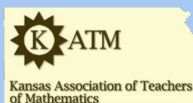


KATM Bulletin

Kansas Association of Teachers of Mathematics

Spring 2021



CATALYZING CHANGE IN MATHEMATICS

JOIN KATM FOR A MORNING CONFERENCE WITH
NCTM LEADERS!

OUR SPEAKERS WILL TEACH PARTICIPANTS ABOUT THE
FRAMEWORK OF THE NCTM'S CATALYZING CHANGE SERIES
AND GIVE TEACHERS ADVICE AND STRATEGIES ON HOW
THEY CAN IMPLEMENT CHANGE IN THEIR OWN CLASSROOM
AS WELL IN THEIR PLC'S.



APRIL 24, 2021 8:30 - 12:00
\$20 MEMBER (\$30 NON-MEMBERS)

FACILITATORS:
TRENA L. WILKERSON, NCTM PRESIDENT
ROBERT Q. BERRY III, NCTM PAST PRESIDENT
SARAH BUSH, NCTM BOARD 2019-2022

REGISTRATION LINK COMING SOON!

On April 24, KATM hosted our first virtual conference. We were led by Trena Wilkerson, Robert Berry and Sarah Bush. The topic was “Catalyzing Change in Mathematics”. We dug into the recommendations in the Catalyzing Change series, which include broadening the purposes of learning mathematics, create equitable structures, implementing equitable math instruction and developing deep mathematical understanding. It was a great day of learning and professional development.

If you are interested in learning more about this topic, you can [log in to the Member's Corner](#) on the KATM website and read the article that we have posted, “Catalyzing Change in School Mathematics: Creating the Opportunities Our Students Deserve” from Volume 113 Issue 10 of Mathematics Teacher Learning and Teaching PK-12. This article was written by Deanne Huinker, Sarah Bush and Karen Graham.

IT'S NOT TOO LATE TO APPLY!

Hey KATM Members....it's not too late to apply for the Capitol Federal Scholarship for this year! You can apply for a scholarship of up to \$1000, so start thinking about how you could use this scholarship for your classroom!

[Click here to get](#) all of the information you need about how to apply for this scholarship...and guess what???? It's so easy to apply!

A Message from our President

Letter From the President

Hello KATM Members,

Here it is, the end of the 2020-2021 school year. This year has undoubtedly been one of the most challenging for all of us. As I reflect on this academic year, there are many thoughts that pop in my mind.

First of all, we have delivered instruction in ways we probably never thought were even possible. Some of these ways were great, some just okay, and some ways I am sure we never want to revisit again. My hope is that we will continue to be innovative in the delivery of our instruction and keep the best of what we have learned over the course of the year.

Second of all, KATM hosted our very first virtual conference. On April 24, we hosted over 60 educators and had Saturday morning filled with mathematical learning. I am sure we reached some teachers that were never able to attend the conference face to face in the past. We did miss the interactions with our Kansas peers from across the state in a face to face format, but were able to make connections in many new ways.

Lastly, it has come time to pass the baton of the presidency on to the next leader. It has been an honor and pleasure to work with all of you during the course of this year. Mr. Will Dunn will continue to grow KATM in amazing ways beginning this June. I hope you will join us in our journey to assist math teachers across Kansas.

Thank you all for your time and talents.

Dr. Sara Schwerdtfeger , KATM President

Dear Kansas Math Teachers,

Greetings! Every day brings the end of this year closer to an end. It is hard to believe that it is April. It is starting to feel like we may actually survive this crazy pandemic school year.

As crazy as it has been, I have to admit that some positive things have come out of this school year. I have learned about some great new online tools that I didn't know about before (like Kami), and learned more about how to effectively use other tools (like Desmos). One of my favorite new tools that I have learned about is Mote. It is a free tool that can be used to leave verbal feedback for students. One of my favorite lessons I learned during pandemic teaching is that verbal feedback is awesome....easy for me to leave and easy for students to understand.

What have you learned this year that will stick with you?

Sincerely,

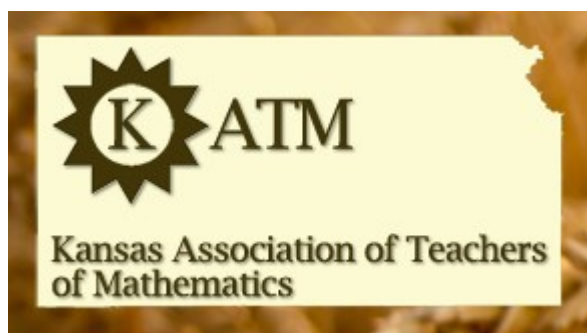


KATM Bulletin Editor



[Click here](#) if you're interested in joining in conversation with other Kansas math teachers in our Facebook groups. Invite your friends too!

[Click here](#) to get information about applying for the Capitol Federal scholarship. It is awarded to a KATM member each year!



[Click here](#) to join KATM! Or let a colleague or friend know about KATM.

Are you interested in helping other Kansas math teachers? Consider serving on the KATM Board. We have elections coming soon, and we are seeking nominations for President Elect, VP Middle School, and VP College. You can nominate a great teacher you know (or yourself) on the [KATM website!](#)

Newly Elected 2021 KATM Board Positions

President Elect—Julie Thiele is Assistant Professor in the Teacher Apprentice Program at Wichita State University, preparing paraprofessionals to become elementary and early childhood teachers. She earned her Bachelor's degree and PhD at Kansas State University and her Master's degree at the University of Northern Iowa. Previously, she was an Assistant Professor of Mathematics Education at Kansas State University. She taught elementary and middle school (math, social studies, ELA) in Cedar Rapids, IA. She has served as a Kansas Association of Teachers of Mathematics Zone Coordinator. She was the PI of a Math and Science Partnership grant spanning 2.5 years and providing professional learning opportunities for 12 school districts throughout Kansas. She continues to play an active role in Kansas schools, leading professional development and conducting research in the areas of in-service and pre-service mathematics education, with a focus on effective mathematics teaching practices, specifically task implementation, questioning, assessment and grading and reporting practices. She regularly presents at the state and national level in math education, including several NCTM and NSCM conferences. She hopes to further her active research and service roles by serving as the KATM President-elect. She is looking forward to continuing to develop networks of teachers and professional educators to impact mathematics education throughout the state and country.

Vice President College—Angela Broaddus, Ph.D., is an associate professor of mathematics at Benedictine College, where she teaches mathematics and mathematics education courses. Earlier in her career, she taught middle and high school mathematics in public and private schools for 15 years. Through her work with students, she grew to appreciate how mathematics understanding develops and the nature of how different instructional and assessment programs support the attainment of mathematical proficiency. She pursued both of these interests by directing the Enhanced Learning Maps project, which supplied teachers with learning map models for each CCSSM and comprehensive instructional tools for selected groups of standards. At Benedictine College, she enjoys working with prospective teachers, emphasizing the depth and breadth content knowledge needed by teachers as well as acute awareness of how students may develop knowledge and show their understanding. Dr. Broaddus continues to develop her own teaching practice, particularly by offering students with various yet meaningful opportunities to demonstrate their knowledge. She seeks opportunities to work with teachers at all levels, not only to learn about their strategies, but to assist them in meeting students' needs despite the many challenges they face. If elected to serve KATM, Dr. Broaddus will happily listen to the voices of Kansas educators, provide feedback and assistance to KATM leadership, serve as a conduit between mathematics educators and the college community, and continue to apply what she learns from her mathematics teacher colleagues to inform her work with preservice teachers.

Vice President Middle School—Jolene Goodheart Peterson is a Secondary Math Instructional Specialist for Salina Public Schools. Prior to working in this role, she taught middle and high school mathematics for 10 years. Jolene earned a Bachelor Degree in Secondary Education and a Master Degree in Curriculum and Instruction from Kansas State University. Jolene specializes in conceptual understanding and mathematical connections, mindset routines, grading and reporting practices, and math standards.

KLFA Update

The Kansas Learning First Alliance (KLFA) held the third meeting of the academic year on January 21, 2021 at 4:30PM via Zoom. Laurie Curtis, KLFA Chair, welcomed representatives of over 25 educational organizations in support of strong public education in our state. **Pittsburg State University** was admitted as a member organization to KLFA. Welcome PSU, we look forward to your ongoing support of Kansas public education!

Members were reminded of **Public Schools Week February 22-26** www.publicschoolproud.org, a designated week for administrators, teachers, specialists, teacher educators, parents and school board members to host events for their communities. Members are encouraged to reach out to lawmakers, businesses, and other community members to discuss the importance of public education. We celebrate public schools year-round with #PublicSchoolProud to show some of the exemplary work of our nation's educators, particularly in these extraordinary times and circumstances. Members will be receiving additional information regarding how they can participate.

A panel discussion was held related to what lessons have been learned during this Covid-19 period (whether remote, hybrid or in-person learning) related to teaching and learning that can be used as we move forward into the future. A full recording of the meeting will be available on the KLFA website, under the Resource tab. Members of the panel included: **Andrea Curtis**, Secondary Special Education Teacher, USD 383, Manhattan, KS, **Lori Greenfield**, (2nd Grade), Prairie Park Elementary, USD 479, Lawrence, KS, **Magan Harrell**, Secondary Social Studies, USD 204, Bonner Springs/ Edwardsville, KS, **Lucas Shivers**, Administrator for Remote Learning & Director of Elementary Education, USD 383, Manhattan, KS, and **Bridget Walker**, (5th grade), Lakeside Elementary, USD 250, Pittsburg, KS. The questions and a summary of responses are as follows:

What lessons have been learned, by adjustments to the pandemic, that can inform our post-pandemic educational practice?

Student Learning: *Flexibility is key; Support the social-emotional learning in the hybrid and remote models as building social skills easier in person-to-person models. Modified strategies (such as Kagan strategies) have been developed; Maintain routines to provide students with a sense of stability. Celebrate learning goals that are met!; Make sure that student-centered activities that focus on standards are prioritized (see [Navigating the Change](#)) and build in time for relationship building and social interaction; Balance technology and non-technology activities. Consider use of authentic writing activities, white boards, etc.); Do not assume that students have tech competency.*

It is essential that procedures and routines are maintained, regardless of the mode of instruction. Those routines provide a sense of stability for all students. Teachers are needing to be creative in striving to meet the needs of students with an IEP or 504 Plan. Celebrations of learning are important NOW, as they have always been! Personalized learning is so critical- know your students' strengths, areas of challenge and their passion to fuel their learning. Administrators can connect via video to support and highlight celebratory moments for students. Encouragement continues in a virtual environment.

Professional Learning Needs: *trauma informed practices; ways to manage the anxiety of self and students; Utilize a consistent platform for teaching and communication- include ALL educators in this communication (teachers for electives, SPED, content area, parents, etc.). This can increase communication for student support. Parental involvement is vital- make sure to take time to educate parents on the technology platform so technology is a positive tool, not a barrier. Assist parents in setting up a schedule for child and establishing a positive work environment, and routine monitoring of the school portal. Consider that some parents have shown preference for virtual parent-teacher conferences which have taken away the challenge of work and daycare barriers.*

Bottom line- control what you can control and prioritize that!

KLFA Update

How has the role of administrators and teachers been modified/ transformed to meet the needs of students and faculty when teaching face to face, virtually, or in hybrid model schools/ classrooms during this time?

The roles of teachers and administrators have changed dependent on model, but school leadership remains critically important. Districts must equip all educators to be successful. Educators appreciate having administrators not only listening to what is going on, but welcome them “visiting” the classroom (virtual, hybrid and in-person) to truly experience the unique challenges of this time. Teachers are very appreciative of administration that does anything to lighten the load (make calls, contacting parents, etc.) allowing teachers to focus on their teaching. Collaboration between all educators is essential now, more than ever! There needs to be courage to try new things and modify as needed. Administrators should seek to monitor the stress level of teachers as well as caring for themselves. Mental health must be addressed. Personalized professional learning has never been more appreciated or important. [See NEA resource](#). Clear expectations for students and teachers can lower the anxiety of all. Administrators are having to make important decisions and changes based on things that are out of their control (health department, government, illness of staff, students, etc.) raising the level of anxiety and stress of administrators. The shortage of substitutes for teachers and support staff is real and affects student learning. It is great practice to build relationships with community resources that are available to assist in decision making, such as county health departments visiting schools to make safety recommendations.

What is being done to address safety protocols during lunch periods?

Students have assigned seats; Plexiglass barriers have been installed, Students are assigned to areas of the school and some eat in the classrooms with teachers. Students remain in cohorts during the lunch period.

What has been the greatest Challenge and Celebration during this time?

Challenges *include teacher stress and burn-out. Weariness! Needing time to care for self and family, yet always needing to be available for students. Concerns regarding testing expectations during this unique time. Concerns exist for mental health of all- administration, teachers, students and parents. Concerns regarding the safety of the workplace. Respect for the way others are acting and reacting to the expectations (related to masks, distancing, quarantine, etc.) Quality and availability of technology/ internet and student expertise in utilizing it. Time ill or in quarantine resulting in lost educational opportunity. Students needing additional academic support that is not available at home. Students who need the most support (moving in and out of SPED courses) are exposed to more people rooms/ situations, placing them at risk. In-person interaction and support of fellow staff members is missed. There is a challenge in keeping the facility cleaned and sanitized at the highest level and air filtration systems monitored.*

Celebrations *include students who LOVE that they are able to take more ownership of their learning and schedule and are thriving and developing more independence, finding their own voice. Students are resilient and laughter and humor is still found amid the school day. School boards seem to be listening to the important lessons regarding priority standards; Personalized learning for both students and educators is receiving the attention it deserves to provide what is needed to meet the needs of learners. Others in the building or school system are stepping forward to help however, they can. The public has a greater appreciation for public schools and the challenges educators face. Public schools are meeting the needs of some private school students. Some districts have prioritized their technology needs to deliver 1:1 initiative and establishing internet connections. WE ARE UNLOCKING THE JOYS OF CHANGE!*

The Kansas Learning First Alliance is a coalition of over 35 educational organizations in Kansas representing school boards, administrators, teachers, teacher educator programs, parents, the Kansas State Board of Education, and the Kansas State Department Education. The mission of KLFA is “to unite the education community to improve our outstanding public education system, pre-K through higher education, to empower each Kansan to succeed in the diverse, interdependent world of the 21st century”, More information can be found at the KLFA [Website](#) and/or look for “Kansas Learning First Alliance” on Facebook. Please contact Laurie Curtis, KLFA Chair, for more information on how you can be a part of KLFA. (lauriejcurits@gmail.com)