

ATMNE NEWSLETTER

ATMIM ∞ ATOMIC ∞ ATOMIM ∞ NHTM ∞ RIMTA ∞ VCTM

President's Message

Cynthia Hillman-Forbush



Mathematics Teachers from all corners of the globe gathered in Denver April 17-20th at the NCTM Annual Meeting and Exposition to learn from the best and the brightest of their colleagues as they shared their knowledge of new teaching practices. This year's theme was "Reasoning and Proof: Is It True? Convince Me!"

NCTM added new strands, which included many strands on the Common Core State Standards for Mathematics, Formative Assessment Research, Response to Intervention, and Equity. It was a great time to gather and reenergize in the newest research.

We all know that this has been a long winter. Things like grades, looking at final projects, cleaning out the classroom and putting away unused supplies will be tasks that will consume the final weeks of school. Summer is a time that most educators look forward to. It is a break from the classes but not time off from thinking about the next steps in the fall.

CCSSM includes grade-level content standards that represent a balance of conceptual understanding and skills. Based on the NCTM Process Standards, CCSSM's Standards for Mathematical Practice describe the characteristics of mathematically proficient students, providing us with guidelines for effective instructional pedagogy.

It is important to note that the Standards are not intended to be new names for old ways of doing business. They are a call to take the next step. It is time for states to work together to build on lessons learned from two decades of standards based reforms. It is also time to recognize that standards are not just promises to our children, but promises we intend to keep. (CCSSM 2010, p. 5)

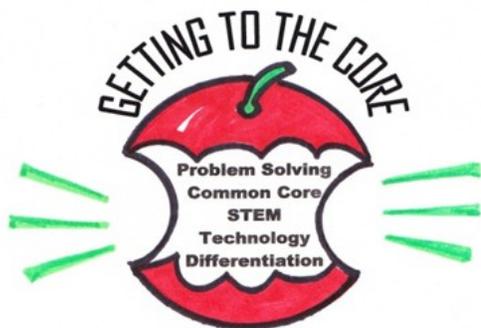
If we are to realize the potential of the Common Core, teachers and administrators must have access to high-quality professional development, including opportunities to deeply understand the Standards for Mathematical Content and the implications for instruction of the Standards for Mathematical Practice. Teachers need the support of administrators and parents to teach mathematics differently.

Although summer is a break from the classroom, it is filled with our thinking of next year, our own professional development, and time for us to recharge and read the books we did not get a chance to read.

Our new NCTM President, Linda Gojak and ATMNE will be working with other professional organizations to make mathematics education the best it has ever been. ATMNE is already working on the Fall Conference, which will be held in Killington, Vermont, Thursday, October 24, 2013 and Friday, October 25, 2013. The theme is "Getting to the Core". Jason Zimba, lead author of the Common Core and representatives of PARCC and Smarter Balance have already agreed to speak.

We should never stop learning and developing our potential. One of my favorite quotes is that "Probably nothing within a school has more impact on students in terms of skill development, self confidence or classroom behavior than the personal and professional growth of their teacher.... When teachers stop growing, so do their students."

Start Planning for your fall professional development now!



ATMNE 2013

Vermont is hosting the ATMNE Fall conference this year on October 24-25, 2013 at the Killington Grand Hotel in Killington, Vermont. We are excited about the theme as most every math teacher is exploring and developing ways to implement the Common Core State Standards in Mathematics (CCSSM) into their teaching and mathematics curriculum.

The Keynote Speaker will be Jason Zimba who was one of the lead CCSSM and is a Founding Principal of the Student Achievement Partners. As an educator, he has taught physics, mathematics, and other subjects to college students, university physics and engineering majors, adult prison inmates, disadvantaged high school students, and children of non-English speaking immigrants.



Jason Zimba



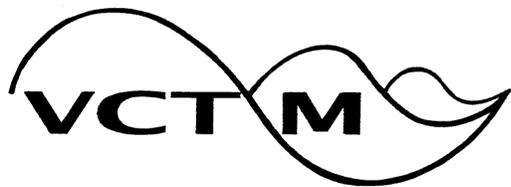
Shelbi Cole

On Friday, Shelbi Cole, Director of Mathematics at Smarter Balanced Assessment Consortium (SBAC), and Haley Freeman, who works for the Dept of Education in Massachusetts as the representative from the Partnership for Assessment of Readiness for College and Career (PARCC), will be presenting the latest information about both assessment consortia. Our New England states will be using both assessment systems starting in 2015.



Haley Freeman

So visit the conference website at <http://www.atmne2013.com/> to learn more! More information about registration, lodging, and other pertinent details will be available on the website soon.



Vermont Council of Teachers of Mathematics

The major focus for VCTM this year is planning for the ATMNE Fall Conference to be held in Killington, Vermont on October 24th and 25th. The committees have met several times and are making steady progress on planning and logistics. The deadline for speaker proposals was May 20th. The program committee will be meeting at Killington in early June. Having members of other ATMNE affiliates on the various committees has been very helpful.

In early October, VCTM held their annual meeting at the Windjammer Restaurant in South Burlington, Vermont. Our guest speaker was Michael Hock who is Director of Assessment for the Vermont State Agency of Education to share information on the Smarter Balanced Assessment Consortium. There was a glitch in scheduling so Michael was unable to attend. A second date was scheduled in December where he did share information about the decisions that had been made thus far in designing the assessments and explained there would be opportunities this spring to do some pilot testing in Vermont schools.

Recently, VCTM created a new website which is now located at www.vermontmath.org. The site currently has basic information and will expand as time passes. Members are encouraged to send ideas of what they would like to see available on the site.

Future Conferences

1st Annual Math Institute	July 29-31, 2013	Lesley University, Cambridge, MA
MAA Math Fest	August 1-3, 2013	Hartford, CT
AMS Sectional	October 12-13, 2013	Philadelphia, PA
NCTM Regional	October 16-18, 2013	Baltimore, MD
NCTM Regional	October 23-25, 2013	Las Vegas, NV
ATMNE Fall Conf	October 24-25, 2013	Killington, VT
NCTM Regional	November 6-8, 2013	Louisville, KY
AMTE	February 6-8, 2014	Irvine, CA
NCSM	April 7-9, 2014	New Orleans, LA
NCTM	April 9-12, 2014	New Orleans, LA

ATMNE Becomes NCSM Affiliate

The ATMNE Board is pleased to announce that during the Business Meeting at the recent 45th NCSM Annual Conference in Denver, Colorado (April 16, 2013), representatives from ATMNE (pictured below) were presented with an NCSM Certificate of Affiliation. NCSM (the National Council of Supervisors of Mathematics, an affiliate of NCTM) is an established international organization for aspiring, new, and experienced mathematics educational leaders.

If you are interested in learning more about NCSM or in checking out the tremendous resources and support that NCSM offers to mathematics education leaders, visit NCSM’s website: <http://www.mathedleadership.org>. As a benefit of affiliation, there will be a link to ATMNE’s website from the NCSM website.



LESLEY
UNIVERSITY

ATMNE
Association of Teachers of Mathematics in New England

From Monday July 29 to Wednesday July 31, 2013, Lesley University and the Association of Teachers of Mathematics in New England will be co-hosting their first annual Summer Mathematics Institute on the campus of Lesley University in Cambridge, MA with a theme of *Weaving the Mathematical Practices throughout the K-12 Curriculum*. We plan to conduct 6 sessions from each of the 3 major grade bands, over the course of the 3 day institute. In addition to these 1½ hour sessions, Dr. Anne Collins, Director of Mathematics Operations at Lesley University will deliver the Opening Keynote address, and we will also offer 3 General Sessions, of length 60 minutes, for all attendees, plus a Closing Keynote address on Wednesday afternoon. Join us for a 3 day engaging institute focusing on the eight Mathematical Practices and what they look like in the classroom. We are excited to have some of the region's most influential mathematics educators together to actively engage us in classroom activities that embody the mathematical practices from CCSSM.

Choose from sessions designed specifically for:

- The K-5 classroom with a focus on fractions as number.
- The 6-8 classroom with a focus on ratio, measurement, and geometry.
- The 9-12 classroom with a focus on problem solving using algebra, geometry, and trigonometry.

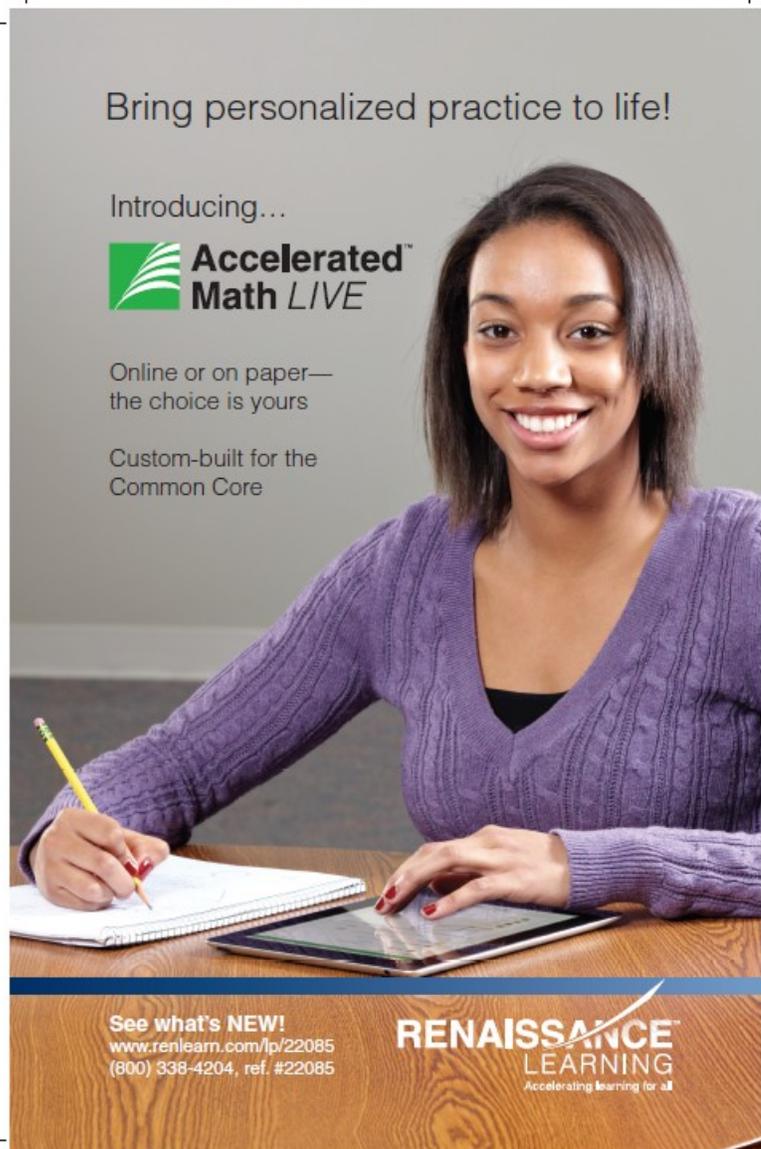
[Click here for more detailed information, including registration](#)

Cost: \$350 (includes a light breakfast and lunch each day) for full three days.

To attend one day, the cost is \$120, and for two days the cost is \$240.

Early Bird Registration Special: Register before June 15th and pay only \$300 for the three day institute.

A certificate for PDP's will be available at the conclusion of the institute. We hope that you can find the time in your schedule to come to Cambridge this summer!



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National Council of Teachers of Mathematics (NCTM) News

By Jacqueline Mitchell, NCTM Representative

Regional caucuses were held the day prior to the Assembly on April 17, 2013. Delegates met to discuss possible proposed resolutions and to share information pertinent to their role as Affiliate Leaders. The Delegate Assembly meets each year in conjunction with the NCTM Annual meeting and Exposition. It is a formal vehicle for the NCTM's Affiliates to communicate with the Board of Directors. The process begins each fall when the Affiliates begin proposing resolutions. ASC reviews resolutions and decides which ones should be brought before the Delegate Assembly or sent to an appropriate NCTM body/committee. Responses are shared with Affiliate leaders before the annual meeting. Although responses may have been received for proposed resolutions, these resolutions may still be brought to the Assembly. Additionally, each caucus can adopt at most one proposed resolution, which can be brought before the Delegate Assembly. NCTM has more than 299 Affiliates whose missions and goals are similar to the Council.

The 64th Delegate Assembly session kicked off early Thursday morning with opening remarks from affiliate Services Committee (AASC) Chair Chris Moody and NCTM President Linda Gojak. Moody introduced Gojak and other members of ASC. Then Gojak introduced the NCTM Board of Directors who were in attendance and delivered the president's report.

Gojak said that the Board has been working on supporting teachers to effectively incorporate the Common Core into their curriculum "We agree on what we need to do to be effective math teachers and have our students be proficient in mathematics." She then recognized three new members of the NCTM Affiliate Leadership Circle: the Colorado Council of Teachers of Mathematics, the Nebraska Association of Teachers of Mathematics, and the Washington State Mathematics Council. Pre-service Teachers of Mathematics (Pennsylvania) was recognized as a new student Affiliate charter. In addition, the Association of Philadelphia and the Wisconsin Council received the 2013 Publications Award.

Following the award presentations, Joyce McNair presided over the session and called delegates to the floor to present proposed resolutions. Vena long served as parliamentarian. The following resolution was presented to the assembly. The Association of Mathematics of New Jersey (AMTNJ) proposed Resolution 0.NR.13.01, which would have excluded non-mathematics teachers when calculating the percentage of each Affiliate's members who are also members of NCTM. This percentage is used in determining which Affiliates are included in Leadership Circle, currently it must be 35 percent. Neil Cooperman from NTNJ spoke passionately in favor of their resolution. After only 4 testimonies, 2 for and 2 against, the question was called and voted on. The resolution failed 34 to 38.



ATMNE BUSINESS MANAGER'S REPORT

By Karen Graham

At the ATMNE Board meeting in May 2012 the board voted to reinstitute the ATMNE Affiliate Grant Program. The purpose of the program is to provide a source of funds to encourage, enrich, stimulate and support affiliate groups and their activities to enhance mathematics teaching and learning. Up to \$3000 will be available each year to support creative programs from ATMNE affiliates. Grant applications are due October 1st of each year. For more details and important deadlines please see <http://www.atmne.net/>. As of April 26, 2013, current membership numbers are as follows for each affiliate:

ATOMIC: 450 members

NHTM: 424 members

RIMTA: 171 members

ATMIM: 361 members

ATOMIM: 563 members

VCTM: 133 members

TOTAL: 2102

Nominations Needed for the Rev. Bezuska Lifetime Service Award

The Rev. Stanley J. Bezuska, S.J. Lifetime Service Award for Mathematics Teaching and Learning is given annually by ATMNE to an individual that has a large impact on mathematics education within the ATMNE region and beyond. The criteria for the award are:

- Career dedicated to service to mathematics education
- Significant contributions to mathematics education
- Service over and above job responsibilities
- Contributions to ATMNE
- Contributions to the local affiliate
- Involvement in conferences locally, regionally, nationally (presentations, committee work, etc.)

Nominations for this award are due March 31, 2014. For information about nominating an individual, please visit www.atmne.net.



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Rhode Island Mathematics Teachers Association

What an amazing year for the Rhode Island Mathematics Teachers Association! The RIMTA Board propelled a desire to support teachers in their implementation of the Common Core State Standards in

Mathematics into an incredible, year-long professional development program called the RIMTA Rhode Show.

The Rhode Show provided:

- A fall kick-off dinner meeting focused on the Standards for Mathematical Practice
- 36 workshops covering 4 grade spans, 3 topics for each grade span, and 3 different locations offered for each presentation/topic
- A spring dinner meeting focused on Delving into the Content and Practice Standards for PARCC and Daily Instruction
- Over \$2000 in professional resources distributed as door prizes at these various events
- Professional development for over 200 participants, many of whom participated in multiple workshops.

This complex offering of professional development and Common Core instructional support is helping RIMTA develop future leaders in the organization and become a go-to resource in the state.

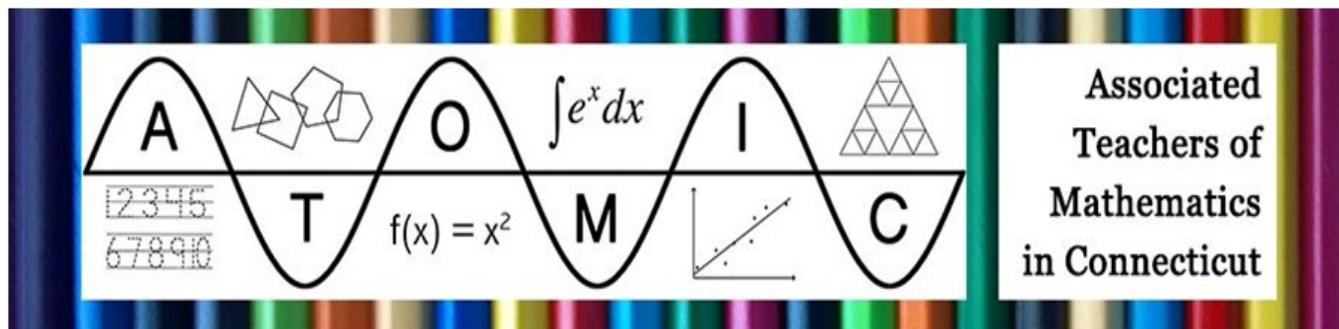
RIMTA also partnered with Rhode Island STEM Center, Boston College and Rutgers University on March 16th at Rhode Island College to support their 12th Annual Conference for K-12 Mathematics Teachers (formerly known as the Discrete Math Conference at Boston College). What an exciting collaboration!

This was an incredible undertaking, well beyond our typical two meetings per year. As we look toward next year, teachers are already asking what we are planning next. We are excitedly looking to continue developing our role supporting math instruction in the state, but know it won't have quite as big of a scope as this year's plan!

We are definitely sending a team to the NCTM Affiliate Leaders conference again and have also decided to send one teacher to each of the NCTM Interactive Institutes this summer to bring back materials and ideas for next year's RIMTA professional development.

Affiliate Web Sites

Associated Teachers Of Mathematics In Connecticut (ATOMIC)	www.atomicmath.wildapricot.org
Association of Teachers Of Mathematics In Maine (ATOMIM)	http://atomim.net
Association of Teachers of Mathematics In Massachusetts (ATMIM)	http://www.atmim.net
New Hampshire Teachers of Mathematics (NHTM)	http://www.nhmathteachers.org
Rhode Island Mathematics Teachers Association (RIMTA)	http://www.rimta.net
Vermont Council of Teachers of Mathematics (VCTM)	http://www.vtmath.org



ATOMIC started the 2013 year with a redesigned website and new logo which better represents the depth and breadth of our ATOMIC membership. Our website is currently under two domain names in order to reach the widest audience;

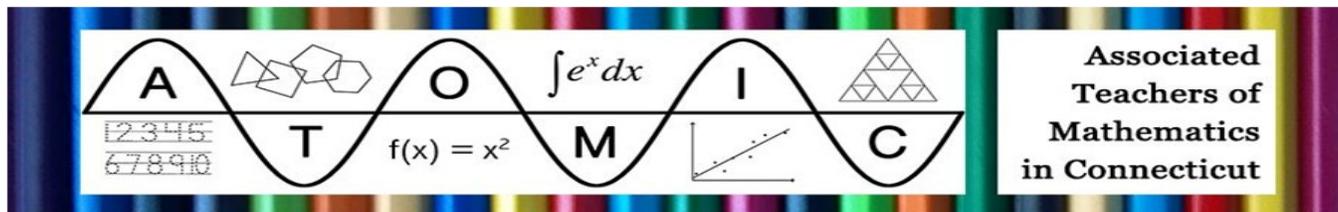
www.atomicmath.org and www.atomicmath.wildapricot.org.

The website continues to be a conduit for the latest information available from the nation regarding CCSS. Our members are able to access professional development from throughout the region and the reciprocal relationship that we share with the several professional organizations in the state.

On May 16, 2013, ATOMIC hosted a Dine & Discuss entitled: Getting to the Core of SBAC Assessment – An evening with Dr. Shelbi Cole. Dr. Shelbi Cole, the director of mathematics for the Smarter Balanced Assessment Consortium, presented the most recent information about SBAC assessment and the impact on math instruction for Connecticut teachers. Dr. Cole oversees item writing, item quality, item alignment, item sensitivity, and bias and data reviews, as well as the production of formative assessment and professional development materials.

ATOMIC is currently in the process of planning their Winter Conference which will allow teachers to reach their goals of being CCSS experts. This event will be separated into learning strands and will feature an administrative strand which will be presented by CCLM – Connecticut Council Leaders of Mathematics. This partnership will continue through spring events that will address additional teacher needs.

ATOMIC will also be expanding their online presence through the creation of ALCs – ATOMIC Learning Communities which will be moderated by teacher leaders to continue discussion and discovery from our many events.



Congratulations to ATOMIC's Lorrie Quirk! Top Teacher Selected To Dream Team



Contact: Nick Lewis
Phone: 202.681.8727
Email: nicklewis@learnzillion.com

FOR IMMEDIATE RELEASE

TOP TEACHER SELECTED TO NATIONWIDE "DREAM TEAM"

WASHINGTON, D.C., March 28, 2013 – Lorrie Quirk, a teacher from Clinton Ave School, has been selected to the 2013 LearnZillion Dream Team. More than 3,000 teachers, instructional coaches, and administrators from across the country applied, and only 200 were chosen to the highly selective Dream Team. These teachers were chosen based on their understanding of the Common Core State Standards and their ability to create high-quality, highly conceptual lessons that are easily understood by students.

As a member of the Dream Team, Lorrie will receive an all-expenses paid trip to San Francisco in May for TeachFest, through the support of the Bill and Melinda Gates Foundation. TeachFest is an intensive professional development conference that kicks off the Dream Team experience. Based on the "hack fest" model popularized by computer programmers who spend weekends coding and trading tips, teachers will spend 3 days at TeachFest working with Common Core experts, content specialists and other Dream Team teachers to better understand the new standards and the best ways to teach them. LearnZillion provides teachers with the technology and support they need to translate their classroom expertise into screencasts, a sophisticated but simple use of the computer screen for teaching.

After TeachFest, Dream Team teachers will capture their proven approaches and teaching methods in concise lessons that will then be made available for free to every student, teacher and parent through LearnZillion's online platform at LearnZillion.com. More than 100,000 teachers are registered for the free site as well as 1.5 million students. More than 400,000 teachers and students view LearnZillion lessons each month from hundreds of countries around the world. Throughout the process, Dream Team teachers are motivated by the concept of "scaling their impact" beyond the walls of their own classrooms and schools. By sharing their lessons online, all students and teachers can benefit from the expertise of the Dream Team teachers.

About LearnZillion

LearnZillion was founded by two former teachers who met at Stanford's Graduate School of Business: Eric Westendorf and Alix Guerrier. Eric incubated LearnZillion as the Chief Academic Officer at E.L. Haynes, a top performing school in Washington D.C. After a successful test at E.L. Haynes, LearnZillion received funding from the Bill & Melinda Gates Foundation, NewSchools Venture Fund, and the Achievement Network to seed high-quality content and develop a web-based platform.

For more information, please visit www.LearnZillion.com or contact Director of Partnerships and Outreach, Nick Lewis, at nicklewis@learnzillion.com



The Association of Teachers of Mathematics in Massachusetts

On Saturday, March 23, 2013, around 100 mathematics educators from Massachusetts gathered at Assabet Valley Regional Technical School for ATMIM's Annual Spring Conference. The Keynote Address entitled "From M&Ms to Mathematics or How I Learned to Answer Questions and Help My Kids Love Mathematics" delivered by Steve Miller of Williams College provided attendees with some ideas to spark young minds to explore mathematical concepts. Attendees had over 30 workshops and presentations to choose from, new items from publishers and software companies to explore, and plenty of colleagues to network with over a fabulous lunch prepared for by the students of the Culinary Arts program at Assabet Valley.

During (by paper ballot) and immediately after the Spring Conference (by email ballot),

ATMIM held elections for three board positions. Sherri Flecca, middle school teacher in Framingham, and Alison Mello, the K-8 Math/Science Director for Foxborough Public Schools, will join as Directors. Directors serve 3 year terms and are assigned various projects to oversee for ATMIM. In addition, current Director Don Cameron, a teacher at the Brooks School in Andover, will be assuming the role of President-Elect following his election victory. Don will serve for two years as President-Elect before becoming President of ATMIM. All three will start in their new positions this summer.

ATMIM also has a new online look. The new website theme reflects a more modern and streamlined webpage design with more pleasing colors and a better navigation bar. From our website, members can update their membership profiles, renew their membership, register for ATMIM events, get information on professional development opportunities, and much more! By the start of the next academic year, we hope to add credit card payments with auto-renewals for membership.

ATMIM's current membership stands at just over 360. Growing our membership and continuing to develop high quality professional development for our members will be the focus of the Board of Director's summer meeting.



Government Relations by Maria Diamantis



All information articles/announcements below are found on the U.S. Department of Education Daily Digest Bulletin (<http://www.ed.gov/>)

Duncan to Congress: Giving States Flexibility is Working --- Report directly from the U.S. Department of Education: <http://www.ed.gov/blog/2013/02/duncan-to-congress-giving-states-flexibility-is-working/>

States and their schools are breaking free from the restrictions of No Child Left Behind and pursuing new and better ways to prepare and protect all students, Education Secretary Arne Duncan told a Senate committee. In a hearing before the Senate Health, Education, Labor and Pensions Committee, Duncan promoted the value of providing flexibility to states under the No Child Left Behind (NCLB) law, which the Department of Education began offering in 2011. Duncan said that granting states new flexibility through waivers was not his first choice—he would have preferred that Congress reauthorize, or amend the law instead. But in light of congressional gridlock over reauthorization, Duncan said that he was “not willing to stand by idly and do nothing while students and educators continue to suffer under NCLB.”

NCLB is the latest reauthorization of the Elementary and Secondary Education Act (ESEA). And Duncan said that NCLB has become a well-intended, but overly-prescriptive law that created incentives to lower standards, encouraged teaching to the test, mislabeled many schools as failures, and prescribed a one-size-fits-all accountability system that failed to support local solutions and innovation. With ESEA years overdue for congressional reauthorization, the Obama Administration sent Congress a [Blueprint for Reform of ESEA](#) in 2010.

Nearly two years later, after Congress failed to authorize ESEA, the Administration offered states the chance to pursue waivers to NCLB in September 2011. Duncan told the committee that “providing waivers was always, always our plan B.” In his testimony, and during questions from the Committee, Duncan outlined in detail the ways in which the waiver approach, or “ESEA Flexibility,” – has strengthened accountability for at-risk students, improved evaluation and professional development for teachers and principals, and unleashed a wave of state-led innovation.

ESEA flexibility supports states and districts in replacing the “one-size-fits-all” interventions of NCLB and empowers states to tailor reforms that meet the needs of their students. Thirty-four states and the District of Columbia have been approved for ESEA flexibility, and nine states, plus Puerto Rico and the Bureau of Indian Education, have pending requests.

For the full report and more details, please visit: <http://www.ed.gov/blog/2013/02/duncan-to-congress-giving-states-flexibility-is-working/>



Government Relations (Continued)

by Maria Diamantis



How Are Race to the Top States Doing in Year Two?

In only two years, the 12 states with Race to the Top grants continue to show improvements in teaching and learning in their schools. The U.S. Department of Education released state-specific reports for the 12 Race to the Top states, providing detailed, transparent summaries of each state's accomplishments and challenges in year two, which covered the 2011-12 school year.

The 12 states—Delaware, the District of Columbia, Florida, Georgia, Hawaii, Maryland, *Masachusetts*, New York, North Carolina, Ohio, *Rhode Island* and Tennessee—reached a number of benchmarks in year two, as they implemented unique plans built around Race to the Top's four assurance areas:

- Implementing college- and career-ready standards and assessments,
- Building robust data systems to improve instruction,
- Supporting great teachers and school leaders, and
- Turning around persistently low-performing schools.

Some of the exciting new investments states are making include development of new science, technology, engineering and math (STEM) schools or programs, new pipelines for teachers and leaders, and building robust data systems to improve instruction.

With RESPECT, Educators Lead the Transformation of the Teaching Profession

America's teachers earn our respect every day, doing some of this country's toughest and most important work. Over the years, the demands on teachers have grown as standards rose and student needs multiplied. However, the teaching profession has not evolved to meet those growing demands. Two years ago, active classroom teachers working temporarily at the U.S. Department of Education launched a national dialogue with their classroom colleagues to talk openly and honestly about the challenges and aspirations of America's teachers.

Nearly 6,000 teachers from across the country weighed in through more than 360 roundtable discussions, online feedback and even social media. They talked about training, mentoring, evaluation, support and how they use time both in and out of the classroom. They discussed technology, school leadership and culture, the role of testing and the importance of a well-rounded curriculum. And they talked about the critical need to provide teachers with autonomy and the trust to do their job.

Recently, the Department of Education released the result of this unprecedented national dialogue in a bold and visionary blueprint for reforming the teaching profession. Among other things, it calls for salaries to be competitive with professions like architecture, medicine and law, more support for novice teachers and more career opportunities for veterans.



Government Relations (Continued)

by Maria Diamantis



The blueprint is called RESPECT – an acronym that stands for **Recognizing Educational Success, Professional Excellence and Collaborative Teaching**, and in conjunction with the launch the Department has re-launched our educator [homepage](#) to include new information about the RESPECT initiative, including:

The Blueprint in [pdf](#) & [e-book format](#)

[Self-inventory](#) to assess your school or district on the critical components of RESPECT

[How educators provided input to RESPECT](#)

Also watch a video of teachers describing their connection with RESPECT

In a decentralized educational system like ours, transforming the teaching profession will only succeed if it is led by educators at the local level and fully embraced by parents, students and community leaders. The RESPECT vision challenges all Americans to honor and value the men and women at the front of the classroom doing the hard work every day to ensure that our future is secure.

Visit www.ed.gov/teaching for more information.

Charter, Magnet, and Private Schools Among 2013 U.S. Department of Education Green Ribbon Schools Awardees

The second-annual U.S. Department of Education [Green Ribbon Schools](#) award honorees were [announced](#) by Secretary of Education Arne Duncan at the Mundo Verde Bilingual Public Charter School in Washington, D.C. Mundo Verde is one of the 64 schools being recognized for their exemplary efforts to create healthier learning spaces and educate students on the importance of environmental protection. “Today’s honorees are modeling a comprehensive approach to being green,” Secretary Duncan said of the schools as well as 14 school districts that were also honored for the first-ever District Sustainability Award. The schools are “demonstrating ways [to] simultaneously cut costs; improve health, performance, and equity; and provide an education geared toward the jobs of the future.”

Connecticut

Barnard Environmental Studies Magnet School New Haven, CT

Environmental Sciences Magnet School at Mary Hooker Hartford, CT

Common Ground High School New Haven, CT

Massachusetts

Manchester Essex Regional Middle High School Manchester-by-the-Sea, MA

Quincy High School Quincy, MA

Berkshire School Sheffield, MA

Acton Public Schools and Acton-Boxborough Regional School District



Government Relations (Continued) by Maria Diamantis



New Hampshire

Phillips Exeter Academy Exeter, NH

Rhode Island

The Compass School Kingston, RI

Providence Career and Technical Academy Providence, RI

Vermont

Reading Elementary School Reading, VT

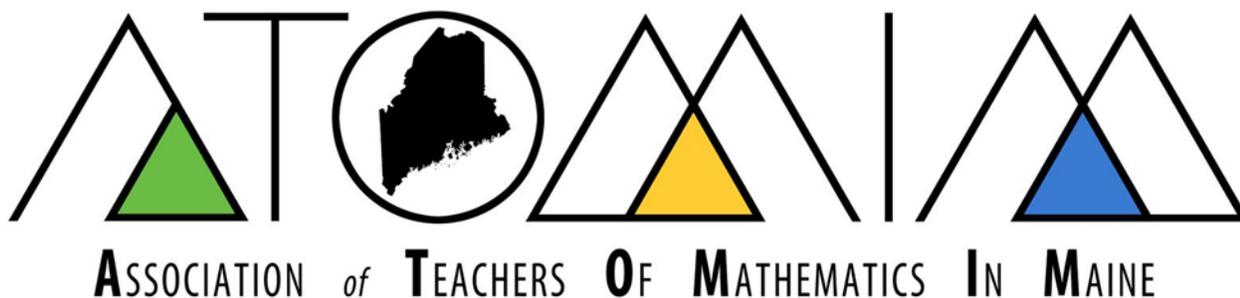
St. Albans City School St. Albans, VT

Shelburne Community School Shelburne, VT

Math and Science the Right Way

For more information visit: <http://www.ed.gov/blog/2013/04/math-and-science-the-right-way/>

Engaging explorations in STEM content are daily occurrences for the young mathematicians and scientists-in-training at schools throughout the state of Alabama. Students benefit from rigorous, hands on, investigative science and math instruction provided through a partnership with the Alabama Math, Science, and Technology Initiative, or [AMSTI](#). This state-funded initiative partners with K-12 schools to ramp up the integration of STEM education at the elementary school level. Throughout classrooms, students conducted much of their own learning and challenged each other with questions. The teachers were the facilitators, not lecturers, who nurtured and compelled their students to be risk takers, critical thinkers, and data analysts. Students were encouraged to be curious and that curiosity was used as the natural foundation for the lessons. These partnerships illustrate effective math and science instruction, accomplished through authentic experiences that allow students to take the lead in discovery and learning. Across grade levels, these elementary school students are engaging in scientific and mathematical discourse, defending their hypotheses, explaining their thinking, and examining their strategies. Schools across the country could benefit from such educational experiences and instructional practices. If our country is going to meet the [President's goals](#) and the needs of the economy, this type of system-wide partnership and STEM instruction must become more of the norm. Early exposure to and experience with STEM is critical to fostering future STEM professionals. Given the national priority and importance of [early childhood education](#), we must also start thinking about how to begin such exploration early, even in pre-school and kindergarten.



Greetings from the Great State of Maine!

We are thrilled to report that our current membership is 452. Since our last report to ATMNE in the fall, the ATOMIM board has been hard at work offering professional learning opportunities to our members and expanding the usefulness of our website as a resource for our members. We have added our Facebook and twitter feeds to the homepage (and are gaining more and more “likes” and “follows”) and have been building a page of resources for math educators that will continue to expand over the summer months. Additionally, we have online registration and payment for events available through PayPal and this has proven to be a great convenience for our members as well as being efficient for our membership chair.

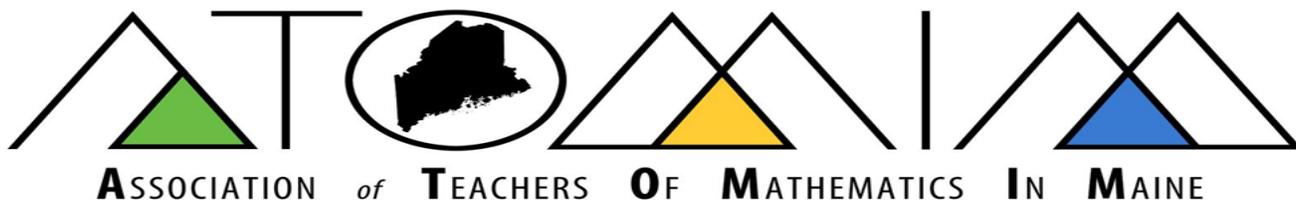
This year, we began using **Go To Meeting** as our new choice for web conferencing software and it is a huge improvement in online sound quality and ease of use for our monthly board meetings and subcommittee work. For \$49 per month, our full board can meet without having unnecessary travel expenses for a state as large as ours. We held three face to face meetings this year, our annual retreat in August at Colby College, an October planning meeting in Augusta, and our board meeting in April at the conclusion of our conference. Our other monthly meetings were held online.

Dine and Discuss Series: Transitioning to Common Core Assessments

ATOMIM has a proud tradition of offering dine and discuss sessions and this year was no exception. This year, we expanded our idea to hold a two part series on “Transitioning to the Smarter Balanced Assessments.” These sessions were held in our 6 ATOMIM districts: Calais, Kennebunk, Limestone, Oxford, Pittsfield, Portland, and Thomaston. In session 1, we discussed the new forms of tasks that represent assessment of the four claims and then broke into small groups by grade level to dig deeper into sample tasks from SBAC and to make plans to pilot tasks with our students. Groups reconvened for session 2 after a 4-6 week time period to bring back student work from the tasks and to discuss implications for instruction. In session 2, we provided participants with answers to the FAQ’s that were asked at all of the sessions and then broke into grade level working groups K-5, 6-8 and 9-12 to share student work and to have discussion. All sessions were led by teams of ATOMIM board members who took care of meeting logistics and facilitation of the conversations.

Our powerpoints with presenter notes and materials are posted on our website and our intent is that they be freely shared and you may feel free to modify them for your local needs. Check them out at atomim.net.

(continued on page 17)



ATOMIM Report (Continued)

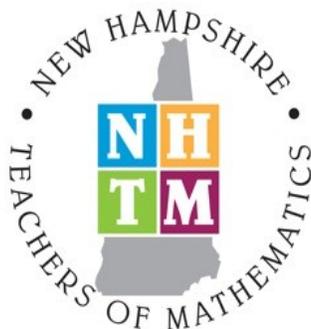
Spring Conference Leaders' Pre-Session

Over 60 educators signed up to attend our first annual Leaders' pre-session. Our topic was **"Implementing the Common Core Standards for Mathematics."** Our evening began with a panel discussion with panelists Steve Leinwand, Principal Research Analyst at the American Institutes for Research, Michele Mailhot, our Maine Department of Education Mathematics Specialist, and Dan Hupp, our Maine Department of Education Director of Standards and Assessment.



ATOMIM Spring Conference

The University of Maine at Augusta generously donated space for our ATOMIM Spring Conference held on April 5, 2013. Approximately 250 mathematics educators attended our conference this year. Our keynote address by Steve Leinwand, *The Common Core State Standards for Mathematics: Hopes, Fears, and Challenges As We Enter The Brave New World*, was very well received by our membership. For those who have never had the opportunity to hear Steve speak, it was a real treat. Our sessions led by Maine educators were well received and Nancy Zarach our E1 Affiliate Services Committee representative led a session on the many benefits of NCTM membership.



New Hampshire Teachers of Mathematics

NHTM celebrated 50 years as an organization at this year's special Spring Conference that attracted nearly 300 educators. The conference was held at the Radisson in Manchester on April 4th and 5th. The Thursday night event began with a social hour and dinner. The rest of the evening was devoted to awards, memories and lots of fun. Many past and present leaders of NHTM were featured and honored. Current NCTM president, Linda Gojak, who was in attendance for both days of the conference, presented NHTM with a plaque on Thursday evening. The "Three Words Project" video was also shown on Thursday evening and again at lunch on Friday. Friday's keynote was delivered by Joan Ferrini-Mundy. Linda Gojak, as well as former NCTM president Hank Kepner, also gave talks.

The Thursday night event also featured the presentation of the *Fernand J. Prevost Award* to Patricia Marquette of Hollis-Brookline Middle School, the *Richard C. Evans Award* to Lisa Gingras of Nashua High School South, and the *Richard H. Balomenos Award* to Christine Downing of the Newport School District. Honorary Lifetime memberships to NHTM were awarded to David Kent, William Roberts, and Arthur Johnson in recognition of having 30+ years as a member of NHTM, served on the NHTM Board at least once, served on conference committees, presented at NHTM and ATMNE conferences, and has made enduring contributions to mathematics education.

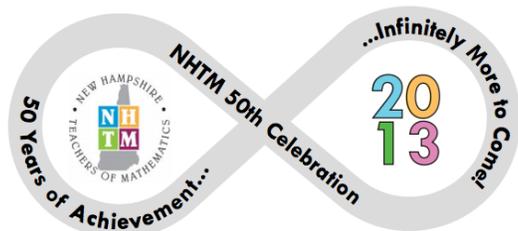
In the business meeting that followed the conference, election results were announced. Kellie Gabriel was elected Treasurer, Rich Andrusiak was re-elected as Post – Secondary Representative and Cecile Carlton was voted President – Elect. The Board also amended its Constitution to rename the position of "Government Relations/Publicity Chair" to "Media and Public Relations Representative."

NHTM held another Fall Dine and Discuss on November 5th from 4:30 pm to 7:45 pm at the Holiday Inn in Concord. The theme of the event was "**Common Core: A Focus on Standards for Mathematical Practice**". Christine Downing delivered the keynote which was followed by dinner and three, grade-level breakout sessions. NHTM Board members facilitated the breakouts.

NHTM's Regional Structure continues to coordinate and offer several high quality – low cost events throughout the state. These events allow NH educators excellent opportunities to learn, share, and collaborate at a session closer to home.

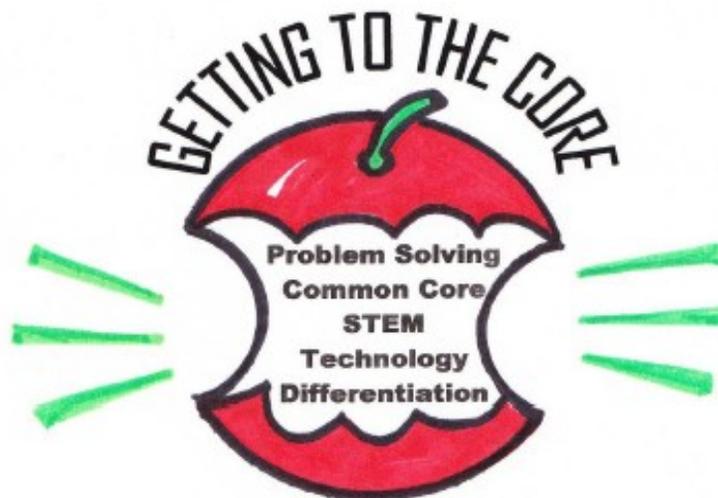
The NHTM Board held a meeting at Plymouth State University in Concord on February 6th and will meet again on May 29th at the Common Man in Plymouth. At that time the Board will also discuss a date and location for its summer retreat.

More information about NHTM can be found at <http://www.nhmatteachers.org/>.



SAVE the DATE!

**Association of Teachers of Mathematics in
New England**



ATMNE 2013

October 24-25, 2013

Killington Grand Hotel and Resort, Killington, Vermont

For more information go to

atmne2013.com

- Are you looking for ideas on implementing the Common Core Standards into your math teaching?
- Would you like to see what other colleagues are doing in their classrooms and schools to make changes for the Common Core?
- Do you want to hear the latest information about the assessment consortium your state will be using to assess your students?

Then Come to the ATMNE 2013 Fall Conference!

See the article in the newsletter for more information about the conference and plan on attending. Vermont is a great place to visit in the fall!
We look forward to seeing you in Killington, October 24-25, 2013

Professional Development Resources

Are you looking for good professional development resources?

Consider the *New England Mathematics Journal!*



**Envisioning Effective Implementation of the
*Common Core Standards for Mathematics***

May 2012

Mathematics Coaching – Implications for Change

May 2013

**For more information or to purchase issues contact:
atmne@keene.edu**

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