



# Mathachusetts

Official Newsletter of MASSMATE

Massachusetts Mathematics Association of Teacher Educators

Affiliate of the Association of Mathematics Teacher Educators

Winter 2009-2010

Volume 4, Issue 1

## Message from the President : Polina Sabinin

### Make time to work together!

How many times have we advocated increased collaborations between peers in schools? We sing the benefits of students working together as a vehicle for meaningful learning. We advocate for teachers to come together to improve their communities, schools, and classrooms - to make a difference for their students and for themselves. Be it through professional learning communities, vertical or subject specific teams, mentoring programs, co-teaching opportunities, or school-wide collaborations between teaching professionals, we show our stance. Teachers must collaborate!

So, why is it that so much of our time, we find ourselves prepping for courses and teaching them, designing workshops and facilitating them, writing conference talks and presenting them ... alone? I frequently hear other teacher educators express such longing for more chances to work together with peers, to learn from each other, and to follow our own advice. I have been lucky in having opportunities to work with wonderful teacher educators on co-designing and co-teaching courses and workshops, co-presenting at conferences, co-authoring classroom materials. This will not come to you as a shock, but the final products benefited from these collaborations by incorporating the strengths and expertise

of a whole team rather than a single person. More enduring, however, was how much we learned from each other in the process.

True, it often takes longer to coordinate two or more people to work together. Sometimes, it's easier to block off a chunk of time, away from your other personal and professional responsibilities and write that conference proposal, or syllabus. Having to juggle two or more schedules is, indeed, a challenge. So, let me ask you:

How often does the phrase "make time to work together with other teachers" come out of your mouth? I say it all the time to pre- and in-service teachers, administrators, and anyone who would listen. So, I now say it to all of us ...

Let's make time to work with other teacher educators!

MassMATE grew out of the need of a group of teacher educators for a forum. We envisioned MassMATE as a place for its members to come together to share their past experiences and to collaborate on future experiences. MassMATE seems to have filled the same need for our current members. MassMATE membership shot up from 6 founding members in 2006 to nearly 100 today. Together, we are more powerful and more empowered.

*Continued on page 3.*

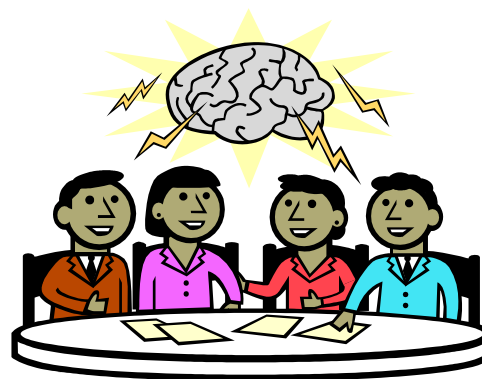
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Check out our brand new web-home!  
[www.MassMATE.net](http://www.MassMATE.net)



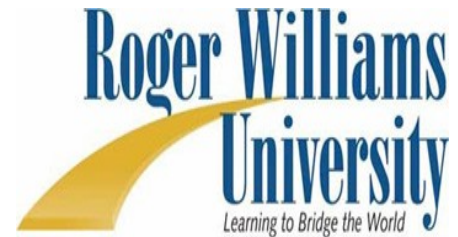
Webmaster: Katie Thompson  
[webmaster@MassMATE.net](mailto:webmaster@MassMATE.net)





Massachusetts Mathematics  
Association of Teacher Educators

and



# announce our annual *Symposium & Luncheon*

**Supporting Effective Instruction in the  
Mathematics Classroom through Technology,  
Coaching, and Mathematics (Professional)  
Learning Communities**

**May 27, 2010 8:30 a.m.—3:30 p.m.**

**Bay Point Inn and Conference Center, Portsmouth, RI**

As teacher educators, teachers of mathematics, professional development providers, district math specialists, and consultants, our members are regularly involved in supporting teachers as they work in their classrooms and with their students. Through this symposium we will examine three avenues which may be employed to help teachers enhance their instructional effectiveness.

**Breakfast and lunch are compliments of  
Roger Williams University School of Education**

Please visit [www.MassMATE.net](http://www.MassMATE.net) for more information.

<b>Registration:</b>	Early Bird Deadline May 13th, 2010	\$40.00
	Full Price Deadline May 20th, 2010	\$50.00

For further information e-mail Conference Chair: Paula Sennett [Symposium@MassMATE.net](mailto:Symposium@MassMATE.net)

## To Coach or Not to Coach

Submitted by Dr. Patricia Emmons

*“The test of a good coach is that when they leave, others will carry on successfully.”*

Author Unknown

I had a firsthand opportunity to work as a coach when I conducted a study for my dissertation. What fun I had! I was working with four practicing teachers who were all focusing on teaching fractions. As a coach, I met with each teacher, conducted a pre observation conference, observed and videotaped a math lesson, and then conducted a post observation conference. With each teacher we repeated this cycle three times. That year I learned so much about the teaching and learning of mathematics!!

To me, coaching is all about relationship building. Before we could do anything with the content or their teaching, we had to develop a mutual trust. I made it very clear that what happened during our sessions stayed between us, and of course my dissertation advisor! These four teachers were also participating in a yearlong professional development program called Integrated Mathematical Applications to Promote Understanding and agreed to volunteer for some additional coaching with me3 in the area of fractions.

I had so much fun working with these teachers. I have never talked about math instruction as in-depth as I did during these coaching opportunities. While meeting, observing, and talking with these teachers, student misconceptions became the forefront of our conversations. What surprised me was how willing these teachers were to talk about their own misconceptions and the confusion they had when teaching fractions.

As teachers we work in such isolation. We arrive at school and hurry to our classrooms to make sure everything is ready for the day. We need to be in the starting blocks ready to go as soon as our students arrive. Unless time is put aside to talk with our colleagues, it sometimes never happens. Let alone get involved in depth conversations about our teaching.

In Massachusetts ideas about coaching are not new. Several districts around the state have trained teachers or are starting to train teachers or administrators to become math coaches. There are a myriad of coaching models that involve different ideas about coaching. It is a multi faceted endeavor. Whatever your role; administrator, math coordinator, coach or practicing teacher, we all need to work together to help our students learn math successfully.

You don't have to be a trained coach to get involved in these conversations about “best teaching practices” when teaching mathematics. I believe the more we talk among our colleagues on a daily basis about math, the more our practice will improve. We are not going to improve our students' performance from outside of the classroom. Professional development, unless it is sustained and ongoing, is not going to help us make necessary changes. Working with others can!

As a profession, I believe we need to shift our thinking about professional development for teachers. How can we improve mathematics instruction if we work in isolation in our own classrooms? We need to trust our colleagues and work in partnerships. If we want to effect teacher change and improve student performance in mathematics we need to build communities of teachers who continuously look at their practice and study their teaching.

Below are three books that I found helpful to get some of these conversations started. You don't have to wait for a coach; you can begin these conversations on your own. These books are available from Amazon.com:

Burns, Marilyn (2006). *The Math Coach Field Guide: Charting Your Course*. Math Solutions Publications. SBN-13: 978-0941355-72-8

Hansen, Pia M. (2009). *Mathematics Coaching Handbook: Working with Teachers to Improve Instruction*. Eye on Education. ISBN: 978-1-59667-093-8

West, Lucy & Staub, Fritz C. (2003). *Content Focused Coaching: Transforming Mathematics Lessons*. Heinemann. ISBN-10: 0325004625



## Upcoming Conferences:

- ✦ **Math West Spring Conference**  
*The Association of Teachers of Mathematics in Western Massachusetts*  
April 7, 2010  
Springfield, MA  
[www.MathWest.org](http://www.MathWest.org)
- ✦ **NCSM Annual Meeting**  
*National Council of Supervisors of Mathematics*  
April 19–21, 2010  
San Diego, CA  
[www.MathEdLeadership.org](http://www.MathEdLeadership.org)
- ✦ **NCTM Annual Meeting & Exposition**  
*National Council of Teachers of Mathematics*  
April 21–24, 2010  
San Diego, CA  
[www.NCTM.org/meetings](http://www.NCTM.org/meetings)
- ✦ **AERA Annual Meeting**  
*American Educational Research Association*  
April 30–May 4, 2010  
Denver, CO  
[www.AERA.net](http://www.AERA.net)
- ✦ **AMS 2010 Spring Eastern Sectional Meeting**  
*American Mathematical Society*  
May 22-23, 2010  
Newark, NJ  
[www.AMS.org](http://www.AMS.org)
- ✦ **TI Regional conference**  
*Texas Instruments New England Conference*  
June 30–July 1, 2010  
Reading, MA  
[www.SalemCollaborative.org](http://www.SalemCollaborative.org)
- ✦ **MAA MathFest 2010**  
*Mathematics Association of America*  
August 5-7, 2010  
Pittsburgh, PA  
[www.MAA.org](http://www.MAA.org)
- ✦ **ATE's Summer Conference**  
*Association of Teacher Educators*  
August 7-11, 2010  
Kansas City, MO  
[www.ATE1.org](http://www.ATE1.org)
- ✦ **NCTM Regional Meetings**  
*National Council of Teachers of Mathematics*  
Denver, CO: Oct. 6-8, 2010  
Baltimore, MD: Oct. 13-15, 2010  
New Orleans, LA: Oct. 27-29, 2010  
[www.NCTM.org/regionals.aspx](http://www.NCTM.org/regionals.aspx)
- ✦ **ATMNE 2010 Conference**  
*Association of Teachers of Mathematics of New England*  
November 8-9, 2010  
Nashua, NH  
[www.ATMNE.net](http://www.ATMNE.net)
- ✦ **MassMATE Symposium**  
*Supporting Effective Instruction in the Mathematics Classroom: Technology, Coaching and Mathematics (Professional) Learning Communities*  
May 27, 2010  
[www.MassMATE.net](http://www.MassMATE.net)



## Current Calls for Proposals:

- ✦ **March 30, 2010—Speaker proposal**  
*AMS 2010 Spring Eastern Sectional Meeting*  
*American Mathematical Society*  
[www.AMS.org](http://www.AMS.org)
- ✦ **April 1, 2010—Speaker proposal**  
*ATE's Summer Conference*  
*Association of Teacher Educators*  
[www.ATE1.org](http://www.ATE1.org)
- ✦ **May 1, 2010—Speaker proposal**  
*NCTM 2011 Annual Meeting*  
*National Council of Teachers of Mathematics*  
[www.NCTM.org/conferences](http://www.NCTM.org/conferences)
- ✦ **May 1, 2010—Speaker proposal**  
*ATMNE 2010 Conference*  
*Association of Teachers of Mathematics in New England*  
[www.ATMNE.net](http://www.ATMNE.net)
- ✦ **May 15, 2010—Speaker proposal**  
*AMTE 2011 Conference*  
*Association of Mathematics Teacher Educators*  
[www.AMTE.net](http://www.AMTE.net)



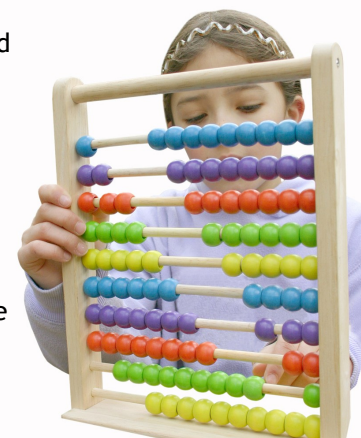
### Message from the President Continued from page 1.

Opportunities for collaborative work abound. One stands out in my mind, here and now. The first draft of the K-12 Common Standards ([www.corestandards.org](http://www.corestandards.org)) came out for public comment on March 10, 2010. This document has the potential to change the direction of education in the years to come. In fact, many states (including Massachusetts) have halted their Frameworks review in anticipation of the Common Standards. Given the opportunity to have our voices heard, we cannot stay silent ... and together we can speak louder. We are organizing a MassMATE

Common Standards task force to analyze the K-12 Common Core and to draft a response. We have to act quickly, since the comments are due back by April 2, 2010. If you are interested in joining us, please contact me now at [PSabinin@MassMATE.net](mailto:PSabinin@MassMATE.net).

So, as we go through we busy day, let's think about how we could make time to work with other teacher educators. It's time well spent!

And above all, remember, it's all about the kids!





## Membership Report

Submitted by Stan Dick

Membership in MassMATE continues to grow rapidly. We now have almost 100 members. This is an increase of about 20% from the membership we reported in the Spring newsletter, and is a strong showing which comes despite a very difficult economy.

Our numbers were given a boost by our policy of including a new annual membership, or a year-long membership extension, with registration for the annual symposium. Current members and new members can also extend their membership for a year, for a fee of \$20.00 (\$10.00 for students or retired members), if they did not attend the summer conference.



We continue to draw members from all areas and levels of math teacher education, and many kinds of institutions, including the Massachusetts Department of Elementary and Secondary Education. Our ranks include Professors and Students in Graduate Colleges of Education and Mathematics Departments; Chairs of Math Departments; K-12 Principals, Program Directors, Center Directors, Coordinators, Teachers, Lead Teachers, Title I Teachers, Developmental Specialists, Coaches and Coach Coordinators; District and Department Mathematics Specialists; Curriculum Specialists and Directors; Professional Development Providers and Targeted Math Assistance Coordinators.

MassMATE membership provides opportunities for finding and connecting with other teacher educators, through our newsletters, website, and symposia. MassMATE is still a very young organization, and will host its fourth annual symposium this summer.

## Getting involved in MassMATE

*Contribute to Mathachusetts*



We value our member's thoughts and contributions! Please consider writing an article for *Mathachusetts*.

Also, let us know of any noteworthy events, projects, or programs occurring in your district or school, so that we may consider including it in *Mathachusetts* or on our website!

Please contact Cathy Draper at [newsletter@MassMATE.net](mailto:newsletter@MassMATE.net) with your submissions.

## *Advertising in Mathachusetts*

*Mathachusetts* will be publishing advertisements related to Mathematics Education. For more information, formats, fee schedules, and to obtain an application, please contact us at [sponsor@MassMATE.net](mailto:sponsor@MassMATE.net)

Please note that by publishing an advertisement, MassMATE does not imply endorsement of the advertised product or the company.

## Congratulations to Anne Collins, our new Eastern Region NCTM Director!

Announcement from NCTM

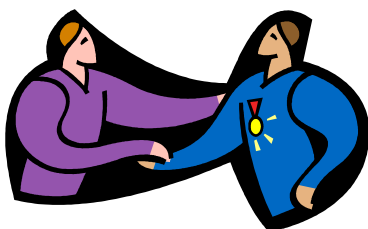
The following individuals have been elected to serve a three-year term on the NCTM Board of Directors.

Kimberly Mueller, Florence L. Walther School, Lumberton, New Jersey

Debbie Duvall, Elk Island Public Schools, Edmonton, Alberta

Anne M. Collins, Lesley University, Cambridge, Massachusetts

Matthew R. Larson, Lincoln Public Schools, Lincoln, Nebraska



These individuals will serve three-year terms beginning at the conclusion of the NCTM 2010 Annual Meeting and Exposition in April. The NCTM Board of Directors makes important decisions about Council actions, policies, and programs.

## A New resource!



The federal American Recovery and Reinvestment Act (ARRA) provides states, cities, and towns with needed funding for education reforms and improvements. Find out more information through EDC learning and Teaching Division [www.edc.org](http://www.edc.org)

## Seeking Massachusetts Algebra Teachers!

Helping Teachers to Use and Students to Learn from Contrasting Examples: A Scale-up Study in Algebra I *a research project funded by the National Science Foundation*

Are you interested in thinking about teaching approaches that can help students succeed in algebra? If so, we are looking for Algebra I teachers in public schools in Massachusetts to participate in a research project. With the support of the National Science Foundation, researchers at Harvard's Graduate School of Education have created supplemental curriculum materials for use in an Algebra I course. Teachers in the Boston area are using these materials in 2009-2010; we would like your help in more formally evaluating these materials in the coming years. Our curriculum supplements can be used with any Algebra I curriculum, are easy to use, and will have little effect on teachers' ability to cover the mandated algebra curriculum. Teachers who currently use our materials report that the curriculum supplements are interesting, engaging, and help students learn important topics in algebra.

What will you do? Participating Algebra I teachers will attend a free one-week professional development institute at Harvard University during the summer and then implement our curriculum supplements (along with your regular curriculum) throughout the Algebra I course. Teachers will be paid an honorarium both for the summer institute and for their implementation of our curriculum supplements throughout the year.

Interested or want more information? Contact Dr. Jon Star at [compare@gse.harvard.edu](mailto:compare@gse.harvard.edu) or 617-496-2511.

*We know that specific teaching assignments for 2010-2011 will not be known for many months. If you think you might be teaching Algebra I in 2010-2011 and are interested in this project, please contact us!*



## The Collaborative Project at Salem State College

Submitted by James Kearns

The Collaborative Project is a cooperative venture among more than one thousand individuals with representation from schools, colleges, businesses and industries, centered on the North Shore of Boston. The goal of this alliance of member schools and school districts with a student population of over 62,000 is to make schools more competitive in mathematics, science and technology education.

Since the beginning in 1983, the Collaborative Project has produced a variety of high quality events including all-day courses, after-school teacher group meetings/seminars, a video library, a telecommunication network, the annual Women in Science and Engineering Conference (W.I.S.E.) for girls in grades 6-8 and local curriculum development sessions. We hold to extremely high standards in selecting workshop presenters; they are screened by teacher group leaders and the Collaborative Project staff to get the best possible talent for the topics YOU have requested.

Inquiries about membership, or resources available to members should be addressed to Mr. James Kearns, Executive Director, The Collaborative Project, SB 117A, Salem State College, Salem, MA 01970. Or call us at (978) 542-6068, FAX (978) 542-7215, E-mail: [jkearns@salemcollaborative.org](mailto:jkearns@salemcollaborative.org) You can learn more about the Collaborative on the web at [www.salemcollaborative.org](http://www.salemcollaborative.org)

The following schools and school districts are members of the CPMSIE for the 2009-2010 school year:

Academy of Strategic Learning - Amesbury  
Arlington Catholic High School  
Beverly Public Schools  
Billerica Public Schools  
Cheverus School  
Bishop Fenwick High School



Chelsea Public Schools  
Covenant Christian Academy - Peabody  
Glen Urquhart School  
Hamilton-Wenham Regional Schools  
Immaculate Conception School - Newburyport  
Immaculate Conception School - Revere  
Lynn Public Schools  
Lynnfield Public Schools  
Manchester-Essex Regional School District  
Nahant Public Schools  
North Reading Public Schools  
North Shore Vocational Tech  
Odyssey Day School  
Our Lady of the Assumption - Lynnfield  
Peabody Public Schools  
Pingree School  
Reading Public Schools  
Salem Academy  
Salem Public Schools  
Saugus Public Schools  
SEEM Collaborative  
St. John the Baptist - Peabody  
St. John the Evangelist - Beverly  
St. John's Prep  
St. Mary's School, Melrose  
St. Mary's Jr./Sr. High School - Lynn  
Stoneham Public Schools  
Tower School  
Triton Regional School District  
Wakefield Public Schools  
Wilmington Public Schools  
Woburn Public Schools



## Mathematics and Computer Science Collaborative at Bridgewater State College

The Mathematics and Computer Science (MACS) Collaborative at Bridgewater State College has a proud twenty-two year history of providing meaningful professional development for area mathematics educators. It is the Collaborative's goal to provide opportunities for teachers to see the "big picture" of improved mathematics teaching and learning through experiences that broaden and deepen their own understanding of mathematics concepts and effective pedagogy. Each year, MACS develops a series of workshops based upon a carefully selected and relevant theme. This year's theme is *Manipulatives and Modeling Make Math Meaningful*.



offer four sessions for teachers to choose from based on their grade level (PreK-3, 4-6, 7-8, 9-12). Most of the sessions are presented in two parts and focus on a particular strand of the Massachusetts Mathematics framework, allowing teachers to take the learning back to their classrooms before reconvening for a follow-up session. The grades 9-12 sessions this year will also offer workshops on Moodle and Accuplacer.

The dates for this year's seminars are November 12, January 14, March 11, and April 8. The seminars begin at 4:00 p.m. (registration is at 3:30) and end at 7:00, followed by dinner from 7:00 to 8:00. For additional program and

registration information, please visit the MACS website at: <http://www.bridgew.edu/MathCS/MACSCollaborative.cfm>.

Each of the four seminars presented this school year

## Master's Program in Mathematics Education

**TEACHERS<sup>21</sup>**

**SIMMONS**

*Teachers<sup>21</sup> and Simmons College*

*Classes held in Leominster, MA*

Are you passionate about teaching mathematics?

Do you have an initial or professional license in Elementary Education (1 - 6)?

Do you have an initial license in Middle School Mathematics (5 - 8)?

Are you considering becoming a Teacher Leader, Math Coach, Math Specialist, or Curriculum Director?

### Join the *new* **Master's of Science Program in Mathematics Education**

Offered by the **unique partnership between Teachers<sup>21</sup> and Simmons College** which will provide:

- Quality instructors with extensive classroom experience
- Knowledge of content and pedagogical content knowledge
- Inquiry-based instruction
- Research-based strategies to use in classrooms today
- Infusion of 21<sup>st</sup> century skills

Invest in a two-year program in a field that needs highly qualified teachers.

Become a leader in **Mathematics Education - Grades 1 - 6 or Grades 5 - 8!**

A cohort of students will be hosted by the **Leominster Public Schools** and all classes will be held in Leominster. The first course will be offered in **January 2010**.

The price per course is: \$1,250 not including the application fee of \$35.

For more information about dates, the application process, registration, etc., please email Jenny Tsankova, Ed.D, Director, Masters of Science in Mathematics Education Program - [JTsankova@teachers21.org](mailto:JTsankova@teachers21.org).



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**K-12 Liaison:**

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K12liaison@MassMATE.net

**Nomination/Election:**

Anne M. Collins  
nominations@MassMATE.net

MASSMATE'S Purposes and Goals

The Massachusetts Mathematics Association of Teacher Educators (MassMATE) is a nonprofit organization whose purpose is to provide a forum for mathematics teacher educators to communicate with each other and collaborate with other groups interested in the teaching of mathematics in the state of Massachusetts. Specifically, the goals of MassMATE are to:

- promote **leadership** among mathematics teacher educators;
- serve as a **forum** for ideas and resources in mathematics teacher education;
- encourage **research** related to mathematics teacher education;
- promote quality **undergraduate** and **graduate** programs in mathematics education;
- encourage and support professional development programs for **in-service** teachers;
- encourage and support professional development programs for postsecondary **faculty** involved in mathematics education;
- facilitate **communication and collaboration** among **professionals** involved in mathematics education and mathematics teacher education at all levels;
- facilitate **communication and collaboration** among members of educational **administrative** units, such as departments of mathematics and departments of education;
- coordinate activities and work collaboratively with **other associations** and organizations concerned with the preparation and professional development of mathematics teachers;
- work cooperatively with the **federal and state** agencies to enhance the mathematical, pedagogical, and clinical **preparation of teachers** of mathematics at all levels with respect to criteria for credentialing and licensing teachers in Massachusetts.



Share these with a colleague and have them join MassMATE today!

Useful Links:

- ☞ Massachusetts Mathematics Association of Teacher Educators (MASSMATE)  
www.MassMATE.net
- ☞ Association of Mathematics Teacher Educators (AMTE)  
www.AMTE.net
- ☞ Association of Teachers of Mathematics of New England (ATMNE)  
www.ATMNE.org
- ☞ Association of Teachers of Mathematics in Massachusetts (ATMIM)  
www.ATMIM.org



- ☞ National Council of Supervisors in Mathematics (NCSM)  
www.mathedleadership.org
- ☞ National Council of Teachers of Mathematics (NCTM)  
www.NCTM.org
- ☞ Massachusetts Department of Elementary and Secondary Education Professional Development  
www.doe.mass.edu/pd
- ☞ National Council on Teacher Quality (NCTQ)  
www.NCTQ.org
- ☞ MathForum  
www.MathForum.org



- ☞ Triangle Coalition for Science and Technology Education  
Triangle Coalition Electronic Bulletin (TCEB)  
www.triangle-coalition.org
- ☞ Education Development Center (EDC)  
www.edc.org
- ☞ Salem State Collaborative Project for Mathematics, Science, and Interdisciplinary Education (CPMSIE)  
www.rsimons.org/cpmsiemay2009/
- ☞ Mathematics and Computer Science (MACS) Collaborative at Bridgewater State College  
www.bridgew.edu/MathCS/MACSCollaborative.cfm