administrator's Conference



Updates:
Program

CAMT
REBRANDING

Conference for the Advancement of
Mathematics Teaching

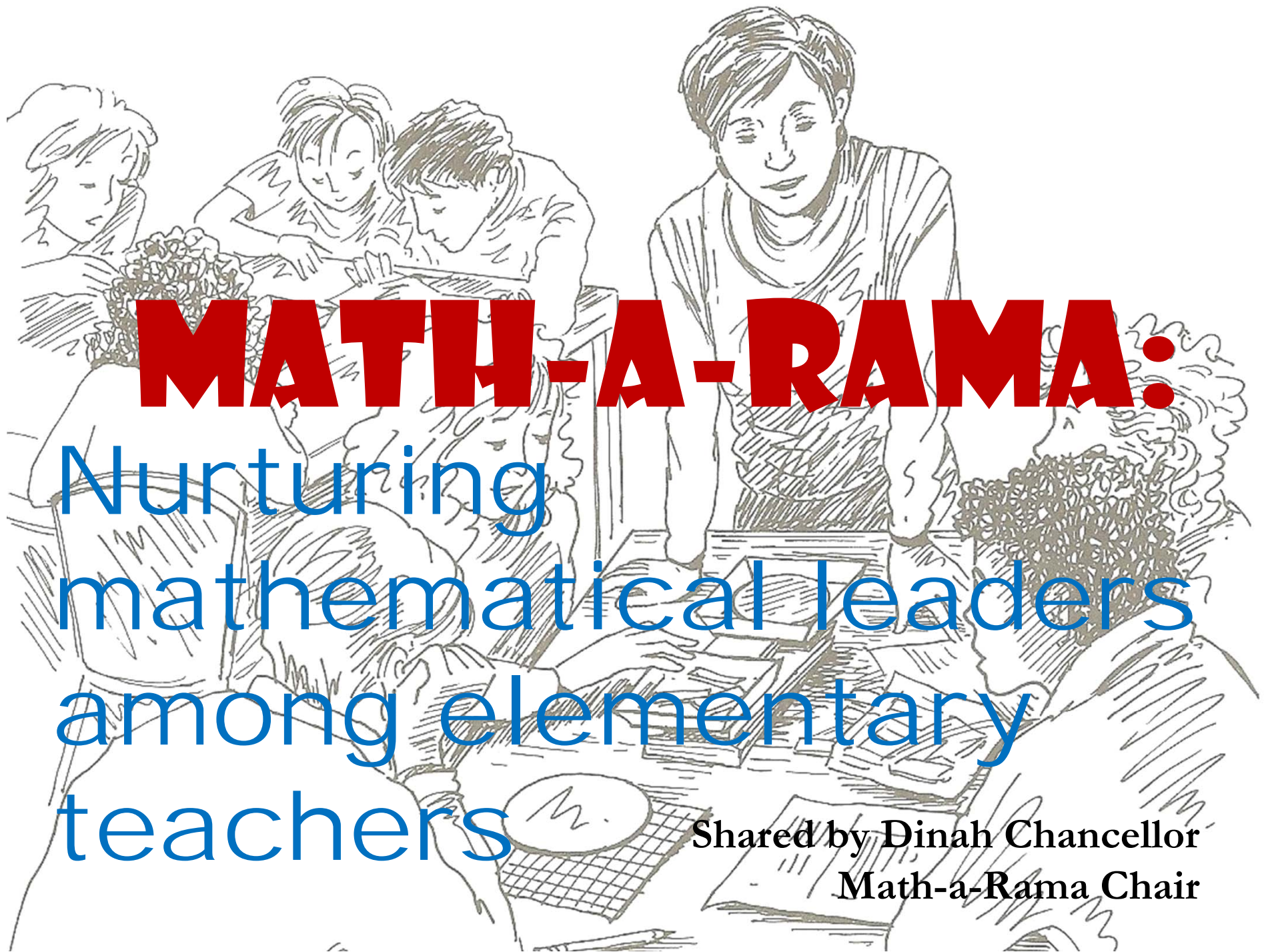
JULY 21-23, 2014

MATH

MATH-A-RAMA

and

STEPS



MATH-A-RAMA:

Nurturing
mathematical leaders
among elementary
teachers

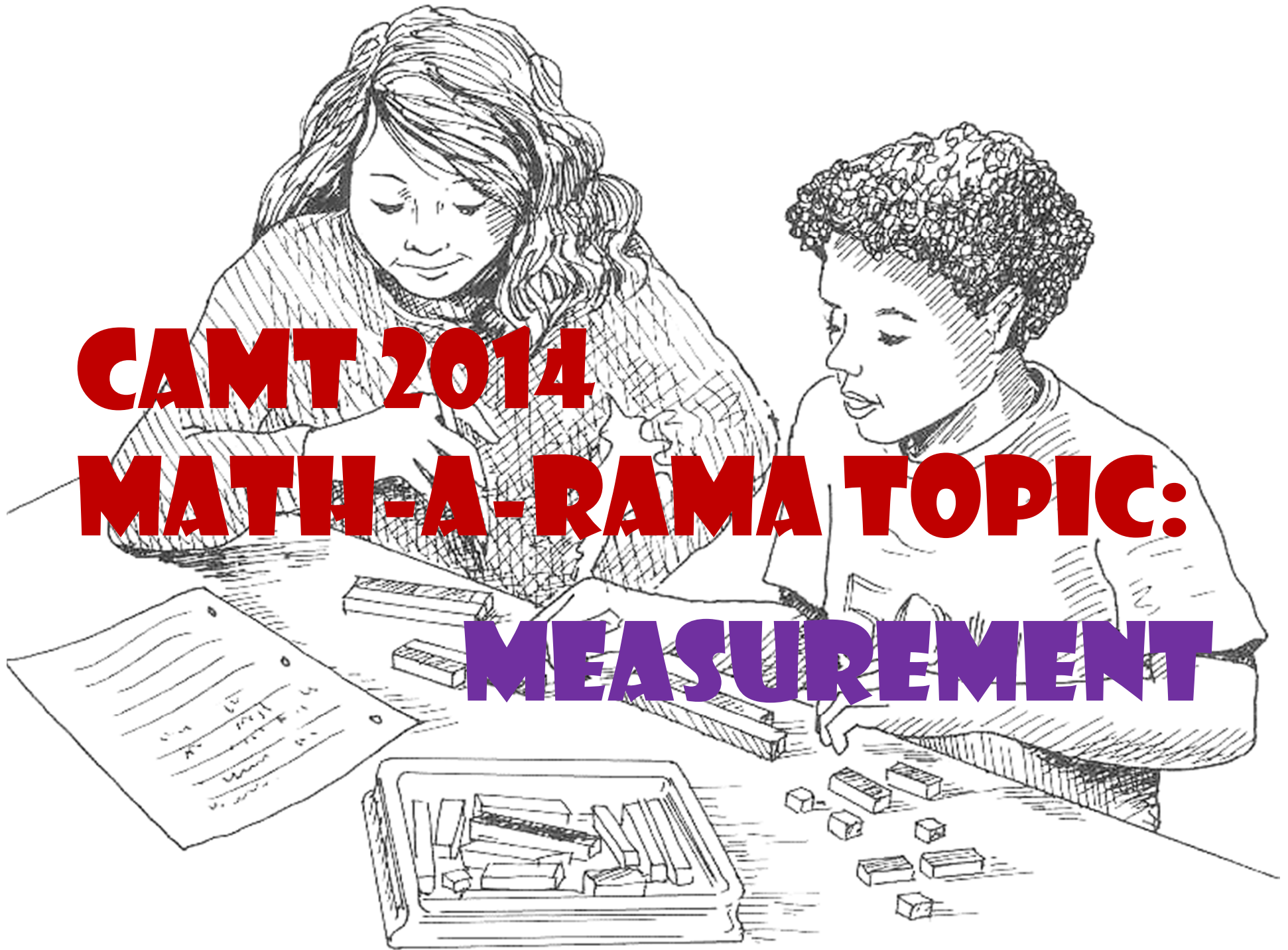
Shared by Dinah Chancellor
Math-a-Rama Chair

Benefits for Teachers

- **“Safe environment”** for teachers to work together with teammates to plan and deliver short presentations for the annual Texas math conference, CAMT
- **Opportunities**
 - to dig deeply into the math concepts taught at their grade levels
 - to determine the qualities of the best math lessons for developing these concepts

Benefits for Districts

- **More professional focus** in participating teachers' classrooms
- **Confidence & a renewed sense of responsibility** for sharing what they have learned about mathematics with their colleagues
- **Professional growth** while remaining in the classroom to positively impact students



CAMT 2014

MATH-A-RAMA TOPIC:

MEASUREMENT



Texas Association of
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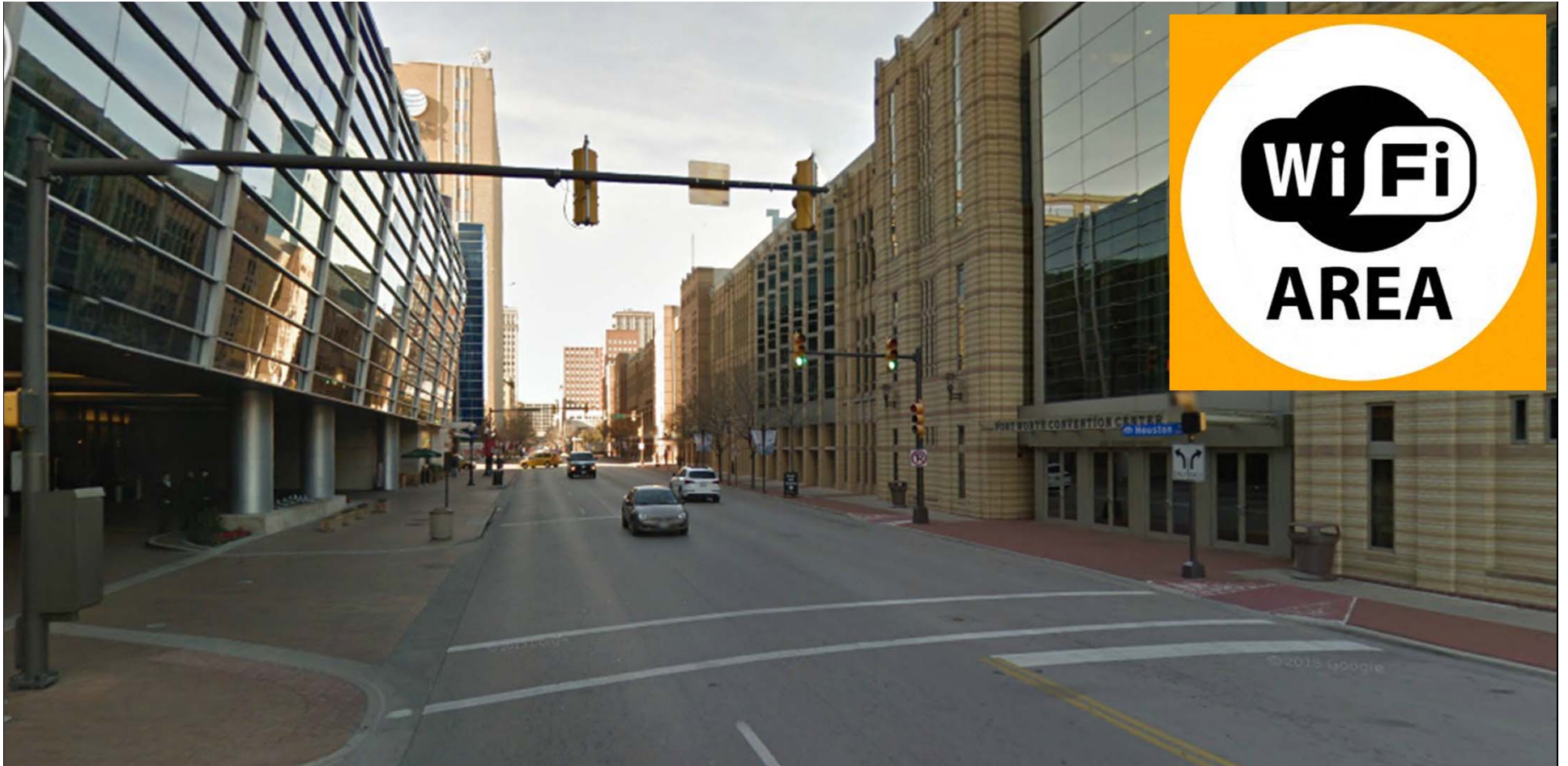
**GO FORTH AND
RECRUIT MATH-
A-RAMA TEAMS!**

Thanks!!

dinahchancellor@gmail.com

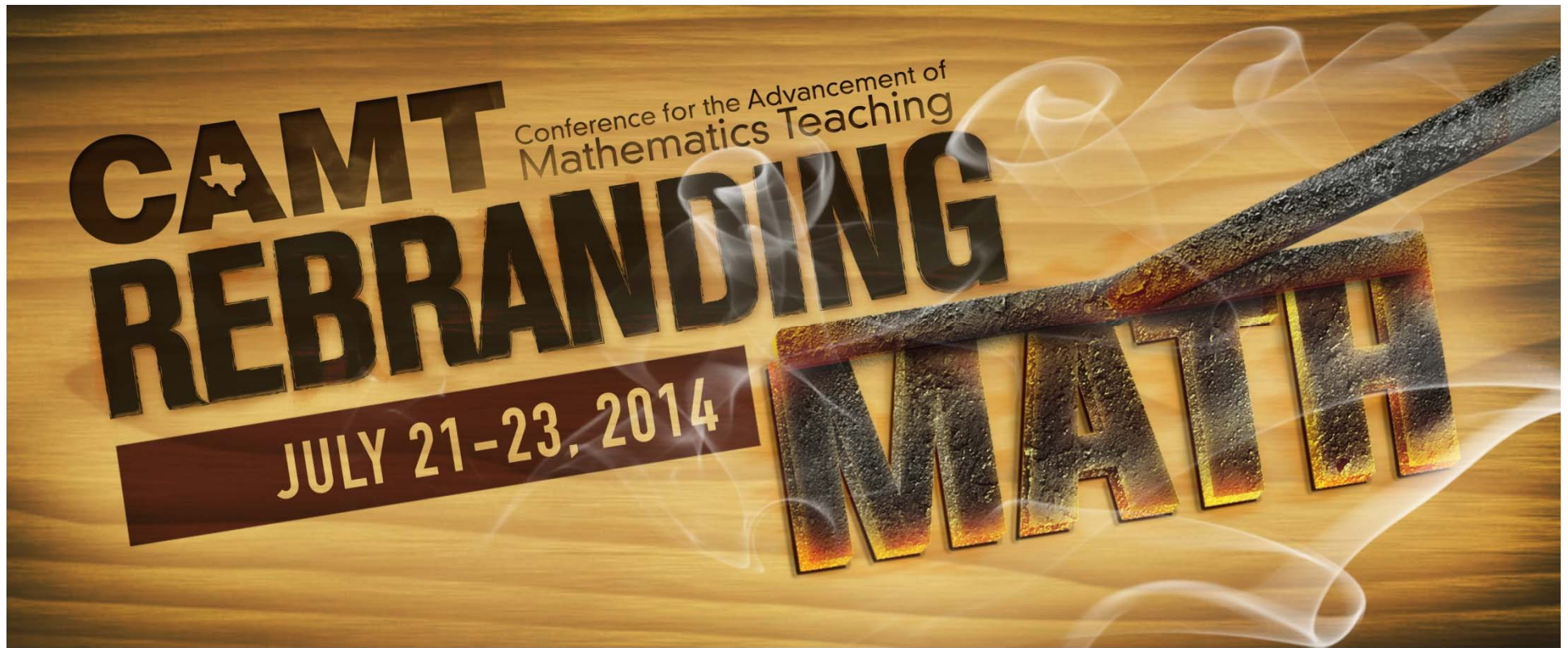


Fort Worth Convention Center
and
Omni Hotel
Fort Worth, Texas



Omni
Hotel

Fort Worth
Convention
Center



Early-Bird Registration \$155 (Feb 1 – May 1)

On Site Registration \$220 (after May 1)

CAMT REBRANDING

Conference for the Advancement of
Mathematics Teaching

JULY 21-23, 2014

MATH

BYOD Sessions



CAMT REBRANDING

Conference for the Advancement of
Mathematics Teaching

JULY 21-23, 2014

MATH



@CAMTTweets

#CAMT14



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Texas Association of
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NCTM Updates: Rita Tellez



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Professional Development Opportunities






Learn more about upcoming NCTM conferences and institutes

Institutes

- [2013 Interactive Institutes \(Extended Online PD\)](#)
- [2014 Common Core Interactive Institutes](#)

Conferences & PreConference Workshops

- [2013 Regional Conferences & Expositions](#)
- [2014 Annual Meeting & Exposition](#)

Share     

 NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS

MATH IS ALL AROUND US

New from NCTM

HIGH-YIELD ROUTINES

Grades K-8

routine



High-yield,

Professional Development

- 2013 Formative Assessment Workshop
- 2013 RtI Workshop
- Interactive Institutes
- E-Seminars
- NCATE Training
- Focus of the Year**
- Reflection Guides
- Professional Development Books
- FAQs

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Professional Development Focus of the Year 2013 – 2014

Number and Operations: Be Radical and Get Real!

Elementary School Resources (coming soon)

Middle School Resources (coming soon)

High School Resources (coming soon)



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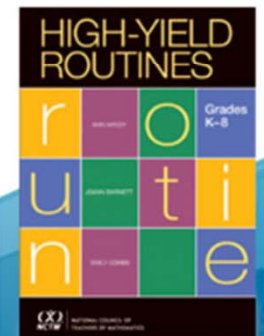
[2013 Regional Conferences & Expositions](#)

[2014 Annual Meeting & Exposition](#)



MATH IS ALL AROUND US

New from NCTM



High-yield,



Texas Association of
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- One 60-minute online session
- No travel required
- One low rate for an entire group
- Electronic copy of the E-Seminar Handout
- Facilitator Guild



- **Can Writing Be the Missing Link for Mathematical Understanding?** (Secondary)
Presenter: [Connie Schrock](#), Emporia State University, Emporia, KS
- **Assessment Considerations for RTI in Mathematics** (General)
Presenter: David Pugalee, University of North Carolina-Charlotte
- **Applying Response to Intervention (RTI) in Mathematics to Support ALL Learners** (General)
Presenter: David Pugalee, University of North Carolina at Charlotte



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2013 Rtl Workshop

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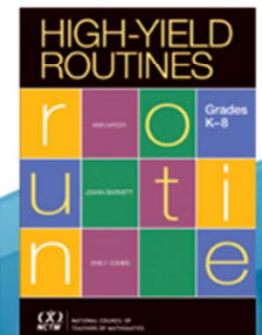
[2013 Regional Conferences & Expositions](#)

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New from NCTM



High-yield,

Principles to Actions



**Comments on the public draft
will be accepted until
October 23, 2013**

[Website](#)

Principles to Actions



Texas Association of
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Are you a member of NCTM?

When you join or renew, select TASM as your local affiliate.

We receive a \$5 rebate for each new NCTM membership and a \$3 rebate for each NCTM membership renewal!



Texas Association of
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TEA Project Share:

Dr. Paula Moeller

Director, College Readiness Initiatives

University of Texas at Austin

Institute for Public School Initiatives



Texas Association of
Supervisors of Mathematics

project
Share™

@projectshareTX





Things to know..

- Primary support for Project Share is still occurring at the ESC level
- Additional layers of support are available through statewide support centers
- In an effort to make things easier for teachers, all PD is available through statewide courses



Texas Association of
Supervisors of Mathematics

Student Courses

1-855-683-6727

ontrack@ipsi.utexas.edu





Texas Association of
Supervisors of Mathematics

Released in November

- Grade 8
- Algebra I
- Geometry
- Algebra II

OnTRACK[™]
for college readiness

OnTRACK Statewide Courses

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- OnTRACK Lessons for Algebra I
<http://www.epsilon.com/crs/12156458>
- OnTRACK Lessons for Algebra II
<http://www.epsilon.com/crs/12157258>
- OnTRACK Lessons for Geometry
<http://www.epsilon.com/crs/12157141>



Facebook

<https://www.facebook.com/ipsi.ontrack>

or

@OnTRACKTX

The screenshot shows a Mozilla Firefox browser window with the URL www.epsilen.com/MyPortal/Private/Master/Index.aspx?CalledFrom=Groups. The page title is "Search Group - Mozilla Firefox". The browser's address bar shows "screen capture". The page content includes a sidebar with navigation links like "My Portal", "My ePortfolio", "Epsilen Mail", "Collaboration", "Groups", "My Networks", "ShareIt", "Calendar", "Learning", "Content Repository", "Utilities", and "Help". The main content area is titled "Search Groups" and contains buttons for "View Groups", "Search Groups", and "Create Group". Below this is a "Keyword Search" section with a search field containing "OnTRACK Advocates" and a "Search" button. A checkbox for "Show Advanced Search" is also present. The search results are displayed in a table with the following data:

Name	Description	Owner	Members
OnTRACK Advocates	This group is designed to... Read more about OnTRACK Advocates...	Paula Steffen Moeller	1

A blue arrow points from the text "Join our advocates group" to the search results table.



Account Assistance

1-855-389-7772

projectsharesupport@ipsi.utexas.edu





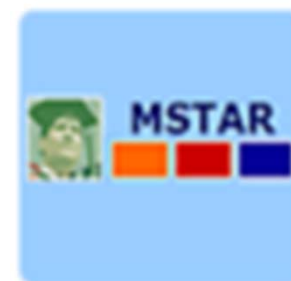
Texas Association of
Supervisors of Mathematics

Math PD Support ESTAR/MSTAR Support

1.855.462.8489

mathtx@esc13.net

@mstarTX



MSTAR Testing Windows

- Fall Window: Through October 18th
 - If you are in the process of uploading students, you may still access the assessment
- Winter Window: January 8 - February 14, 2014
- Spring Window: April 7 - May 9, 2014

<http://mstar.epsilen.com> or
projectsharetexas.org





Texas Association of
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MSTAR Diagnostic Assessment

- Winter: January 15 - February 21
- Spring: April 14 - May 16

Learn how to use these tools at:

<http://www.epsilon.com/crs/13205959>





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TxAIR Support

- txair@esc4.net

@txair





Texas Association of
Supervisors of Mathematics

ELPS PD Support

- elpsTX@esc20.net

@ELPStx





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Project Share Gateway

The screenshot shows the Project Share Gateway website. At the top left is the Project Share logo with the tagline "Knowledge knows no boundaries". To the right is a navigation menu with links for STANDARDS SEARCH, RESOURCE INDEX, NEWS, ABOUT US, and CONTACT US. A login box titled "Join your learning community" is positioned in the upper right, containing fields for USERNAME and ASSWORD, with a "Forgot your username or password? Re-activate account?" link below. The main content area is split into two columns. The left column, titled "Find Resources", includes a "Standards Search" section with dropdown menus for "Select subject" and "Select grade/course", and buttons for "FIND STANDARDS" and "KEYWORD SEARCH". The right column, titled "FEATURED RESOURCE", displays a carousel of images and a resource card for "STAR State of Texas Assessments of Academic Readiness" with the title "STAAR: English I, II,..." and ID "staar001", and a "VIEW RESOURCE" button. A green banner at the bottom contains a Twitter icon and a tweet about TELLIT courses. Below the banner is a green arrow icon and a text block stating: "Project Share takes Texas educators and students beyond the walls of the traditional classroom and gives them an online environment of educational resources that incorporates the use of today's digital tools. Take a look at our new features."

www.projectsharetexas.org



Texas Association of
Supervisors of Mathematics

PAULA STEFFEN MOELLER, EDD
DIRECTOR, COLLEGE READINESS INITIATIVES

pmoeller@ipsi.utexas.edu

@psmoeller



Other Items: Janet Dodd

- 2014 Elections
 - President-Elect
 - Vice-President
 - Treasurer

Duties of Officers & Election Procedures
can be found in TASM's Constitution
<http://www.tasmonline.net/index.html>



Other Items: Janet Dodd

- 2014 Nominating Committee
 - Dr. Brenda Aleman, Crosby ISD
 - Tammy Chandler, Frisco ISD
 - Karen Marshall, Region 17 ESC
 - Nicole Shanahan, Harris County Department of Education (ex-officio)

Duties of the Nominating Committee can be found
in TASM's Constitution

<http://www.tasmonline.net/index.html>

Other Items: Janet Dodd

- 2014 Tommy Eads Leadership Award



“to annually recognize a current TASM member who has made dedicated and unique contributions to mathematics education”

Nominations can be made online!

<http://www.tasmonline.net/index.html>



Professional Learning: Janet Dodd Deepening Teacher Content Knowledge

- Do you agree or disagree? Why?
 - A teacher's knowledge of mathematics is linked to how the teacher teaches.

Adding it Up (National Research Council, 2001 pg. 377)

Professional Learning: Janet Dodd Deepening Teacher Content Knowledge

- Pick a task ...
 - As you work, what do you see? what do you hear?
 - What is the benefit in engaging teachers with tasks such as these?

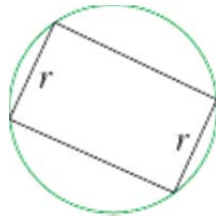
10.22.13 TASM Business Meeting

In your job as a farmer, you must decide how to use your land for your animals. You fence off $\frac{1}{2}$ of your land for your horses. You use $\frac{1}{4}$ of the remaining area for your pigs. Then you put your dairy cattle in $\frac{1}{2}$ of what is left. The remainder of your land is used for your sheep. What percentage of your land is used for sheep?

When a square piece of paper is folded in half vertically, the resulting rectangle has a perimeter of 39 cm. In square centimeters, determine the area of the original square sheet of paper.

Lara bought a backpack and five binders for \$56.09. Jennifer bought two backpacks and three binders for \$73.96. Their uncle needs to buy four backpacks and one binder. How much will his purchase cost?

In a circle of radius r , two parallel chords of length r form opposite sides of a rectangle. What is the area of the rectangle in terms of r ?



A circular Ferris wheel has a radius of 8 meters and rotates at a rate of 12 degrees per second. At $t = 0$, a seat is at its lowest point, which is 2 meters above the ground. Determine how high above the ground the seat is at $t = 40$ seconds.

Professional Learning: Janet Dodd

Deepening Teacher Content Knowledge

Solutions to Tasks

18.75%

169 cm^2

\$120.62

$r^2\sqrt{3}$

14 meters

Professional Learning: Janet Dodd Deepening Teacher Content Knowledge

- Why?
 - To understand different models, representations, and emerging technologies
 - To know what to emphasize and why those ideas are mathematically important
 - To anticipate perplexities and help students avoid pitfalls
 - To recognize and dispel misconceptions

Developing Essential Understanding of Rational Numbers, Grades 3-5
(NCTM, 2010 pg. vii-viii)

Professional Learning: Janet Dodd Deepening Teacher Content Knowledge

- Why?
 - To know how to address weaknesses in understanding
 - To be able to represent mathematics in different ways
 - To know where a topic fits into the mathematics curriculum
 - To know where students are coming from and where they are going

Developing Essential Understanding of Rational Numbers, Grades 3-5
(NCTM, 2010 pg. vii-viii)



Professional Learning: Janet Dodd Deepening Teacher Content Knowledge

- Where do we go from here?
 - Improving teachers' mathematical knowledge and their capacity to use it to do the work of teaching is crucial in developing students' mathematical proficiency.

Adding it Up (National Research Council, 2001 pg. 372)



Future Meetings: Nicole Shanahan

2014	2015
02.20.14 Spring PD	02.19.15 Spring PD
02.21.14 Spring Business Meeting	02.20.15 Spring Business Meeting
07.20.14 CAMT Business Meeting (Ft. Worth)	06.23.15 CAMT Business Meeting (Houston)
10.20.14 Fall PD	10.19.15 Fall PD
10.21.14 Fall Business Meeting	10.20.15 Fall Business Meeting



Goals: Today's Meeting

- Engage in collaborative conversations focused on curriculum and assessment
- Engage in collaborative conversations focused on improving the teaching of mathematics