

ASSOCIATION OF TEACHERS OF MATHEMATICS  
IN WESTERN MASSACHUSETTS, AN AFFILIATED  
GROUP OF THE NATIONAL COUNCIL OF  
TEACHERS OF MATHEMATICS

# MATHWEST NEWS

Volume 15, Issue 2

May 2002

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*Be Creative,  
Share Your Mathematical Knowledge,  
And Let MATHWEST Help You*

## WANTED: PROPOSALS FOR THE MARY ALICE WILSON GRANT

**DEADLINE: OCTOBER 1, 2002**

*While associated with The Five College/Public School Partnership,  
Mary Alice Wilson was instrumental in the first PIMMS Initiative  
from which the decision to fund MATHWEST originated.*

*The Mary Alice Wilson Grant is funded by MATHWEST for the purpose  
of enhancing mathematics understanding and appreciation in grades  
K—16. Grants are awarded annually for up to \$1000 per year. All  
members of MATHWEST are eligible to receive the award.*

*The official application and other important information on the grant  
process is located on page 6.*

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# PROFESSIONAL DEVELOPMENT OPPORTUNITIES

## Annenberg/CPB Summer Season

Continuing the tradition of quality professional development--at no cost--the Annenberg/CPB Channel is featuring a full range of Annenberg/CPB's renowned professional development programs. This summer many workshops and courses will be broadcast on the Channel to accommodate institute-style viewing. That is, the workshops and courses will be aired at the same time of day, Monday through Thursday, for two weeks. Complete a free workshop or course and earn certificates that may be used for in-service and recertification credit. Graduate credit is also available at reasonable cost.

The complete Summer schedule may be seen at [http://www.learner.org/channel/chnnl\\_schedule.html](http://www.learner.org/channel/chnnl_schedule.html).

Register at no cost by calling us at 800-LEARNER, or sign up at <http://www.learner.org/channel/workshops/registration/registerinfo.html>. Optional graduate credit is available through Colorado State University.

## Seeking 5<sup>th</sup> Grade Math Teachers For Study

The Lesson Study Research Group of Teachers College, Columbia University is currently seeking 5th grade mathematics teachers to participate in a study on teachers' lesson planning and reflection practices. Teachers who participate in this study will plan and teach a lesson on area of a triangle as part of their regular curricular sequence and participate in 30 minute pre- and post-lesson telephone interviews.

Teachers will receive \$50 for their participation. To qualify teachers must have been teaching for at least 5 years. Teachers need not be currently involved in lesson study to participate, although lesson study practitioners are welcome.

We are hoping to conduct this study in the next few months so if you are interested in participating in this study, or know of any teachers who might be interested, please contact us at your earliest convenience. Please also feel free to distribute the attached flyer to any interested parties. Teachers who have participated in similar studies in the past have told us that the experience helped them develop insights into their students as well as themselves. For more information, please contact: Joanna Cannon, (212) 678-3292, or email her at: [lsrg@columbia.edu](mailto:lsrg@columbia.edu).

## VISIT OUR WEB SITE

[www.wgby.org/edu](http://www.wgby.org/edu)

## Unlocking Linear Equations: A Summer Content Institute for Middle School Teachers

July 8-12 and July 15-17, 2002

This eight-day Institute provides an optimal environment for participants to examine critically the algebraic and geometric concepts, procedures and approaches to problem solving associated with linear equations. The goals are to achieve profound analytical understanding of the equations and their conceptual foundations and to highlight teaching approaches that engage students' interest.

The presenters, Dr. Andrew Chen, Dr. George Johnston and Prof. Elaine Previte, are members of the authoring team of the CLEAR Math program, as well as experienced classroom teachers.. This Institute will prepare teachers to explain algebraic concepts at the student's point of readiness and through the student's learning preference, thus making content accessible to a diverse learning population.

Unlocking Linear Equations, funded through a competitive grant program administered by the Massachusetts Department of Education, is offered at no cost to educators. Spaces are limited, therefore, please submit this application only if you can commit to attend all days of the institute and complete all Institute requirements.

Sessions will be held in Bridgewater State College in Bridgewater, Massachusetts. Participants will obtain 67.5 PDPs after successful completion of the Institute. Bridgewater State College will award three graduate credits for this course for \$190. For more information, contact Mary Keeler, READS Collaborative, 105 East Grove Street, Middleboro, MA 02346-2718 or call her at (508) 947-3634 or (508) 946-1088. You may also email her at: [mkeeler@reads.ssec.org](mailto:mkeeler@reads.ssec.org)

## MORE AP RESOURCES AVAILABLE

The AP Calculus group has ordered copies of "Preparing for the (AB) AP Calculus Examination" by George Best and its corresponding solution key. It contains five complete simulated AP Exams. Cost is \$28.

The group has also ordered and received copies of "AP Calculus Problem Part II AB and BC, 1987—2001." Published by the Mathematical Olympiads for Elementary and Middle Schools, it contains the open response questions and solutions for the last fifteen years of AP Exams. Cost of the book is \$12.

If you are interested in a copy of either of these books, contact [SLTrahan@aol.com](mailto:SLTrahan@aol.com). A limited number of copies are available.

## NCTM'S 53rd Annual Delegate Assembly

Each year at the annual meeting, Affiliates of NCTM participate in regional caucuses and a Delegate Assembly. Each Affiliate is eligible to send one delegate and one alternate delegate to the Delegate Assembly. Resolutions that have been submitted by Affiliates are discussed, amended, and voted on as necessary.

Affiliate resolutions are recommendations on Council practices or policies related to mathematics education, membership, or organizational procedures. Resolutions inform the Council's Board of Directors, Committees, and staff. If approved, a resolution goes directly to the Board of Directors for consideration. The Board then decides what action to take. The Council greatly values the input from its Affiliates and the teachers that they represent.

At the annual Delegate Assembly, the following resolutions were submitted and were either passed by the Delegate Assembly or referred directly to a committee for action. These resolutions will also appear in the NCTM News Bulletin to inform all NCTM members what transpired at the Delegate Assembly in Las Vegas, Nevada.

### **Resolution 0.R.02.01 (passed)**

Be it resolved that the Board of Directors instruct the Conference Services Committee that the per person cost of registration for the Annual Meeting be increased X number of dollars so that one speaker per session will have their registration fee waived.

### **Resolution 0.NR.02.01 (passed)**

Be it resolved that the Board of Directors improve the delivery of all NCTM mailings to help ensure the timely delivery of items such as conference packets and journals.

### **Resolution 0.NR.02.03 (passed)**

Be it resolved that the opening day for making sleeping room reservations for the Annual Meeting occur approximately three weeks after the planned mailing date of the conference brochure.

### ***Save Yourself Parking Fees in Boston!***

MATHWEST has received a grant to provide bus service to the NCTM regional conference in Boston. Busses will be available on Thursday and Friday, tentatively leaving Northampton at 6 AM with pick-ups in Holyoke and Ludlow on the way to Boston. Cost will be \$10. Details to follow in the September Newsletter.

## NCTM Academy: Summer Institutes

The National Council of Teachers of Mathematics (NCTM) Academy for Professional Development is offering 16 Institutes for Summer 2002, available for various grade bands, focusing on geometry and algebra. The two- and five-day educational events are designed to arm teachers with resources and professional development opportunities they need to help guide students toward successful and rewarding experiences with mathematics. Each Institute is designed to help teachers:

- gain a clearer and deeper understanding of the meaning and implications of the NCTM Principles and Standards for School Mathematics;
- develop the knowledge and skills necessary to implement and to advocate for high-quality mathematics instruction;
- expand problem-solving skills, learn to overcome obstacles, and implement positive change in the classroom, school, or district; and
- develop personal action plans tailored to specific teaching needs.

There is a PreK-2 Geometry Institute offered in Springfield, MA on July 7-12, 2002, which is co-sponsored by ATMNE. The registration deadline is June 14, 2002. For more information, visit

<http://www.nctm.org/academy>.

## MATHWEST DATES TO REMEMBER

### *September*

**5th ~ MATHWEST Board Meeting, 4 PM**  
Bertucci's Pizzeria, West Springfield

**16th ~ AP Calculus Support Group, 4 PM**  
Third Tuesday of each Month  
Bertucci's Pizzeria, West Springfield

### *October*

**17th ~ Fall Membership Meeting, 4 PM**  
Dakota Steak House, Pittsfield

### *November*

**14th - 16th ~ NCTM Regional Conference**  
Park Plaza Hotel  
Boston, Massachusetts

# IN THE PRESS

*THIS SECTION OF MATHWEST NEWS DOES NOT NECESSARILY REFLECT THE OPINIONS OF MATHWEST OR ITS BOARD OF DIRECTORS. THE ARTICLES ARE REPRINTED HERE TO ENLIGHTEN OUR MEMBERSHIP ABOUT WHAT WAS RECENTLY PRINTED IN THE MEDIA ABOUT MATHEMATICS EDUCATION.*

## Vermont May Spurn Federal Education Money to Protest Testing

Salt Lake Tribune (Associated Press), 19 April 2002

Vermont Governor Howard Dean has suggested that the state may want to give up \$26 million in federal education funds in order to avoid the testing requirements now attached to it.

Dean, who is considering a run for president in 2004, said President Bush's education bill is "terribly flawed." Vermont already has a testing system, but it would have to be redone in order to meet the new requirements, Dean said.

"I don't think the people who wrote this bill had much consideration for the taxpayers, because this is going to cost people all across this nation," Dean said.

No other state has raised the possibility of foregoing federal funds to opt out of the testing requirements, said Education Department spokesman Dan Langan.

## Study Argues Test Policies Don't Work

A study appearing in this month's Education Policy Analysis Archives calls high-stakes testing a "failed policy initiative."

Two researchers from Arizona State University examined whether scores on college-admissions and placement tests were affected in 18 states that adopted high-stakes tests. They looked at the scores prior to and after the state implemented the tests. Among their findings were these:

- \* 12 states showed decreases in performance on the ACT after implementation of high school exit exams, and 10 states showed decreases in SAT performance.
- \* states with exit exams showed a decrease in the percentage of students who passed Advanced Placement exams.
- \* the tests did not appear to motivate more students to attend college because participation rates on the SAT fell in 11 states; on the ACT, it rose in nine states, decreased in six, and was unchanged in three.

The authors concluded that students are being prepared for state tests, but are not necessarily learning.

"You can teach almost any kid to play 'Chopsticks' on the piano," said David Berliner, an education professor at Arizona State and one of the researchers. "But by doing that, have you taught the child to play the piano? Does that qualify those kids as musicians? I don't think so." The study is available online at <http://epaa.asu.edu/epaa/v10n18/>.

## Payzant Weighs Options on MCAS

Boston Globe, 25 April 2002 (p.B01)

Boston Schools Superintendent Thomas Payzant is beginning to wonder whether the class of 2003 is ready for the state's high school exit exam. About 40 percent of the city's 10th-graders are still failing the math portion of the MCAS.

If "we don't see major acceleration in the second and third retests," Payzant said, "then that may be the time to say to the state, if not

sooner, that for the class of 2003, they need more time."

Payzant might also ask the state to allow students who come within four or five points of the passing score on the math test to graduate anyway.

But the Department of Education is not likely to give any ground. "The commissioner feels strongly that with all the progress that we've made now, and certainly in the past few years, this is no time to be backing down," said spokeswoman Heidi Perlman.

Students who failed the recent retest tend to be those with attendance problems, say district officials. Those students, as well as their parents, "have got to be a partner in this effort," Payzant said.

## 100 State Schools Failing Federal Standards

Rutland Herald (Associated Press), 24 April 2002

Under the new federal education reform law, 100 of Vermont's 300 public schools could be designated as "failing" in two years, according to state education officials.

The law deems schools as "failing" if test scores do not improve at a steady rate over three to four years. But that may not be an appropriate measure for schools in Vermont because the state has high test standards, said Bud Meyers, deputy commissioner of education.

"It takes a lot of school improvement work to move our kids," he said.

Vermont's US Senator James Jeffords worries that the state will be unable to pay for the cost of tutoring services required by the new law for students at failing schools. The law does not provide sufficient funds to help schools improve, he said.

"I think we're going to have an ungodly disaster on our hands next fall," said Jeffords, former chairman of the Senate Education Committee.

## Separate Licensing Requirements Urged for Middle Grades

Education Week, 24 April 2002 (p. 11)

The National Forum to Accelerate Middle-Grades Reform has issued a policy statement urging states to adopt separate licensing requirements for middle-level teachers. Most states do not require special training for middle-school teachers, even though special credentials are required for teachers at the elementary and high school levels.

"Those trained at the elementary level don't have the deep content knowledge necessary for teaching in the middle grades," said Nancy Ames, a member of the forum, "and often those [with high school certification] don't understand the unique and special needs of students in a key life transition."

Over the past few decades, middle schools have focused on addressing the special needs of students approaching adolescence. Now, however, the focus has shifted to boosting achievement. As a result, many middle schools are trying to pair their age-appropriate programs with tougher academic standards.

Jean Miller, of the Council of Chief State School Officers, said the entire system of teacher licensure and certification should be restructured so that it is "driven by stage of development of the child, and not just by the subject matter."

**VISIT OUR WEB SITE**

[www.wgby.org/edu](http://www.wgby.org/edu)



### **MATHWEST Members Finish TI-Interactive! Workshop**

Congratulations to the MATHWEST members who took part in the 10 hour TI-Interactive! Workshop held at Agawam High School over March and April.

Participants familiarized themselves with the software program which the software, including applications using the CBL. Members who took part in the workshop include:

Paul Desmarais, American International College  
Dr. Richard Frost, Greenfield High School  
Kathryn Gallagher, Greenfield High School  
Adriana Gallo, Agawam High School  
Lyn Heady, Easthampton High School  
Jim Jackowski, Agawam High School  
Cindy Tuthill, Cathedral High School

### **Congratulations To Our Members**

Congratulations to our own Marnie Henneman! She was named the William Spratt Elementary Teacher of the Year by the Massachusetts Council for Social Studies.

William Masalski was recognized during the NCTM National Meeting in Las Vegas with the ETA/Cuisenaire Distinguished Service Award, in recognition of outstanding dedication, leadership, and vision in the pursuit of excellence in mathematics education.

Finally, Ruth O'Malley has been named as the NCTM representative for ATMNE. She will serve in that capacity for the next three years.



*Participants in the TI-Interactive!  
Workshop earned PDP's awarded by  
Agawam Public Schools*

## **Boston 2002: Reaching New Heights in the Teaching and Learning of Mathematics**



### **NCTM Regional Conference**

**Boston, Massachusetts**

**November 14-16, 2002**

The success of the 2002 Regional Conference in Boston depends on committed volunteers. Several committees have been established to handle various aspects of the conference. Volunteers who are not NCTM members can register for the conference at member rates. Please strongly consider volunteering to serve on one of the committees.

If you are willing to volunteer, please email Gayle Town at [gtown@winchester.k12.ma.us](mailto:gtown@winchester.k12.ma.us) with your name, telephone number, grade level, school name and address, and the committee on which you would like to serve.

### **Another Revolutionary Event in Boston!**

MATHWEST WILL HAVE BUS GOING TO BOSTON THURS & FRI

# THE MARY ALICE WILSON GRANT

## GRANT APPLICATION

*While associated with The Five College/Public School Partnership, Mary Alice Wilson was instrumental in the first PIMMS Initiative from which the decision to fund MATHWEST originated. The Mary Alice Wilson Grant is funded by MATHWEST, The Association of Teachers of Mathematics in Western Massachusetts, for the purpose of enhancing mathematics understanding and appreciation in grades K—16. Grants are awarded annually for up to \$500 per project, \$1000 per year. All members of MATHWEST are eligible to receive the award.*

**Name of Applicant:** \_\_\_\_\_

**Mailing Address:** \_\_\_\_\_



**Phone:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**School System:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**Years of**

**Teaching Experience:** \_\_\_\_\_

**Amount Requested:** \_\_\_\_\_

*Please return proposals by **October 1, 2002 or February 1, 2003**. Grants are reviewed and awarded in November and March with the final report due by November or March of the following year.*

*Return proposal to:*

*Nancy Strouse*

*MATHWEST*

*PO Box 784*

*Easthampton, MA 01027*

Summarize your proposal on no more than two pages and include:

- A. goals and objectives
- B. the population to be served
- C. tasks to complete the project
- D. timeline
- E. evaluation instrument
- F. how it will affect the MATHWEST membership
- G. project budget

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## GENERAL CALL FOR ARTICLES

The ATMNE is looking for articles to be submitted for publication in their journal. Information about submissions can be found in each issue. Remember, "publishing" earns PDP's and can also be part of a portfolio for those applying for National Certification.

Teachers are doing really interesting things in their classrooms and others would like to hear about what is happening in schools in our region.

Mary Alice Wilson  
Grant Applications  
due October 1st.

MATHWEST NEWS

P.O. Box 784  
Easthampton, MA 01027

### MATHWEST MEMBERSHIP APPLICATION FORM

Mail to: MATHWEST, P.O. Box 784, Easthampton, MA 01027

Membership Category:

- ☐ 1 Year Regular (\$15)  
☐ 1 Year Full-Time Student (\$5)  
☐ 1 Year Full-Time Retired (\$10)  
☐ 3 Year Regular (\$40)

Area of Professional Interest:

- ☐ Elementary  
☐ Middle School  
☐ Secondary  
☐ College

Application Type:

- ☐ New Membership  
☐ Renewal

Amount Enclosed \$ \_\_\_\_\_

*Elementary teachers can get a one-time only  
free membership till September 2002!*

NAME \_\_\_\_\_

STREET \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

PHONE \_\_\_\_\_ EMAIL \_\_\_\_\_

Are you a member of NCTM?

☐ YES

☐ NO

A member of another NCTM affiliate?

☐ YES

☐ NO

If yes, which one? \_\_\_\_\_

**Please: If paying by PO, please include the names and addresses of members to be renewed.**