

AMTE-TX

OFFICIAL NEWSLETTER OF ASSOCIATION OF
 MATHEMATICS TEACHER EDUCATORS OF TEXAS
 PUBLISHED QUARTERLY IN SEPTEMBER,
 JANUARY AND MAY



GREETING FROM THE PRESIDENT

I come to you this quarter with sadness, optimism, and hope. With sadness we have lost two mathematics educators, Tim Rowan and John Huber who have left the mathematics education community with a legacy to build upon. Dusty Jones does a fantastic job of sharing the legacy that Dr. John Huber left behind at Sam Houston State University, Texas, and nationally. I remember meeting Dr. Huber at our first MERiT conference held at Sam Houston State University where he made me and others welcome. Dr. Huber was instrumental in beginning the conference for mathematics educators from across Texas. Dr. Tim Rowan was one of the writers for the Curriculum and Evaluation Standards (NCTM, 1989) and past president of the National Council of Supervisors of Mathematics (NCSM). More information regarding Dr. Rowan's life can be found in the Washington Post at http://www.washingtonpost.com/wp-dyn/content/article/2011/02/11/AR2011021105732.html?prss=rss_metro/obituaries.

Math educators such as Drs. Rowan and Huber have left us with optimism on the positive impact we as mathematics educators can have at all levels of education including local, state, regionally, nationally, and internationally. Many of us are involved with working with students and teachers within schools and colleges in our area. Our involvement in professional organizations such as ours provides opportunities to impact others beyond our service area. You will notice in this edition of the newsletter members have contributed pieces about what they have found successful in the classroom. Also, we have some briefs on presentations made at AMTE in Irvine, CA last month. Opportunities to go be published internationally and travel abroad have connected us and others to the broad theme that all students receive the best mathematics instruction. In just a few days I will be traveling to Bangkok, Thailand to share with the mathematics staff at the Institute for the Promotion of

teaching Science and Technology about the teaching of mathematics to pre-service and in-service teachers.

There is hope in what is coming to Texas in less than a year. The next national conference for AMTE will be held in the great state of Texas specifically Ft. Worth. I encourage you to be involved by volunteering, contributing and attending next year's meeting. Be on the lookout for proposal deadlines and opportunities to volunteer. At the state level consider submitting your name or the name of another AMTE-TX member for nominations as President-Elect, Treasurer, or board member at large in AMTE-TX. James Epperson is the chair of the nominations/elections committee. Be on the lookout for an e-mail requesting nominations for these positions. Last we are looking for a name for our newsletter besides AMTE-TX newsletter. Please consider submitting a name to Barba Patton.

Colleen Eddy
 AMTE-TX President

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Key Leadership in AMTE (Texas Representatives!)

Affiliate Director (Member of AMTE Board of Directors)

Sandi Cooper, Baylor University

Newsletter Editor (Member of AMTE Board of Directors)

Trena Wilkerson, Baylor University

Membership Committee

Olga Kosheleva, Univ. of Texas at El Paso, TX;
2010-2013

Technology and Math Teacher Education Committee

Dustin Jones, Sam Houston State University, TX;
2011-2014

Seventh Monograph Editorial Panel

Trena Wilkerson, Baylor University, TX

2011 Program Committee

Jennifer Chauvot, University of Houston
Sylvia Taube, Sam Houston State University

2011 Proposal Reviewers

Emily Bonner, University of Texas at San Antonio
Beth Bos, Texas State University
Sue Brown, University of Houston-Clear Lake
Jennifer Chauvot, University of Houston
James Epperson, The University of Texas at Arlington
Christina Gawlik, Texas Woman's University
Sarah Ives, Texas A&M University, Corpus Christi
Dustin Jones, Sam Houston State University
Barba Patton, University of Houston-Victoria
Valerie Sharon, Sam Houston State University
Sylvia Taube, Sam Houston State University
Trena Wilkerson, Baylor University



“local arrangement committee needs you ... let's make this an AMTE for all to remember ”

AMTE 2012 in Fort Worth, Texas!

2012 AMTE Annual Conference to be held in Fort Worth, Texas!

The 2012 AMTE Conference will be held February 9-11 at the Renaissance Worthington Hotel in Fort Worth, Texas. This will be a special year because AMTE is celebrating its 20th Anniversary! And remember... “everything’s bigger in Texas” so let’s be sure to support the organization with a BIG effort as local arrangements. If you have not already volunteered and are interested in serving on the local arrangements committee, please contact Sandi Cooper at (sandra_cooper@baylor.edu).



HAPPENINGS IN AUSTIN CINDY SCHNEIDER

As you no doubt know, the 2011 Legislature is focused on budget issues. There are some bills that have been filed related to higher education (201 as of this writing), such as the [82\(R\) HB 1582](#) **Author:** Farias which is about EDUCATOR PREPARATION PROGRAM WITH INTERNSHIP PROGRAM COMPONENT IN CERTAIN COUNTIES or [82\(R\) HB 1549](#) **Author:** Howard, Charlie which is about certification for certain public school administrators or [82\(R\) HB 1515](#) **Author:** Isaac relating to tuition limitations. These examples are not based upon a thorough review, just a quick look.

Another interesting bill is [82\(R\) HB 9](#) **Author:** Branch, **Excerpt:** STUDENT SUCCESS-BASED FUNDING RECOMMENDATIONS. (a) The legislature finds that it is in the state's highest public interest to evaluate student achievement at institutions of higher education and to develop higher education funding policy based on that evaluation. Therefore, the purpose of this section is to ensure that institutions of higher education produce student outcomes that are directly aligned with the state's education goals and economic development needs. This bill has been read and referred to the Higher Education Committee.

The bill (HB 104) that was filed to merge THECB with TEA has been read and referred to the Higher Education Committee. If you want to read these bills or the others go to: <http://www.capitol.state.tx.us/> and type in higher education in the search legislation box at the top of the page. I have no idea what bills will make it out of committee and reach the floor. If any of these do, it will most likely be at the very end of the session. We have less than 100 days left of this legislative session.

Another report that adds perspective to the budget issues on education is an October 2010 publication by TASB and TASA: *Report on School District Mandates, Cost Drivers in Public Education*. Quoting from Page 4
In 2002, the Texas Association of School Administrators (TASA) and the Texas Association of School Boards (TASB) compiled the Report on School District Mandates, a comprehensive list of the various state mandates placed on school districts that contribute significantly to the rising costs of public education. TASA and TASB have updated and revised this document to include mandates passed through the 2009 legislative session. This document encompasses the majority of mandates passed since 1995 but does not contain a complete list of all mandates on Texas school districts.

You may find the publication at <http://www.tasb.org/legislative/documents/2010mandates.pdf>

OUR NEWSLETTER NEEDS A NAME

AMTE-Tx needs your help! We are embarking on a new phase in our organization and we do not have a name for our addition.

Just think of the honor it would be to submit the selected title of the AMTE-TX newsletter.

Deadline for submitting suggestions is March 1 2011. (extended)

The Executive board will select three names from the submitted suggestions. Those three will be listed in the May newsletter. Members will be given an opportunity to select the winning title.

The person submitting the selected title will be recognized in the next newsletter and will also be recognized at CAMT in 2011 in Dallas.

"We need a name, be the one who submits the winning name"

U S I N G R E A L - L I F E O B J E C T S T O T E A C H D O U B L E F A C T S

It looked like Juan and Susie were playing with the 18 wheeler toy truck. What they were really doing was exploring the double fact $9 + 9 = 18$. Would using real-world three dimensional models to represent double facts help students? This article describes a first grade teacher's action research study of using the association of the physical real-world objects, instead of pictures, to teach double and near-double facts strategy. The purpose was to determine if using this strategy could improve students' speed and accuracy. This first task should have been a review of the double facts because students had been exposed to double facts in the form of pictures earlier in the year. However, the students had not mastered the double facts from zero to ten based on the accuracy of a pretest that was given.

Real-world objects - the physical items that represent the double facts $9 + 9 = 18$

The students' second task was to explore the objects used previously that represented the near-double facts from zero to ten. The real-world objects were the same as the doubles, only representing doubles plus or minus one. Most students wrote doubles plus one, for example: $6 + 6 + 1 = 13$



Near Double Fact Strategy - an approach used to learn basic facts using a double fact plus or minus one

$$8 + 7 = 8 + (8 - 1) \text{ or decomposing } 8 + 9 = 8 + (8 + 1)$$

The rationale for this action research project was based on the first grade teacher's previous experience of providing the strategy for double facts using the association in picture form. The findings of this study show students' times decreased and students' accuracy improved on the post tests given. The results determined that the double fact strategy could be broadened using the physical real-world objects making it a viable strategy in the classroom by providing further relationships and connections.



The teacher may not have explored this strategy without the encouragement of her university mentors. The purpose of action research in graduate teacher education is for teachers to conduct research in their own classroom for use in their classrooms. This study demonstrated that university programs can serve to expand teachers' ability to explore instructional options on their own.

Thanks to Faye Bruun Ass't Prof. Texas A & M Corpus Christi and Laualee Bankston, ESL teacher Wills Point IDS in Canton, TX for contributing this article. Faye may be contacted at Faye.Bruun@tamucc.edu

C A L L F O R P R O P O S A L S F O R T H E 2 0 1 2 A M T E C O N F E R E N C E F O R T W O R T H

We invite you to plan to attend and speak at next year's Sixteenth Annual AMTE Conference which will be held February 9-11, 2012 in Fort Worth, Texas. The *Call for Proposals* will be available soon on the AMTE website (www.amte.net). The **deadline** for submitting proposals is **May 13, 2011**. Questions? Contact the 2012 Program Chair, Keith Leatham of Brigham Young University (kleatham@mathed.byu.edu).

Be sure to check out the www.AMTE.net website for updates and other important news

The Mathematics
Teacher Journal
Update

Upcoming dates
to remember

Margaret (Peg) Smith of the University of Pittsburgh and first editor of the new MTE journal, together with associate editor Melissa Boston of the University of Duquesne, are working with the newly appointed MTE Editorial Panel to prepare a call for manuscripts in Spring 2011 with the publication of the first issue of the MTE journal planned for 2012. Updates will be posted on the AMTE website and shared via email.

- Nov 10-13... AMATYC AnnualAustin, TX
2012
- Feb. 9-11 AMTE Annual Conference Fort Worth
2013
- Jan 24-26 AMTE Annual ConferenceOrlando, Fl.

**I N M E M O R I A M
J O H N H U B E R
1 9 4 8 - 2 0 1 1**

The mathematics education community in Texas mourns the passing of strong ally and true friend. Below, I (Dusty Jones) attempt to retell his story, pieced together from our many conversations over the past five years that I knew him

John was raised in Yoakum, Texas, and developed a passion and talent for music, mathematics, and science during high school. He studied physics at Texas A&M University and later transferred to Sam Houston State University, where he earned a B.S. in mathematics and chemistry in 1969, and an M.A. in mathematics in 1972. He taught mathematics at Clear Lake High School and was also the band director. He received an Ed.D. in Mathematics Education and Statistics from the University of Houston in 1977. For his dissertation study, he compared students' performance in two geometry classes, where one was being taught from a "new" transformational approach.

Dr. Huber accepted a position

as an assistant professor at Pan American University in Edinburg, Texas. He was granted tenure in 1980, and in 1983 was promoted to full professor and served as the Chair of the Mathematics Department. In 1984 he returned to his alma mater, Sam Houston State University, as a professor of mathematics. After a decade in the mathematics department, he was named Professor and Chair of Curriculum & Instruction and served Sam Houston State University in that role from 1994 to 2002. After that time, he returned to the mathematics department and finished his career as the senior faculty member in the Department of Mathematics & Statistics and the Director of the Daniel H. Reeves Center for Mathematics Education.

Dr. Huber left an indelible mark on the teachers that he trained, both in mathematics content and methods courses. He also had a great impact on mathematics teachers and students across the state. He frequently traveled to Austin to

work with the State Board of Educator Certification, testify before the Legislature, and help write the Texas Essential Knowledge and Skills (TEKS) and the Texas Examination of Educator Standards (TEXES). He served as an evaluator for mathematics and mathematics education programs at several state universities.

John firmly believed that mathematics teachers needed a strong foundation of content knowledge, and developed undergraduate and master's level programs for teachers that contained large proportions of significant mathematics. He also had a passion for using technology to teach mathematics. From programming in Scantron readers in assembly language in the 1980s, to using Flash animations and Geogebra last month, he tirelessly sought new ways to communicate mathematical truths.

Thanks to Dusty Jones, a friend and colleague of Dr. Huber for sharing these thoughts.



The motto of Sam Houston State University is, "The Measure of a Life is its Service." Under this metric, John Huber's life was one of great magnitude.



Facebook: Friends for Professional Development Christie Bledsoe, Ed.D. and Jodi Pilgrim, Ph.D

Social networking is popular among college students for communicating with friends, sharing pictures, and chatting. Facebook has over 500 million users. Two professors at the University of Mary Hardin Baylor challenged preservice teachers to use social networks in a different way. Preservice teachers need to become familiar with professional organizations and resources in education. Many educational organizations share information through *Pages* on Facebook, and followers can access valuable information. There are many professional organizations for educators and joining all of them would be cost prohibitive. Following educational organizations through Facebook is one way to access valuable information and resources at no expense. Initial exposure to such organizations may also prompt preservice and new teachers to become official members later.

In a mixed methods research study, preservice teachers were required to *like* the pages of professional organizations such as National Council for Teachers of Mathematics (NCTM). By *liking* the NCTM page, preservice teachers received notifications for conferences, e-workshops, and the problem of the day. The Facebook notifications often stimulated classroom discussions among preservice teachers.

Researchers used a pretest – posttest survey to measure knowledge of professional organizations during the ten week study. Preservice teachers who followed educational organizations on Facebook were more knowledgeable about professional organizations than those who were exposed to educational organizations through websites and article reviews. Participants made the following comments on the open-ended questions:

- ◆ “I’m on fb anyway, why not learn something while I’m there? I have enjoyed the postings offered by these organizations and I’ve gotten quite a few really neat ideas to use in my future classroom.”
- ◆ “I liked NCTM and discovered social networking can be used to initiate, develop, and maintain collegial and professional relationships. I benefitted from these relationships.”
- ◆ “I was amazed at how much information was out there for teachers. I was even more surprised to find it on Facebook.”

Facebook continues to gain popularity with college students and adults. The NCTM page currently has over 5000 fans. Select *like* on the Facebook page for NCTM and join the fun. The problem of the day posted by NCTM is thought-provoking and often entertaining. Other educational organizations with Facebook pages include Texas Instruments (TI) Calculators and Activities for Integrating Math and Science (AIMS). Accessing the posts through status updates is a great way to learn about opportunities for professional development and stay abreast of current issues in education. Social networks are used to communicate with friends, but they can become a tool to promote collaboration with other educational professionals.

A Giant's Head is so Big..... *

Read "Jim and the Beanstalk" by Raymond Briggs as an introduction to this measurement activity for teacher candidates. Divide the students into groups of 3 or 4. Each group will need pencils, large erasers, a sheet of white butcher paper measuring 1.1 m wide by 1.4 m long, markers, a compass and 2 metersticks. "Read all the directions before starting," is the only comment I make, as this is also a problem-solving activity and one of my students' favorites.

CONSTRUCT THE GIANT'S HEAD FROM THE DIRECTIONS BELOW.

1. From the center of the left eye to the center of the right eye is exactly 30 cm.
2. The diameter of each eye is 12 cm.
3. From the top of each eye to the tip of the Giant's head is 3 dm.
4. From the top of the Giant's head to the tip of his chin is 1.1 m.
5. His smile is 4 dm from end to end.
6. You can see his teeth when he smiles. Draw them.
7. How long are the Giant's teeth? _____ cm
8. How wide are the Giant's teeth? _____ cm
9. From the Giant's left ear to the Giant's right ear is 1 m.
10. The Giant's neck is 178 mm long.
11. If the Giant's nose is triangular in shape, describe its size and how to locate its position.
12. Draw glasses on the Giant.
13. What is the diameter of one lens of the Giant's glasses? _____ dm
14. The Giant's hair should meet the middle of his neck. Draw his red hair.
15. How long is the Giant's hair from the middle of the top of his head to the end? _____ dm
16. The diameter of the gold coin is 30 cm. Draw the gold coin at the bottom of your picture.

*Mutz, N. (1997) *A Week of Measurement – A Week of Fun*, Texas Mathematics Teacher, 35 (1).



Lymeda and her colleague Dr. Eileen Faulkenberry share in-depth activities with the per-service teachers in an optional professional development program. The 2 hr. sessions are offered two Fridays a month. One of the favorites is Giant Day. Their main goals are to have the students experience standards-based activities that can then be included in their resource files and to develop the habit of professional development. They have found these to be fun and relaxing days for us to get to know our students and them to know us outside the regular classroom setting.

Thanks to Lymeda Singleton and Eileen Faulkenberry for sharing this. Both are at Texas A & M Commerce.

AMTE=TX Officers

President: Colleen Eddy
(University of North Texas) 2010-2012

Past President Sandi Cooper
(Baylor) 2010-2011

Secretary Sandra Browning
(University of Houston– Clear Lake) 2010-2012

Treasurer Trena Wilkerson
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Member at Large Suzanne Nesmith
(Baylor) 2008-2011

Member at Large Beth Cory
(Sam Houston) 2009-2012

Member at large Dusty Jones
(Sam Houston) 2010-2013

Newsletter Editor– Barba Patton
University of Houston –Victoria

Notes from the Editor:

Please submit any news you wish to be considered for the newsletter to Dr. Barba Patton, at pattonb@uhv.edu

Articles about exceptionally good lesson for pre-service teachers are welcome.

Let us know if you are promoted, have an article published or make a presentation. Let us share the good news.

Please try to submit your information by August 1, December 1, or April 1 for the newsletters.



MEMBERSHIP

WE now have 55 members .

By joining AMTE-TX., you become a member of a unique group of educators, all interested in the Mathematics Teacher Education in the state of Texas.

Dues: 1-year \$20 3-year \$50; Full-time Student \$10

Members will automatically be added to the AMTE-TX membership.

If you have any questions, please email Trena L. Wilkerson at Trena_Wilkerson@baylor.edu. Please mail the form (found at <http://www.amte-tx.org/index.html>) and a check made payable to AMTE-TX to the following address:

Dr. Trena L. Wilkerson, Treasurer

Department of Curriculum & Instruction

Baylor University

One Bear Place #97314

Waco, TX 76798



SOME INTERESTING WEBSITES THANKS TO JERRY JOHNSON

Buy Some Anti-Calculus Toothpaste.....turn to... <http://mathnexus.wvu.edu/>

Cooks need to Understand Mathematics ... <http://mathnexus.wvu.edu/>

Knowing these Statistics, would You Cross the Bridge.....turn to... <http://mathnexus.wvu.edu/statistic.asp>

Use Clues to Identify These Mathematicians.....turn to... <http://mathnexus.wvu.edu/mathematician.asp>

A Delightful, Insight-full Geometry Poser...turn to... <http://mathnexus.wvu.edu/problem.asp>

Square Humor with a Physics Twist...turn to... <http://mathnexus.wvu.edu/humor.asp>

Success Before Work...turn to... <http://mathnexus.wvu.edu/quote.asp>

The Singing Banana.....turn to... <http://mathnexus.wvu.edu/website.asp>

Chasing Sarasa Birds in Lotus Trees.....turn to... <http://mathnexus.wvu.edu/oldproblem.asp>

Celebrate e-Day!...turn to.... <http://mathnexus.wvu.edu/resource.asp>

Shift/Loss in Transformational Geometry.....turn to... <http://mathnexus.wvu.edu/>

Teaching Mathematics is Hard Work ... <http://mathnexus.wvu.edu/>

Ultra-Hot Peppers: Some Statistics.....turn to... <http://mathnexus.wvu.edu/statistic.asp>

Texas was well represented during the 2011 AMTE Annual Conference held in Irvine, CA on January 27-29. There were several presentations given (see list) and there are several who serve in key leadership roles in the organization (see list). During a designated Saturday morning breakfast, AMTE-TX members who were in attendance, gathered for a brief discussion about current activities, upcoming events, and serving as local arrangements for AMTE 2012. Be sure to make plans to attend!

Sessions Presented at AMTE 2011 (Texas Representatives!)

Effect of Lesson Implementation, Assessment of Student Work and Reflection on Pre-service Teachers' Understanding of Fractions

Trena Wilkerson, *Baylor University*
Sandi Cooper, *Baylor University*
Rachelle Meyer, *Baylor University*
Betty Ruth Baker, *Baylor University*

Analyzing the Statistical Content of Textbooks for Prospective Elementary Teachers

Dustin Jones, *Sam Houston State University*
Tim Jacobbe, *University of Florida*

Searching for Treasure: A Metaphor for Thinking about the Beginning Years of Academia

Jennifer Chauvot, *University of Houston*

Building Community in Online Learning Environments

Shea Mosley Culpepper, *University of Houston*
Whitney Grese Hanna, *University of Houston*
Anita Vyas, *University of Houston*

Mathematics Specialists for the Elementary Classroom: Research Issues

Beth Bos, *Texas State University*

Unearthing Culturally Responsive Mathematics Teaching: Using Grounded Theory to Deconstruct Successful Practice

Emily P. Bonner, *University of Texas, San Antonio*

Mathematics Teacher Educators Working to Assess the Use of Case-based Materials

M. Lynn Breyfogle, *Bucknell University*
Susan Hillman, *Saginaw Valley State University*
Sarah E. Ives, *Texas A&M University, Corpus Christi*
Amy Roth McDuffie, *Washington State University, Tri-Cities*
Babette Moeller, *Education Development Center*
Nicole Rigelman, *Portland State University*
Michael David Steele, *Michigan State University*

Supporting the Mathematical Development of Graduate Preservice Elementary Teachers

Rachael M. Welder, *Hunter College, The City University of New York*
Joe Champion, *Texas A&M University, Corpus Christi*

Leverage Points in Teacher Knowledge: Examining Relationships between Content Knowledge and Pedagogical Content Knowledge of Practicing Teachers

Shannon W. Dingman, *University of Arkansas*
Laura W. Kent, *University of Arkansas*
Susan Empson, *University of Texas*
Jae M. Baek, *Illinois State University*

This coupon expires on May 15, 2011

CAMT Preservice Coupon

A discount of \$30 on the preregistration fee for the CAMT 2011 annual conference will be applied if this coupon is signed by an authorized instructor/professor and if the preservice teacher participant adheres to the rules listed below.

Rules:

1. Participant must be enrolled in a preservice program at an institution of higher education or an alternative certification program in the 2010-11 school year. By signing this coupon, the preservice instructor/professor is verifying your participation in a preservice program.
2. Participant must **NOT** be teaching in a school as a teacher of record or under contract or receiving compensation for teaching for the current school year (2010-11). If you are, you are not eligible for this discount.
3. Participant must preregister using the paper registration form found at www.camtonline.org and pay by check.
4. Registration form, check for \$65.00 (rather than \$95.00) and signed coupon must be mailed together to the CAMT office and postmarked by May 15, 2011. This coupon will **NOT** be accepted if postmarked after that date, or onsite at the conference in July.
5. To receive authorization, preservice instructors or professors must register with Dr. Cynthia Schneider, CAMT Registration Chair, at cschneider@Austin.utexas.edu by May 15, 2011. The email should include name, title, course(s) taught, and institution.

Participant's Name _____

Preservice Institution _____

Authorized Preservice Instructor/Professor's Original Signature. (Please sign in blue ink.) _____

Date _____

Authorized Preservice/Professor's Name in Print _____