

Welcome to MCTM's e-Newsletter!

MI Math Community October 2020



Michigan
Council of
Teachers of
Mathematics

Best viewed on a desktop or go [HERE](#) to see as webpage.



I reached out to a variety of Michigan teachers through a variety of platforms about how they are managing the 2020-2021 school year, and the feedback was consistent -- **teachers are tired**. Teachers have been asked to do what not even our 1918 predecessors were asked during the Spanish Flu pandemic: learn what amounts to a whole new way to design and deliver content while planning for an ever evolving map of the school year and tending to the their students' SEL needs. In addition, the 'requests' from administration have been coming non-stop and many teachers feel they have little input. So many also have personal and family challenges due to the pandemic and economy.

We are all in the same storm, but everyone is in a different boat. Some teach F2F with safety protocols implemented, some teach in a synchronous or asynchronous remote fashion, and then there's the infinity variety of 'hybrid' scenarios with the most challenging being managing online learners while teaching in person learners. Some are adapting current curriculum, others are creating brand new curriculum (alone or with others), and yet others are now using 'canned' curriculum to make shifts between in-person and online smoother. Technology decisions, training, and issues abound. But, I'm not telling you anything you don't already know.

When I asked these same people **what could be done to support teachers?** -- that was within the realm of possibility of those without authority to make wholesale changes -- the consensus was loud and clear:

Value our efforts and work.

Show empathy.

When I asked what is helping teachers manage the demands of this school year? again

When I asked **what is helping teachers manage the demands of this school year**, again the answer was immediately forthcoming:

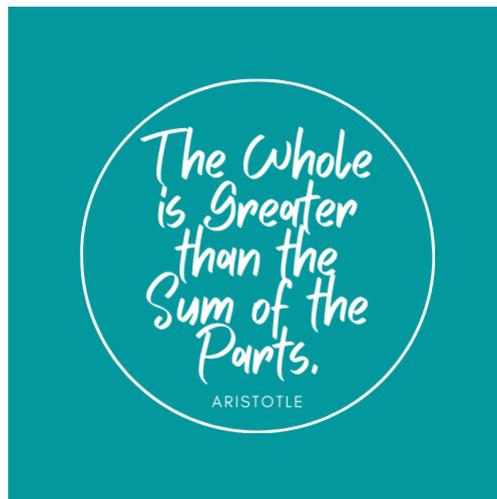
Connecting with fellow teachers.

Encouragement from students and parents.

Whether to vent frustrations, troubleshoot technology, brainstorm about student issues, learn new ways to migrate to a LMS, or discuss other professional/personal issues, **teachers are creating personal networks of support**. These networks are forming within schools, within districts, within unions and professional organizations, within counties and states, and across the nation. Through email, text, Twitter, Facebook, and other social media platforms, people are joining, creating, and evolving current and new groups.

Teachers are showing -- once again -- that we adapt, learn, change, and come together to help our students AND our colleagues be successful. Teachers know that the current model is not sustainable in the long run, and that boundaries on our time and workload are even more important than ever in order to be effective during working hours. Teachers know that we are stronger together than we can ever be individually.

Christine Kincaid Dewey, MCTM Publications Director



Are Teachers OK? No, and Toxic Positivity Isn't Helping.

Teachers Share How They Are Creating Boundaries Right Now

MCTM Annual Conference Survey

The MCTM Conference Committee has been hard at work to determine how to provide the best annual conference taking place in July, 2021. Just as you give voice and choice to your students over their learning, we ask that you share your perspectives with us too. Please take less than 2 minutes to complete the 3 questions survey to inform how we might best serve you. We appreciate all that you do.

[Conference SURVEY](#)

Resources from Student Achievement Partners (SAP) And St. Clair RESA

The Coronavirus pandemic has forced many of us to make decisions that we would not otherwise have to under normal conditions, such as face-to-face, hybrid or totally online instruction; synchronous v. asynchronous – to name a few. It may also **force us to also examine the content that we are able to teach this year**. To help with these decisions, Student Achievement Partners (SAP) has created documents to **give guidance to teachers and school curriculum directors on how to prioritize the teaching of mathematical content this year**. The [2020-21 Support for Instructional Content in ELA/Literacy and Mathematics](#) gives guidance to K-8 teachers by grade level and the [2020-21 Support for Instructional Prioritization in High School Mathematics](#) gives advice to teachers of secondary mathematics courses, whether organized by subject or integrated.

In an effort to make these documents more **user-friendly to teachers**, the math consultants at St. Clair RESA takes the SAP documents and adds links to resources that teachers will find helpful in teaching the mathematical standards.

- The K-8 Document, [Important Prerequisite Math Standards with Resources](#) contains links to free virtual manipulatives for most grade level content standards and the prerequisites standards contains resource links for reteaching.
- The high school document, [Resources for the 2020-21 Support for Instructional Prioritization in High School Mathematics](#) is a spreadsheet that contains links to units, lesson plans and meaningful tasks for standards which the SAP document identify as priority or reduced emphasis standards. It also identifies standards aligned to the PSAT and SAT as given in the [College Board + Michigan SAT Suite of Assessments: Alignment to Michigan Standards](#) document. The tabs for Algebra 1, Geometry and Algebra 2 are complete. The Integrated Math 1, 2 and 3 will be completed soon.

We hope that MCTM members will find these documents helpful as they navigate through this difficult year.

Jim Licht, Laura Chambless, & Minna Turrell, St. Clair RESA

PDF Version of This Content

Upcoming Dates: October 19, 2020 7:00 - 8:30 p.m.

November 19, 2020 7:00 - 8:20 p.m.

Register NOW!



**Empowering
Mathematics
Educators**

#EmpoweringMathEd Series

September's Empowering Mathematics Educators series was well attended and great discussions were had in breakout rooms and as a whole group.

See the images below for a sampling of September's topic. **MCTM President Rusty Anderson, Mathematics Education Consultant at Oakland Schools Geraldine Devine**, and others have been facilitating and organizing the discussions. September's focus was [@todosmath](#) essential action of "eliminating deficit views of mathematics learning"! We will be led by the dynamic duo [@ORMath4Justice](#) & [@yarisha9](#).

"Nothing changes unless we learn to be comfortable with being uncomfortable"
Diane Owen-Rogers

Implicit Bias



The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner, activated involuntarily, without awareness or intentional control. Can be either positive or negative. Everyone is susceptible.

When are we most susceptible to our bias?



Ambiguous situations or incomplete information



Time Constraints



When cognitive control is compromised due to fatigue, hunger, stress, etc.

We have work to do:



Exploring Our Beliefs

Reflect on your professional experiences past and present respond to the following questions:

- What deficit beliefs do you hold about your students and mathematics learning?
- How have these beliefs impacted your instructional practices and student learning?

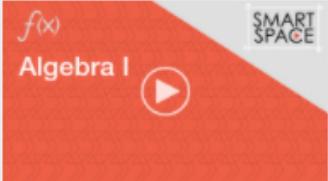
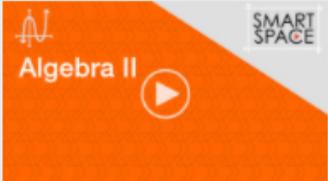
Reflect independently on the questions listed. Share with your colleagues in the break out room.

Video Series Lessons about Space for MS/HS Students

Texas Instruments has made this material available for teachers and students. Lessons designed for both in-person and virtual learning. Oh, and yes, it's THAT John Urschel (retired NFL guard and center)!

Smart Space math

Here you'll find all the numbers and know-how you need to unlock the language of the universe.

 <p>Middle School Math</p>	 <p>Algebra I</p>
 <p>Valerie Camille Jones, Ph.D. Middle School Math Teacher</p>	 <p>Robert Ahdoot Founder and CEO of Yay Math!</p>
 <p>Geometry</p>	 <p>Algebra II</p>
 <p>John Urschel Ph.D. student at MIT Math</p>	 <p>Esther Brunat High School Math Teacher</p>

Dot Cards!

K-2 teachers know that subitizing (the ability to recognize a small group of objects without counting for MS/HS folks) is a fundamental skill. A document was shared in the FB Group Build Math Minds with materials all set and read to go! We have permission to share, so take a look at our Publications Page on the website to download the PDF for yourself. These could easily be inserted into a PPT or used on their own.

TELL ME FAST – DOT CARDS

Instant recognition of quantities to ten without counting

What is essential to learning the basic facts:

- Learning how to recognize and describe the parts of numbers without hesitation and without counting.
- Understanding that numbers are embedded in other numbers
- Combining small groups and finding a total without counting

TELL ME FAST – TEN FRAMES

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Dot Card PDF

MCTM Mini-Grant Application Window Open!

The application for teacher mini grants is now available. Teachers may apply for up to \$500 for materials to support mathematics in their classroom.



MCTM Teacher Mini Grant 2020

Please contact Megan Coonan: mcoonan@sisd.cc with any questions. Please complete your application by October 30, 2020. Thank you!

MCTM 2020 Mini-Grant Application



Click on image at right to be taken to an informational video on YouTube

[Info & Register](#)



Michigan Mathematics Educators (#MichME) is a **collaborative networking group** where administrators, math coaches, math specialists, and math teachers work together to learn and implement effective teaching and learning of mathematics.

For the 2020-2021 school year, we will meet virtually with educators across the state who are interested in common topics. While this is a group that will focus on what works in teaching and learning mathematics K-12, it will also offer an amazing **networking and personal reflection** opportunity for all involved.

While the format and cost is changing, the quality you have come to expect will not change. #MichME's core values are **building relationships, cultivating a growth mindset, and deeper learning through dialogue**.

MCTM Book Study #27 -- NEW DATES

Book studies are a great way to connect with fellow educators from the comfort of your own home, build your PLN (Personal Learning Network), learn something new, and model being the life-long learner we want our students to be. [Register](#) today!

Fall - [Humanizing Disability in Mathematics Education: Forging New Paths](#)

I am looking for feedback on the suggested titles as well as suggestions for other books to use. Please email me directly at nicoll@aaps.k12.mi.us.

Anne Marie Nichol-Turner, NCTM Representative & Book Study Coordinator



MCTM Book Study #27 Fall 2020

**Humanizing Disability in Mathematics Education:
Forging New Paths** (NCTM Stock #15722,
ISBN 978-1-68054-024-6), 2019

Zoom Meeting Dates from 7:30 - 9:00 p.m.
Links will be sent out upon registration.
Oct. 13 Introduction, Chapters 1 & 2
Nov. 3 Chapters 3 & 4
Dec. 1 Chapters 5-7

Michigan SCECHs available for participation.
To register go to:
www.mictm.org



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Our text "is about enhancing the practices of mathematics teachers by extending the concepts of access, equity, & empowerment to include students living with all types of disabilities. These students are rarely thought of as mathematics doers & thinkers, and so are seldom offered opportunities to engage in mathematics in meaningful & connected ways. *Humanizing Disability* examines the current mindset & pedagogy that students with different learning needs encounter, and then offers strategies & practices to humanize the mathematics experience for these students. Theory & argument isn't practice, so *Humanizing Disability* offers practical examples of implementation through the exploration of singular cases of how an IEP can be a powerful tool for access, equity, and inclusivity for the disabled learner; of using funds of knowledge and of identity to navigate the education system; and of building inclusive classrooms and communities."

Register NOW!

What's New
This
Month?

MCTM
Blog

MCTM Blog “A Positive Relationship with Math”

Our blog this month comes to us from **Jessica Tufnell**, a 5th grade teacher in Kent City. Her blog titled "A Positive Relationship with Math" interrogates the relationship between a student's math identity and their engagement in the subject. She says "Engaging student learning around mathematics in my classroom is always overarched with the same purpose: *Students are able to identify as mathematicians that are capable of perseverance in problem solving.*" [Click here](#) to read more from Jess!

We appreciate our teacher authors sharing their voice and would LOVE to hear from you! Reach out to membership@mictm.org to be featured on the MCTM blog!

Kelli Vansettters, MCTM Membership Chair

October Blog Post

"So, How DO I Get to Know My Students if I'm Remote Teaching?"

That question has been asked over and over again by teachers on social media. So, we did a little digging to come up with ideas for you. "There's No Single Right Way to Do Distance Learning." Boy, did we cheer at that quote -- it's easy to get in the mindset that you have to imitate that teacher you read about on Twitter that seems to have everything together! However, just like in the classroom, every teacher has their own style and develops their own classroom culture. Who said this? John Spenser. Never hear of him? Neither had we.

He has a great [blog post](#) about five ways to build relationships with students. Some are tried and true -- familiar to most of us -- but with a spin for a virtual or hybrid environment. More than just a blog, he included videos, examples, and step by step instructions.

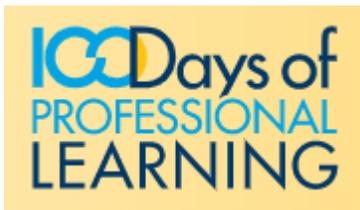
For those of you teaching remotely, you might want to visit [THIS](#) page while you're there. Suggestions to Boost Attendance & Engagement, Empower Students, and Craft Choice Menus are thoroughly discussed via video.

We knew we were going to like him when we saw that his webpage logo included a compass, ruler, and set square!

"I'm Teaching Remotely. I Feel Like I'm Talking to Myself! What Can I Do?"

This is another plea hard-working teachers are making to their fellow educators. So, we sought out strategies to improve participation that our e-newsletter recipients might find worthwhile. Some of the best ideas came from [THIS](#) article posted on Edutopia. From spider web discussions and adapting Think-Pair-Share strategies to virtual gallery walks, we found easy, actionable strategies we just HAD to share with you.

Are there are questions/issues you would like us to speak to? Let us know via [@michiganmath](#) or on our [Facebook page](#) or send an email to publications@mictm.org. Let us save YOU some time gathering information.



NCTM Online Learning



MCTM Support of the NCTM 100 Days of Professional Learning

The National Council of Teachers of Mathematics (NCTM) will be hosting a series of webinars over 100 selected days between April 1 and October 15.

<https://www.nctm.org/100-Days-of-Professional-Learning/#octoberwebinar>

MCTM is supporting this activity through advertisement to our membership and hosting discussions on presented materials. According to the published schedule, NCTM sessions will be sixty (60) to ninety (90) minutes long with MCTM discussion following. **MCTM would like to offer 1.5 SCHECHs for each session** that is either attended live via Zoom.us or in the event that capacity is reached, attendees can watch the session on Facebook Live or view the recording on www.nctm.org/100.

The recording will be posted the day after the live event. Certificates of completion will be given to all that attend live sessions by NCTM.

MCTM will be using online discussion forums, [questionnaires](#) and zoom based meetings to ensure individuals have viewed the previously recorded sessions.

As you watch the presentations, think about: the three main ideas presented or discussed with examples of each and how you might use the ideas from this presentation in your classroom with your students or move your own professional learning forward.

Takes place 8/1/2020 - 11/7/2020

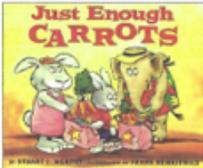
Register today!



Visit the Professional Learning Page

Adventures with Mathematics Activities

An MCTM initiative created a series of books called Adventures with Mathematics, designed for students as summer activities. Here are the two activities we are highlighting this month. They are free of charge on the Publications page of the MCTM website. Are you a member? You get access to **ALL** 12 books for free!

Grade Level	Activity	Description
Climbing from Grade 1 to Grade 2	<p>Literature: <i>Just Enough Carrots</i></p> 	Literature connections with math are powerful for student learning. The concept explored here is comparing number of objects. A read-aloud of this book can be found on YouTube.
Climbing from Grade 4 to Grade 5	<p>Rectangle Dissections</p>	By Stephen Blair and Carla Tayeh, this activity has students cutting apart rectangles in order to make different shapes.

Get These for FREE on our Publications Page!

Additional Resources for Teachers

Over the last six weeks, **NCTM** has shared some free resources for teachers around a variety of topics -- everything from Powerful Practices to Implementing Virtual Manipulatives. Thanks to MCTM member JC for bringing these to our attention!

Our area's Texas Instruments Representative, Michelle Grooms, also reached out to share that TI has extended free trial of the beta version of the TI-84 Plus CE App for Chrome OS™ through July 15, 202. A link to high quality classroom activities is also below.

TI Free Trial Link

NCTM Back to School Resources

TI Class Activities

It may well be
that those whose work
is their pleasure
are those who most need
the means of banishing it
at intervals from their minds.
-Winston Churchill

Welcome to **MI Math Community**! One of MCTM's renewed initiatives is a monthly e-newsletter to share information about mathematics, mathematics education, and the happenings of MCTM.

Have an idea or topic you'd like to see included? Have a short article to submit for publication consideration? Want to give feedback? Please email MCTM Publications Director and MI Math Community Editor **Christine Kincaid Dewey** at Publication@mictm.org . Look for the e-newsletter to develop and grow over time based on member input.

Please share this newsletter with ALL of your educator colleagues! We want to spread the good news!

This message has been sent to you {Organization Name}
If you no longer want to receive these letters, you can unsubscribe at any time

Contact the e-Newsletter editor at Publications@mictm.org