

KATM Bulletin

Kansas Association of Teachers of Mathematics

A Message from our President

February
2019

Hello Kansas Math Educators!

I hope 2019 is off to a great start for you and your students! We have many helpful resources and information in this newsletter! We continue to see wonderful things happening with our members and the difference you all are making in your classrooms.

I have been reminded of this recently through conversations with many math educators about the best-practice strategies happening in math classrooms across Kansas. Practices such as incorporating writing in to math lessons, having students explicitly explain their math thinking when solving a problem, using technology to help facilitate differentiation in the classroom, and using a standard set of math vocabulary across grade levels to help develop consistency among different ages of students. There are many great things happening in Kansas math classrooms!

- Please consider applying for the Cecile Beougher Scholarship (For Elementary Teachers Only) or the Capitol Federal Savings Mathematics Teaching Enhancement Scholarship. Let us know if you have any questions about the application process.
- Remember to continue checking out the Members' Corner of the www.katm.org website for past bulletins, elementary, middle, high school, and general math resources.
- We love seeing math teachers across the state sharing ideas in our KATM Facebook group. If you are not yet a part of this group yet, please join by going to: <https://www.facebook.com/groups/KansasMath/>, and feel free to follow us on Twitter: @KATMWebmaster.
- Make plans now to attend our fall KATM conference in Chanute. Consider presenting a session to share your ideas with your Kansas math colleagues. We learn and serve our students best when we collaborate with each other. So please consider sharing your expertise and sharing your students' success stories!

KATM can only do our work because of our members. Each of you are dedicated to making a difference in the lives of your students and helping advocate and lift up the education profession! Thank you for the work that you do, and let us know if there are ways we can further support you!

Todd Flory
KATM President
toddflory@katm.org

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Excited about Rekenreks with our VP Elementary

Nikki Meier

So I am excited to share about rekenreks with you. I grew up with an abacus and just thought they were pretty beads and fun to move, but never had an understanding of them. So when I first saw rekenreks I thought they were just two colored abacuses. Which in a way they are very similar. I started hearing the term rekenrek more and more, and was curious. Let's be honest, it's just fun to say! I asked our math interventionist if she would be willing to come and do a class lesson and teach my kindergartners and myself at the same time. She readily agreed.

The lesson was amazing and all levels of five and six year olds were highly engaged. It was so neat to see their number sense deepen. Our interventionist uses the rekenreks for all of her groups for different skills. She loves that it encourages students to come up with multiple ways to represent a quantity. It helps them use the natural benchmarks of 5 and 10 and sometimes that's all they need is that gentle reminder. Since she has started using them, their math fact fluency has increased significantly. A student who struggled processing at the beginning of the year is so much more comfortable visualizing the quantities.

I am excited to check out the rekenrek class set our PTO purchased to do even more in the future. Here is a blog that has some great ideas, resources and information if you want to know more about rekenreks.

<https://brownbagteacher.com/rekenrek/>



Dear Kansas Math Teachers,

Well, here we are halfway through the year....hard to believe! Hopefully your year is going well. As always, we would love to hear from our members about other what is going on for you! Or, we would love to feature articles and lesson plans from our members if you have an awesome idea you'd like to share! You can email me at jennywilcox@katm.org with any suggestions.

Sincerely,

Jenny Wilcox

KATM Bulletin Editor

Have you checked out what's happening on our [KATM Facebook page](#)? It's a great place to ask questions and have discussions about math topics that are important to Kansas math educators.

The KATM Bulletin needs submissions from K-12 teachers highlighting the mathematical practices listed above. Submissions could be any of the following:

- ◇ Lesson plans
- ◇ Classroom management tips
- ◇ Books reviews
- ◇ Classroom games
- ◇ Reviews of recently adopted resources
- ◇ Good problems for classroom use

Email your submissions to our Bulletin editor:

jennywilcox@katm.org

Dear KATM,

As fellow teachers, I hope that you can understand the ridiculous delay in this thank you letter. Now that it is Winter Break, I finally have time to sit down and look through my to do list! I received the Capitol Federal Math Teaching Enhancement Scholarship this past year. I requested the funds just a bit early so that I could attend the Greg Tang National Math Plus Conference in Kansas City in July. It was truly one of the best professional development experiences I have ever had. I was able to learn from the best of the best - Greg Tang, John SanGiovanni, Jennifer Bay-Williams, Dr. Nicki Newton, Yeap Ban Har, and many others. I spent the rest of my summer reading more about the topics shared and planning for the changes I would make in my classroom. I wanted to completely redo every math lesson to incorporate daily routines that would improve number sense and communicating about math, and anchor tasks and problems that allowed students to think deeply, but also be accessible at all ability levels. I accessed phenomenal online resources by those mentioned above, as well as the KSDE flipbook that was updated this summer. Maybe it is best that I waited to send a thank you because I can now describe the true impact that it had on my students. We recently took our mid-year Aimsweb tests, and the students made incredible gains. It has been an incredible amount of work, but I believe it is worth it. I have first and second year teachers on my 4th grade team, and they have used my lessons and learned from me as I share all that I learned from the conference. I plan to put together a presentation for my district in April, as well as KATM in the fall. I can't wait to share my excitement for great math teaching with others. Please share my gratitude with the representatives from Capitol Federal. I was committed to paying for this conference personally, but the \$1000 made it possible to not carry that financial burden. Thank you again for this wonderful opportunity!

Sincerely, Kristi Bruce



Working for ALL math teachers across Kansas.

Get Connected with KATM and Fellow Educators On Facebook & Twitter



@KATMWebmaster

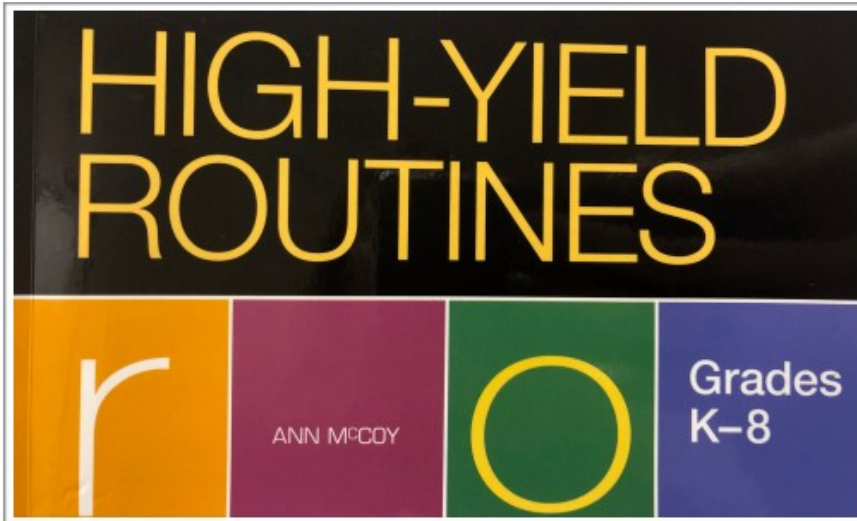
- Keep updated on Conference Updates.
- Keep updated on information about TWO Scholarships we give out each year!
- Keep updated about the changes to Kansas Math Standards.
- Talk with other educators about issues facing math educators.

Join our Facebook Group and follow us on twitter!

JANUARY 30, 2019

KATM: Zone 3 Update

Zone 3 Rep: Stacey Bell (staceybell@katm.org)



Make the most from your routines

Authors: Ann McCoy, Joann Barnett, and Emily Combs

As I became involved with NCTM, I ran across this book, [High-Yield Routines](#), that I found extremely helpful for all grades and all content areas. It was written with the teaching of mathematics specifically in mind. However, as I began to read this book, I could quickly think of ways to adapt most of the routines suggested within other content areas. I thought I would start to introduce a routine each month and talk about how you

1
ROUTINES
This book describes 7 different routines you can use in your classroom.

2
ADAPT
Most of these routines can actually be used K-12!

3
OTHER CONTENTS
Some of these routines can even be used in other content areas



Stacey Bell
Serves as the Zone 3 Rep for KATM Members.

KATM Facebook



Join us on Facebook: Kansas Association of Teachers of Mathematics

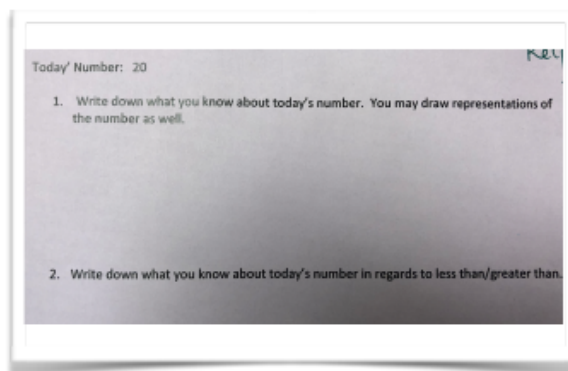
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could stretch it K-12 and if applicable how to apply it to other content areas, which might be beneficial for you and your colleagues.

We all have routines that we use to start our day and/or our class periods. Why not make them purposeful? I also found that many of these routines could be used as exit slips, or formal assessment questions to check to make sure students are understanding the concept prior to the summative assessment.



Our first routine is “Today’s Number”. What if I gave my kindergartners or first graders the following task: Write down what you know about today’s number (20). You may draw representations of the number as well. How do you think they would respond? This is similar to a number talk. However, in this routine, the students are drawing pictures, diagrams, charts, graphs, models, and/or writing down terms, phrases, explanations, equations etc. As they practice the routine, the better their responses will get.

To use this routine, the teacher would give the prompt/task to students on a sheet of paper or displayed in a way that they can write it in a math journal so you and the students can see their growth in their conceptual understanding as well as their maturity in the depth of their responses. Once a student has responded, you could have them share with partners, small group or even whole class. After awhile, you can make this routine a little more challenging by offering restriction to their responses. For example, in this case, you could give them the second task instead: Write down what you know about today’s number (20) in regards to less than/greater than. Giving students

CHALLENGE TO YOU AS A PROFESSIONAL: VERIZON MATH FAIL

While visiting with Karen Karp, she asked me to watch the video, Verizon Math Fail. Although it was humorous, it made me understand the vital importance of students having a conceptual understanding about mathematics. I challenge you to watch this and think about how just knowing enough to pass the test just isn’t enough for our world. How can we get students to see the importance for them to understand the math surrounding them and the need to be able to explain how the math works even if they are just sitting in a call center! <https://www.youtube.com/watch?v=zN9LZ3ojnxY> or Google “Verizon Math Fail”.

They're, they're both the same if you look at them on paper wise.

constraints allows you to see if they have a deeper understanding of the concept or can apply it to other concepts.

So what does that look like for upper grades? Middle school teachers could use Today's Number with some adaptation. For example, they could change it to Today's Term (Rate). The task could be: Write down what you know about Today's Term (Rate). You may draw representations of the term as well. For high school teachers, you could change it to Today's Equation (Give a specific equation). The task could be: Write down what you know about Today's Equation (Give a specific equation). You may use t-tables, and graphs to help with your explanation.

Adapting this routine to look at numbers, terms, concepts, procedures, equations, functions, etc can broaden the use of this routine. Now think about the content areas. Can you see how you could use this same routine in a social studies class or science class? The more students use this routine, the more the proficient they will be at explaining their understanding of whatever you are asking them to share about. As they share their responses with their peers, the more they will learn from their peers about how to respond to similar prompts which will increase the quality of the responses as a whole.

This routine can be used at the beginning of a particular unit or concept to see what they already know about a concept or number. It could also be used in the middle or at the end to help the teacher have a clear picture of each student's thinking and help guide any instruction needed before the assessment. Today's Number has so many great applications. I love it and I encourage you to try it in your classrooms. If you like this routine, check back next issue of this newsletter to learn another routine or purchase the book!

Nominations for KATM

President-elect, Vice Pres. of College
and Vice Pres. of Middle School

Nominations for these positions for the next election end Feb. 1. However, you are always able to submit your nomination for these positions to be considered the next time these specific positions come open again. We are always looking for a President-Elect every year. The other two open positions come open every two years. Next month, I will introduce the candidates so you can make an informed decision and VOTE as a member of KATM.

Watch your emails for voting which will occur March 1-7. We need you to be involved in this process!

“We are always looking for people to serve on our KATM Board!”



Nominations

Nominees for President-Elect

Sara Schwerdtfeger

Hello, I am Sara Schwerdtfeger from Emporia, KS. As an Assistant Professor at Emporia State University in the Elementary Education department, I teach math and science methods to preservice elementary teachers. As Director of our Professional Develop School (PDS), I work with our partner schools to place student teachers and observe them teaching in the classroom. Experiencing math from the elementary teacher, university professor, as well as a PDS student teacher supervisor perspective has enabled me to broaden my definition of best practice in mathematics. I am interested in the President-Elect position to continue to promote the interest of learning and teaching mathematics in Kansas. My experiences teaching in Emporia Public School include 16 years of teaching 6th, 1st, 2nd, and 3rd grade. One of my passions in education is encouraging teachers to become involved in the curriculum selection process for schools. My degrees include a Ph.D. in Curriculum and Instruction with an emphasis in Mathematics Education from Kansas State University, as well as a Master's Degree in Elementary Education and a Master's level endorsement in Building Leadership from Emporia State University.

Nominees for Middle School

Brittany Harrell

My name is Brittany Harrell and I am an eighth-grade math and AVID teacher at Liberty Memorial Central Middle School. I am a biracial woman raised in a biracial household in Lawrence, KS. I lead and identify as a lesbian woman. I became a teacher because growing up I never had a teacher that looked like me let alone understood varying cultures. Equity work is important to me because I believe many children have not been given the same access to resources and time/structure to achieve desired potential. I graduated from The University of Kansas in 2014 with a Bachelor's Degree in Mathematics and I was lucky enough to be a part of the UKanTeach Program. I have been working at LMCMS for the last 5 years. I love to collaborate with other math educators about what is best for our students and how we can incorporate different ideas. I am interested in serving in this position to bring another voice to the already amazing community of math educators. I look forward to helping in any way I can.

Nominations

Nominees for VP College

Tiffany Hill

Tiffany Hill is currently an Assistant Professor of Elementary Education at Emporia State University. In the role, she teaches undergraduate elementary mathematics methods, and serves as a co-director of the Instructional Specialist master's program in STEM Education. She has been at Emporia State University for nearly five years. Tiffany earned her Ph.D. from the University of Missouri in the area of Elementary Education, with emphases in mathematics and science education. Prior to working at Emporia State University, Tiffany taught elementary mathematics and science education courses at the University of Missouri, and third and fourth grade in the state of Missouri.

Carrie LaVoy

Carrie La Voy, Ph.D. is a multi-term lecturer in the department of Curriculum and Teaching at the University of Kansas. Dr. La Voy joined the School of Education full-time in the fall of 2010. Previously she worked as an adjunct faculty member at the University of Kansas, Johnson County Community College, Ottawa University, and Haskell Indian Nations University. These positions gave her the opportunity to teach both mathematics courses and education courses. Her professional background also includes teaching 8th grade mathematics, elementary gifted education, and pre-school education. At the University of Kansas, Dr. La Voy teaches mathematics methods courses for pre-service teachers at the elementary and secondary level. She also teaches graduate course in the department of Curriculum and Teaching. She is a member of KATM, NCTM, and AMTE. She currently serves as the faculty advisor for the student chapter of KU-KNEA and is the VP of College for KATM. Dr. La Voy's research interests include methods of differentiating assessment and instruction, and training pre-service and graduate teachers in mathematics education. She has received grants to support service learning and teacher mentoring programs at some of the high schools where her students complete field work. She has given many presentations related to mathematics education, including speaking at AMTE, NCTM, and KATM conferences.

Julie Thiele

Julie is an Assistant Professor at Kansas State University. She teaches undergraduate elementary math methods courses, a graduate level math and science methods course, and graduate level math education courses. Prior to this, she taught elementary and middle school math. She designs and leads professional development, focusing on math teaching and learning, the work of PLC's, grading practices and mindset initiatives.

KSDE Update

Upcoming Events

2018-2019 KSDE Math Regional Training events.

Space is limited at each event so I would strongly encourage you to register as soon as possible to avoid missing out on this great opportunity to grow as a math educator!

Topics to be covered:

The content, activities, and resources shared during both the Regional Math Professional Learning Days will be **different** from that which was shared during the 2017-2018 school year.

- **General Session for All Attendees:** Growth Mindset and the Learning Cycle
- **Elementary:** Incorporating Quality Tasks and Meaningful Discourse in Math Instruction - Join this session to experience high quality tasks that promote reasoning through meaningful math discourse. We will investigate addition and subtraction contextual tasks in the K-2 grade band and multiplication and division whole number and fraction contextual tasks in the 3-5 grade band. You will leave with ideas, tools and a supportive learning community.
- **MS/HS—Implementing Rich Math Tasks and Meaningful Discourse in Math Instruction** - Rich math tasks and mathematical discourse are powerful tools for engaging students in meaningful mathematics. In this session we will devote time to the teacher practices of "Implement tasks that promote reasoning and problem solving" and "facilitate meaningful mathematical discourse". We will investigate tasks that promote seeing structure in expressions and equations. You will leave with resources and strategies to help plan and implement math tasks in a supportive learning community.
- **Administration: Tentative Topics**—Instructional Curriculum/Resource Adoption Process, Encouraging a Growth Mindset through Effective Grading Practices, Look Fors in Discourse and Tasks And ways to support them as an administrator

[REGISTRATION LINK AND SESSION DESCRIPTIONS](#)

Training Opportunities

I am happy to announce the creation of multiple website pages devoted to mathematics training opportunities and requests provided by KSDE. Below you will find links to the various pages that contain specifics related to each event.

- [Regional Math Professional Learning Days](#) - One day events held throughout the school year for K-12 math teachers, instructional coaches, and administrators.
 - [Individual District Trainings](#) - Trainings that are requested by a district that vary in length and content.
 - [Kansas Excellence in Math and Science Conference](#) - Multiple day conference for K-12 math and science teachers, instructional coaches, and administrators.
-

[Call for Nominations - 2019 Presidential Awards for Excellence in Mathematics and Science Teaching](#)

Know a great math or science teacher?

Nominate a teacher to receive the Presidential Award for Excellence in Math and Science Teaching

The National Science Foundation currently is accepting nominations and applications for the 2019 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) program. PAEMST is the highest recognition that a mathematics or science teacher may receive for outstanding teaching in the United States. This

program recognizes teachers for their contributions to teaching and learning and their ability to help students make progress in mathematics and science.

To apply, teachers must first be nominated for the award. Teachers can nominate themselves or be nominated by someone else, such as principals, teachers, parents or members of the general public. Once nominated, teachers will receive an email with instructions on how to access the online application.

The nomination deadline is March 1, 2019, and the application deadline is May 1, 2019.

Please consider nominating an outstanding mathematics or science teacher today! To make a nomination, go to www.paemst.org, and then click on Nominate a Teacher.

Math Resources to Implement the 2017 Math Standards:

3-5 Progression on Number & Operations-Fractions - UPDATED VERSION

The **3-5 Progression on Number & Operations - Fractions** has been updated and contains valuable information related to the teaching of fractions. I strongly encourage you to read over this document in your 3-5 teaching teams to gain further insight into the pedagogy related to fractions and student previous learning.

The 2017 Kansas Mathematics Standards were built on progressions: narrative documents describing the progression of a topic across a number of grade levels, informed both by research on children's cognitive development and by the logical structure of mathematics. The progressions can explain why standards are sequenced the way they are, point out cognitive difficulties and pedagogical solutions, and give more detail on particularly knotty areas of the mathematics. They would be useful in teacher preparation and professional development, organizing curriculum, and writing textbooks. Progressions documents also provide a transmission mechanism between mathematics education research and standards.

You can find the updated document along with all the learning progressions at: <https://community.ksde.org/Default.aspx?tabid=6174>.

Grade Level Focus Documents

The **Grade Level FOCUS** documents have been posted for the field. These documents are aligned with the 2017 Math Standards and should be used in your instructional planning of mathematics.

Both the Grade Level Focus and GLF Worksheet documents can be found at: <http://community.ksde.org/Default.aspx?tabid=6340>.

Critical Areas for Coherence Documents

The **Critical Areas for COHERENCE** documents for grade K – 8 have been posted for the field. These documents are aligned with the 2017 Math Standards and should be used in your instructional planning of mathematics.

The Critical Areas for COHERENCE documents can be found at: <http://community.ksde.org/Default.aspx?tabid=6341>.

KSDE Update

2018 Kansas Mathematics Flip Books

The development of the “flip books” is in response to the adoption of the Kansas Mathematics Standards in 2017. Teachers need a reliable starting place that contains information and examples related to the Kansas standards. This project attempts to pull together, in one document some of the most valuable resources that help develop the intent, understanding and implementation of the Kansas Mathematics Standards. These documents provide a starting point for teachers and administrators to begin discussions and exploration into the standards and is by no means meant to be the only resource to support implementation of the 2017 Kansas Mathematics Standards.

The “flip books” are based on a model that Kansas had for earlier standards; however, this edition is targeted specifically to the Kansas Mathematics Standards that were adopted in the summer of 2017. These flip books incorporate the resources from other state departments of education, the mathematics learning progressions, and other reliable sources including The National Council of Teachers of Mathematics and the National Supervisors of Mathematics. In addition, mathematics educators across the country have suggested changes/additions that could or should be made to further enhance its effectiveness. The document will continue to undergo changes periodically. When significant changes/additions are implemented the necessary modifications will be posted and dated.

The 2018 Kansas Mathematics Flip Books can be found at: <https://community.ksde.org/Default.aspx?tabid=5646>

High School Appendix A

The 2017 Kansas Mathematics Standards are organized by grade level in Grades K–8. At the high school level, the standards are organized by conceptual category (number and quantity, algebra, functions, geometry, modeling and probability and statistics), showing the body of knowledge students should learn in each category to be a successful high school graduate in Kansas, and to be prepared to study more advanced mathematics. As schools consider how to implement the high school standards, an important consideration is how the standards might be organized into courses that provide a strong foundation for post-secondary success. To address this need, the Kansas Department of Education in partnership with members of the 2017 Mathematics Standards Committee have developed a Traditional Course Pathway in Mathematics based on the 2017 Kansas Mathematics Standards.

Parent Guides for Mathematics can be found at: <https://community.ksde.org/Default.aspx?tabid=5651>.

Summative Assessment Update

Below you will find a brief update on the math summative assessment as well as the interim system. More information and links to specific documents can be found at: <https://community.ksde.org/Default.aspx?tabid=5418>.

Test Design

- 2-stage adaptive will be a **fixed** form with 2 sessions
- Items not aligned to the 2017 Kansas Mathematics Standards were removed
- Session 1: 30 items: 25 operational and 5 field test items
- Session 2: 30 operational items

Calculator Section (grades 6 – 8, 10):

- Section 1 of both sessions is changing to calculator inactive
- Section 2 of both sessions is changing to calculator active
- Session 1: Section 1: Calculator Inactive
- Soft Break
- Section 2: Calculator Active
- Session 2: Section 1: Calculator Inactive
- Soft Break
- Section 2: Calculator Active

2019 Score Reports

- Subscores will appear on the back page of the score report
- With the exception of one subscore in grade 7 and one subscore in grade 10, the reporting of subscores will be the same
- Student score reports for grade 8 will include a student's projected ACT math score range

NEW Resource Sheet

- Grades 4 – 8 and 10 will have a grade-specific resource sheet with formulas and conversions
- Teachers can print and use now with students to gain familiarity
- Students can use either the printed version or tool in Kite during the summative assessment
- Available on summative assessment in Kite Student Portal for **Session 1 only in 2019**
- Available on summative assessment in Kite Student Portal for entire assessment starting in 2020
- Documents can be found at: <https://ksassessments.org/math>.

Kite Technology Practice

- Items not aligned to the 2017 Kansas Mathematics Standards were removed
- Usernames and passwords have been updated
- A new Educator's Guide is available
- January 2019
- TI-30XS scientific calculator will be added to grades 6-8 test
- TI-84 Plus graphing calculator will be added to grade 10 test
- Grade-specific resource sheets will be added

Interim – Mini-tests

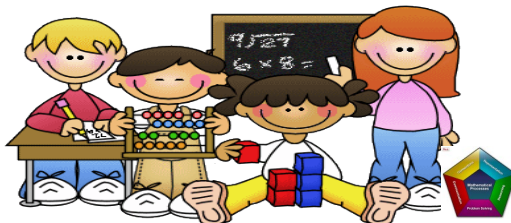
- Items not aligned to the 2017 Kansas Mathematics Standards were removed
- Mini-test names reflect cluster alignment
- Updated mini-tests are now available

Interim – Predictive

- Items that were not aligned to the 2017 Kansas Mathematics Standards were removed
- Testing windows: Spring: February 4 – February 15
- For the 2018 – 2019 school year: 3 predictive tests for grades 3 – 7 (fall, winter, and spring),
- 2 predictive tests for grade 8 (fall and winter), No predictive tests for grade 10
- Each predictive test will have 17-25 items
- The number of items on each predictive test varies by grade and testing window . When applicable, the calculator availability will mirror the summative (calculator inactive, soft break, calculator active)

KATM Bulletin

KATM Cecile Beougher Scholarship ONLY FOR ELEMENTARY TEACHERS!!



A scholarship in memory of Cecile Beougher will be awarded to a practicing Kansas elementary (K-6) teacher for professional development in mathematics, mathematics education, and/or mathematics materials needed in the classroom. This could include attendance at a local, regional, national, state, or online conference/workshop; enrollment fees for course work, and/or math related classroom materials/supplies.

The value of the scholarship upon selection is up to \$1000:

- To defray the costs of registration fees, substitute costs, tuition, books etc.,
- For reimbursement of purchase of mathematics materials/supplies for the classroom

An itemized request for funds is required. (for clarity)

REQUIREMENTS:

The successful candidate will meet the following criteria:

- Have a continuing contract for the next school year as a practicing Kansas elementary (K-6) teacher.
- Current member of KATM (if you are not a member, you may join by going to www.katm.org. The cost of a one-year membership is \$15)

APPLICATION:

To be considered for this scholarship, the applicant needs to submit the following no later than June 1 of the current year:

1. A letter from the applicant addressing the following: a reflection on how the conference, workshop, or course will help your teaching, being specific about the when and what of the session, and how you plan to promote mathematics in the future.
2. Two letters of recommendation/support (one from an administrator and one from a colleague).
3. A budget outline of how the scholarship money will be spent.

Notification of status of the scholarship will be made by July 15 of the current year. Please plan to attend the KATM annual conference to receive your scholarship. Also, please plan to participate in the conference.

SUBMIT MATERIALS TO:

Betsy Wiens
2201 SE 53rd Street
Topeka, Kansas 66609

Go to www.katm.org for more guidance on this scholarship



Capitol Federal Mathematics Teaching Enhancement Scholarship

Capitol Federal Savings and the Kansas Association of Teachers of Mathematics (KATM) have established a scholarship to be awarded to a practicing Kansas (K-12) teacher for the best mathematics teaching enhancement proposal. The scholarship is \$1000 to be awarded at the annual KATM conference. The scholarship is competitive with the winning proposal determined by the Executive Council of KATM.

PROPOSAL GUIDELINES:

The winning proposal will be the best plan submitted involving the enhancement of mathematics teaching. Proposals may include, but are not limited to, continuing mathematics education, conference or workshop attendance, or any other improvement of mathematics teaching opportunity. The 1-2 page typed proposal should include

- A complete description of the mathematics teaching opportunity you plan to embark upon.
- An outline of how the funds will be used.

An explanation of how this opportunity will enhance your teaching of mathematics.

REQUIREMENTS:

The successful applicant will meet the following criteria:

- Have a continuing contract for the next school year in a Kansas school.
- Teach mathematics during the current year.

Be present to accept the award at the annual KATM Conference.

APPLICATION:

To be considered for this scholarship, the applicant needs to submit the following no later than **June 1 of the current year.**

- A 1-2 page proposal as described above.

Two letters of recommendation, one from an administrator and one from a teaching colleague.

PLEASE SUBMIT MATERIALS TO:

Betsy Wiens, Phone: (785)
862-9433, 2201 SE 53rd
Street, Topeka, Kansas,
66609





The Kansas Learning First Alliance met on Jan. 10, 2019 in Topeka.

Chairperson Laurie Curtis called the meeting to order at 9:30 a.m. There were 25 in attendance representing 19 membership organizations.

Kansas Department of Education Deputy Commissioner, Dr. Brad Neuenswander, offered an update on the state ESSA (federal law)

implementation plan, the KSEA statewide accreditation framework and school redesign and how they dovetail with the State Board of Education's Vision for student success.

Neuenswander said the new Kansas building report cards under ESSA focus on academic preparation and graduation rates, the only two measures that meet the law's requirements for clean data reporting. Kansas' 95 percent graduation rate goal is the highest in the nation, set to meet the State Board's goal. Most state goals are 85 percent; Kansas' graduation rate is currently at 87 percent, Neuenswander said, so the State Board and KSDE decided to set an aspirational goal. You can access Dr. Neuenswander's presentation [here](#).

Mark Desetti of KNEA and Leah Fliter of KASB gave a brief update on the outlook for the legislative session that begins January 14. The K-12 education community will be advocating for the inflationary increase to the state funding formula ordered by the state Supreme Court in June 2018. Desetti and Fliter cautioned attendees against attempts to pit K-12 education against social services and highway funding.

Rachel Cronn from the [Kansas Association of Collegiate Registrars and Admissions Officers](#) (KACRAO) updated the group on [Apply Kansas](#), which encourages Kansas students to apply to technical schools and four-year colleges. The initiative encourages schools to allow high school students time during the school day to work on their applications with the assistance of peers, teachers and guidance counselors. It's particularly helpful for students who will be the first in their families to attend postsecondary institutions.

[Dr. Melissa Reed](#) discussed the [Kansas Masonic Literacy Center](#) (housed at Emporia State) and Emporia State University's [Master of Science in Elementary Education](#). The KMLC provides service and support to learners from birth through adulthood throughout the state of Kansas in the area of literacy. The Master of Science in Elementary Education program is designed for career-changers who are interested in becoming elementary school teachers. Upon completion, graduates are eligible for an elementary education teaching license.

[Dr. Judy Hughey](#), Kansas State University [Department of Special Education, Counseling and Student Affairs](#), [Alicia Jackson](#) of Olathe West HS (Kansas School Counselor of the Year) and St. George Elementary School counselor [Kris Bailey](#) discussed teen suicide, mental health challenges facing students and distributed a packet of information on resources and recommendations. To meet the state board's vision, they advocated for more counselors in schools. You can view the presentation [here](#).

The next KLFA meeting will be on Thursday, April 11, 2019 at the KNEA building in Topeka.

Do you like what you find in this Bulletin? Would you like to receive more Bulletins, as well as other benefits?

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