



OFFICIAL
NEWSLETTER
OF THE
HOOSIER
ASSOCIATION
OF
MATHEMATICS
TEACHER
EDUCATORS

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HAMTE Crossroads

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Updates from the HAMTE President



Submitted by President Jill Newton, Purdue University

HAMTE had a busy 2012 getting up and running, recruiting members, setting up bank accounts, developing a constitution and bylaws, electing a Board of Directors, and identifying priorities. We received our official charter at the 2012 AMTE meeting and reconvened again this year at AMTE in Orlando at the affiliate breakfast. Rick Hudson published two newsletters to keep us updated on mathematics education activities at universities around the state, including new faculty and graduate students, guest speakers, and activities used in methods and mathematics courses. Sheryl Stump took the lead on developing a HAMTE response to REPA II.

The HAMTE Board initiated a mathematics teacher education strand at the Fall 2012 ICTM conference – much thanks to Mike Roach, Angela Moreman, Gina Yoder, and Jean Lee for their help. Twenty-three HAMTE members attended the annual business meeting and most of us went to dinner at Palomino afterwards – lots of fun getting to know each other! At the meeting, we also thanked outgoing officers and held elections (see page 4).

More recently, Sheryl Stump developed a survey to collect information about Elementary Mathematics Specialists around the state; the survey's distribution was facilitated by Laurie Ferry at IDOE. The HAMTE and ICTM boards have requested a meeting with new State Superintendent Glenda Ritz, to introduce our organizations and make ourselves available for future discussions related to mathematics education in the state. The HAMTE research group is developing a statewide survey to collect information about algebra remediation – what is being used, how were the remediation models selected, how are they working (and how is “working” being measured), etc. This survey is the first step toward a possible remediation model developed by the research team.

We're already beginning to look toward the 2013 ICTM/HAMTE conference to be held in Indianapolis on October 20-21 at the Sheraton City Centre; Cathy Humphries will be one of the plenary speakers. We are looking forward to more teacher education sessions this fall, so please submit a proposal to share your work!

Join HAMTE! If you have not already taken the step to join the Hoosier Association of Mathematics Teacher Educators, please join us! Send your membership form and \$20 (\$10 for students/emeritus members) to Sue Mau, IPFW, 2101 E. Coliseum Blvd., Fort Wayne, Indiana 46805.



“Anyone with a bachelor’s degree and a 3.0 GPA who passes a subject test can now become a teacher.”

The Status of High Stakes Testing: What Might HAMTE Do?

Submitted by: Gina Borgioli Yoder, Craig Willey, &
Enrique Galindo with Elizabeth Brown

In the United States, students in grades 3 through 10 take standardized tests, at least once a year, to measure their academic achievement. Most of these tests are high stakes for students, teachers, and administrators. Based on their scores, students may be retained, required to attend summer school, or placed in remedial classes. Many teachers’ and principals’ evaluations and salaries now depend, at least in part, on how their students perform on standardized tests. Worst of all is the affective impact on students who fail the test; they often “internalize the failure, and question their ability and their intelligence. They learn to blame themselves and some come to believe they will not succeed because they are not capable enough” (Christensen, 2012, p. 169).

Boaler (2008) devoted an entire chapter to “taming the monster” of standardized testing. She noted that the practice of using multiple-choice questions on tests given at multiple points in a student’s educational career is an assessment practice that is unique to the United States. Instead, countries around the world test students with questions that elicit students’ thinking about the concept, require their written responses, and are graded for more than just correctness by trained experts. “One of the most important principles of good testing is that it assesses what is important. The [standardized] tests that predominate in America do not. The worst of it is not that the tests provide little information, but that they have a huge and damaging impact on what is taught in schools...In mathematics the teachers have to focus upon knowledge that can be tested rather than on knowledge that is important for work or for life” (p. 87).

Under the leadership of Indiana Superintendent of Education Tony Bennett, Indiana implemented a robust state-mandated standard assessment portfolio (see <http://www.doe.in.gov/achievement/assessment>). REPA 2, passed in 2012, clearly supports the widespread use of standardized testing for measuring the achievements and readiness of K-12 students, teachers, and administrators. In addition to the ISTEP+ test, 3rd graders now take an additional standardized test, called IREAD; those students unable to attain a sufficient score on IREAD are retained (StateImpact, 2013). Anyone with a bachelor’s degree and a 3.0 GPA who passes a subject test can now become a teacher. Any teacher licensed in any subject can now pass a test to add areas onto his/her license. One can become a school administrator by simply holding a bachelor’s degree (in any subject) and passing the standardized test for school administrators. There is evidence that reform policies that rely on the use of standardized testing are resulting in the de-professionalization of teaching (Milner, 2013).

Additionally, our past Superintendent championed the adoption of the Common Core State Standards, and eagerly supported Indiana’s decision to join the PARCC consortium, both of which are now being re-evaluated with what appears to be a greater degree of scrutiny. Newly elected Superintendent of Education Glenda Ritz has expressed specific concern over REPA 2 and general skepticism over implementing any more tests, as well as the decision to join PARCC. With respect to the latter, she laments that the PARCC assessment has been developed with insufficient input from teachers (Moxley, 2012). Still, how dramatically Indiana’s Department of Education will change course with respect to high stakes assessments remains unclear.

High Stakes Testing *(continued from page 2)*

The voices of individuals and organizations opposing the overuse and misuse of standardized testing across the US continue to increase in number. Hundreds of organizations and thousands of individuals have endorsed FairTest's National Resolution on High-Stakes Testing (<http://www.fairtest.org/national-resolution-highstakes-testing>) calling for reexamination of public school accountability systems and for reduction of testing mandates. For example, a group of Massachusetts professors and researchers has released a statement against high stakes standardized testing (<http://mateingstatement.wordpress.com/statement/>). Many agree with Kohn's (2000) sentiments: "Standardized testing has swelled and mutated, like a creature in one of those old horror movies, to the point where it now threatens to swallow our schools whole" (p. 1).

As we face the increased use of standardized testing in our nation and in our state, teacher educators and their organizations should have a leadership role educating the public and politicians about the negative effects of over testing. We should critically examine uses of test scores for making decisions about high school graduation, teacher credentialing, teacher evaluations and public schools accountability. Better decisions will be made when we use a wider set of indicators of classroom and school-based student learning, rather than one-shot test scores.

References

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- Moxley, E. (2012). Bennett & Ritz outline two very different paths for Indiana education during debate. StateImpact, NPR.
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What Should HAMTE Do? A Question from the Board

**Respond by
March 21st**

In the article above, the authors raise important issues about the increased role of high stakes testing in the State of Indiana. Should HAMTE have a position on high stakes tests? Should HAMTE endorse FairTest's national resolution? Please provide your feedback via this online survey: <http://www.surveymonkey.com/s/MBZKPC2>

Please respond by Thursday, March 21, 2013. Your feedback will inform the board's representation of the HAMTE membership.

Implementing Resources Focused on How Children Learn Mathematics

~ *FREE Faculty Workshop* ~

July 24, 2013 8:30 AM – 3:00 PM

Purdue University North Central

This workshop will focus on how to incorporate print and new video resources with a perspective on how children learn mathematics in your courses. Each participant will receive a copy of the book; *Connecting Mathematics for Elementary Teachers, (CMET)* and access to newly developed videos from the Capturing Mathematical Learning (CML) Project. This is an interactive professional development opportunity which includes a preparatory and follow-up component. The workshop is open to any faculty member who teaches mathematics content, mathematics methods, graduate courses for elementary teachers, or who may provide professional development for elementary teachers.

The workshop is free. It includes a continental breakfast and lunch. In addition, participants will receive reimbursements for mileage, and for those that travel over 100 miles, one night's lodging in a local hotel.

This professional development opportunity is made possible from a grant from the Transforming Undergraduate Education (TUES) of the National Science Foundation (DUE-1022942).

To request a registration form or additional information, contact David Feikes via e-mail at dfeikes@pnc.edu or by phone at (219) 785-5489. The workshop is limited to the first 30 that register.

HAMTE Members

Pose at the
October 2012
Meeting



Galindo



Miller

Election Results

At the October 2012 HAMTE meeting coinciding with the annual ICTM conference, elections were conducted by Craig Willey and Ron Benbow. Two board members were elected. Both began serving at the conclusion of the meeting:

- President-Elect Enrique Golindo, Indiana University, egalindo@indiana.edu. Enrique will serve one year as president elect, two as president, and one year as past president.
- Newsletter Editor: Travis K. Miller, University of Indianapolis, tmiller@uindy.edu. Travis will serve a three-year term.

Thank you to Craig and Ron for soliciting nominations and overseeing the elections! Ron has also agreed to assist with the next round of elections.

Special thanks also to outgoing board members Sheryl Stump (Past President) and Rick Hudson (Newsletter Editor).

Mathematics Teacher Leadership

Submitted by: Sheryl Stump, Ball State University

This semester I'm teaching a graduate course called "Teacher Leadership in Mathematics Education" There are six elementary teachers, three middle school teachers, and one high school teacher in the class. The teachers are working toward a Master of Arts in Mathematics Education or a Graduate Certificate in Mathematics Teacher Leadership. We meet once a week, either online or at the Ball State Fishers Center.

Three texts guide the course. The *PRIME Leadership Framework: Principles and Indicators for Mathematics Education Leaders*, published by the National Council of Supervisors of Mathematics, provides a structure for focusing on critical aspects of mathematics education and analyzing the development of teacher leadership. *Cultivating a Math Coaching Practice: A Guide for K-8 Math Educators*, by Amy Morse, is a book of cases designed to help teachers ponder important questions and reflect on the intricate work of mathematics coaching. *The Math Coach Field Guide: Charting Your Course*, edited by Carolyn Felux and Paula Snowdy, is an insightful and delightful collection of chapters designed to help mathematics coaches learn from one another.

Only two of the ten teachers in my class actually have a formally designated role as a mathematics coach. The others are interested in exploring the possibilities for leadership in their schools. The assignments in my class are designed to help with that exploration. For example, they must complete a school review with their principal, conduct a professional development workshop with their school colleagues, and complete another leadership activity of their choice. They are very enthusiastic about engaging in these tasks and using the knowledge and skills they have developed in other courses devoted to topics such as number theory, algebra, geometry, data analysis, problem solving, learning, and assessment to help the teachers in their schools.

Ball State, along with other universities in Indiana, is interested in helping schools understand the potential benefits of mathematics teacher leadership, particularly in the form of elementary and middle school mathematics specialists. Our efforts are guided by the *Standards for Elementary Mathematics Specialists: A Reference for Teacher Credentialing and Degree Programs*, published by the Association of Mathematics Teacher Educators. For more information about these efforts, contact Signe Kastberg at Purdue University, Doris Mohr at the University of Southern Indiana, or Diana Underwood at Purdue University Calumet.

HAMTE Endorses Joint Statement on CCSS

Recently, a number of efforts have mobilized in attempts to prevent the implementation of the Common Core State Standards in Indiana. The HAMTE board recently voted to voice support of the CCSS in this ongoing debate.

A majority of the HAMTE members who responded to a recent online poll supported the board's proposal to endorse a nationally released position statement regarding the Common Core State Standards. This statement was jointly released by the National Council of Teachers of Mathematics (NCTM), the National Council of Supervisors of Mathematics (NCSM), the Association of State Supervisors of Mathematics (ASSM), and the Association of Mathematics Teacher Educators (AMTE) in June 2010.

The HAMTE board will refer to this document when promoting the CCSS in activities throughout the state.

The full text of the statement is available here: <http://www.nctm.org/standards/content.aspx?id=26088>.

Submit to the HAMTE

Crossroads Newsletter!

Do you have an inspiring teaching practice, a unique task, or an innovative assessment that you are willing to share with other mathematics teacher educators?

Is there an upcoming session at your university from which HAMTE members could benefit?

Could you and your colleagues draw attention to urgent state issues in mathematics education?

Consider writing for the next issue of the HAMTE newsletter. Direct questions and contributions to tmiller@uindy.edu.

RESOURCE TIP Check out the Mathematics Assessment Project (MAP) for great formative assessment lessons. <http://map.mathshell.org.uk/materials/> (submitted by Jill Newton)

Talks at Purdue

Nathalie Sinclair (Simon Fraser University) will visit Purdue University April 2-4, 2013. During her stay she will present a talk on the aesthetics of mathematics and another about teaching mathematics with technology.

We are working to provide real-time electronic access to the talks. Additional details will be coming soon!

PME-NA 2013

PME-NA will meet November 14-17 in Chicago. Although the deadline for research and brief research report proposals has passed, proposals for poster sessions and working groups will be accepted through March 15.

Campus Updates across Indiana...

Ball State University

New faculty. Assistant Professor Jerry Woodward has joined the Department of Mathematical Sciences. Jerry is completing a PhD in mathematics education at Purdue University. His dissertation, under the direction of Signe Kastberg, investigates how children with learning disabilities construct algebraic reasoning from their existing multiplicative conceptions. Jerry is teaching a new graduate course, "Rational Numbers and Proportionality for Elementary and Middle School Teachers."

New graduate program. BSU recently added a new option to the master's degree in mathematics education. Option 3: Elementary/Middle School Mathematics Specialist was modeled after the AMTE *Standards for Elementary Mathematics Specialists*. The courses are offered in a blended face-to-face and online format at the Ball State Fishers Center in Hamilton County.

Recent publications by faculty and graduate students. "Math by the Month: Be a Math Sport," by Annette Ricks Leitze, Pamela Cintas, Erica L. Granger, Lisa Knauff, David Ryan Lamb, Jodi A. Morrow, and Heather Dockter Wells, appears in the September 2012 issue of *Teaching Children Mathematics*. "Punch Up Algebra with POWs," by Mark Pinkerton and Kathryn G. Shafer, appears in the February 2013 issue of the *Mathematics Teacher*.

MSP grant: Warsaw Community Schools and BSU were awarded a Mathematics Science Partnership Grant from the Indiana Department of Education. "Engineering STEM Success" seeks to inspire and equip teachers in grades 6-9 to engage their students in meaningful mathematics and science inquiry and project-based learning experiences leading toward improved understanding of STEM concepts and skills. Sheryl Stump and three science educators—Susan Johnson, Joel Bryan, and Tom McConnell—are the BSU partners in this project.

Indiana University

New faculty. Erik Jacobson, completing his doctorate at the University of Georgia, will join the faculty in August. Erik's interests lie in teacher knowledge and dispositions, and he has been involved with several national and international studies of teaching and learning.

Noyce Scholarships. The Noyce program at IU has been reactivated, and the deadline for applications is March 15. Visit <http://education.indiana.edu/undergraduate/cost-aid/scholarships/math-education-scholarships.html>.

Purdue University

Postdoctoral position at MSU. Lindsay Keazer has begun a 2-year postdoctoral research position at Michigan State University on the NSF-funded project "Learning About New Demands in Schools: Considering Algebra Policy Environments" (LANDSCAPE). She completed her Ph.D. at Purdue University in May of 2012. Her dissertation studied secondary mathematics teachers' experiences as they attempted to align their teaching with national recommendations for increasing students' engagement in reasoning and sense making.

Graduate student updates. Kevin Berkopes has accepted the position of Director of the Math Assistance Center at IUPUI, and Dave Norris has been named a course coordinator in the Purdue Mathematics Department.

University of Indianapolis

Committee chair. Travis K. Miller, Department of Mathematics & Computer Science, has been named chair of the AMTE membership committee.

New scholarship. UIndy has established a new scholarship program for juniors majoring in either mathematics education or elementary education, thanks to a \$1.35 million endowment from the estate of Delbert & Virginia Stevens. Mrs. Stevens was an alumnus and a retired teacher and principal with LaPorte Community Schools.

Have news to share from your campus? Send an e-mail to tmiller@uindy.edu