



# The Ohio Council of Teachers of Mathematics NEWSLETTER

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January 2007

No. 88 +n

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## Winners Named at Awards Reception

--Linda JC Taylor, Newsletter Editor

In a ceremony at the Awards Reception at the OCTM Fifty-sixth Annual State Conference, Rosemary Garmann won top honors of the Christofferson-Fawcett Award.

Don Gerke started the ceremony with a remembrance of Buck Martin, the namesake of the High School Mathematics Teacher award. Bill Spear, visiting from Las Vegas, also included us in some memories he had of working with Buck Martin. Then, Buck's son, Kevin,

gave us the family side of the man. The winner of the Buck Martin Award was Tom Reardon of Austintown Fitch High School near Youngstown and Youngstown State University. Read more of his accomplishments in this issue of the Newsletter.

The Mrytle Miller/Maryjane Werner Award is given annually to the top elementary teacher of mathematics. This year's winner was Mari Grace Smith of Wheelersburg Middle School. She was

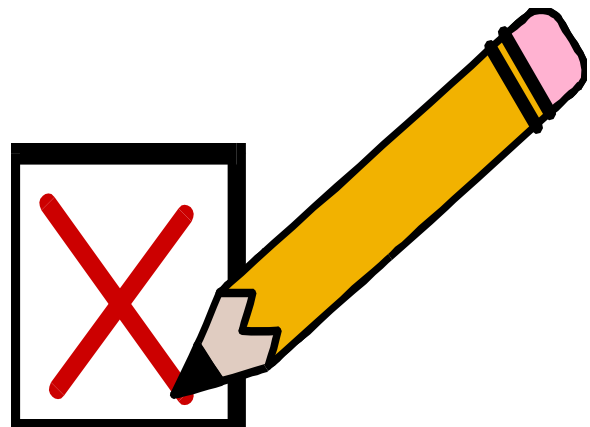
also the 2006 winner of the South District award.

The Kenneth Cummins Award is given for those who need recognition but their service to OCTM and Mathematics Education in Ohio do not fit in the descriptions of the Mrytle Miller/Maryjane Werner and Buck Martin Awards. This year's winner is Dan Brahier of Bowling Green State University.

Read more of the accomplishments of these fine educators in this issue of the Newsletter.

## It is Time to Vote for New Officers

Contained in this issue is your ballot for the next OCTM officers. Put the ballot in an envelope and mail to the address indicated. The nominating committee has done an excellent job of finding folks who are willing to run to serve this great organization. Brief bios are included for most candidates. Please take a minute and vote for your choice. Thank you for your vote.



# Good...Better...Best (Presidential Ponderings)

**-Bonnie Beach, President**

As mathematics teachers we each contribute our bit to preparing numerate adults, regardless of the age of our students. However, we have a rather long history of thinking of mathematics as being synonymous with arithmetic for pre-high-school students.

In 1986, the Mathematical Sciences Education Board urged us to change our thinking with this quote: "Every weekday, 25 million children study mathematics in our nation's schools. Those at the younger end, some 15 million of them, will enter the adult world in the period 1995-2000. The 40 classroom minutes they spend on mathematics each day are largely devoted to mastery of the computational skills which would have been needed by a shopkeeper in the year 1940 -- skills needed by virtually no one today. Almost no time is spent on estimation, probability, interest, histograms, spreadsheets, or real problem solving -- things which will be commonplace in most of these young people's later lives. While the 15 million of them sit there drilling away on those arithmetic or algebra exercises, their future options are bit-by-bit eroded."

I've kept this quotation for two reasons. One is that it has a lot of numbers in it and I, therefore, just like it. The second reason is that it reminds me if I do not continually grow as a mathematics teacher; I am harming my students by limiting their futures.

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**Only together can we do our very best to contribute our bit to preparing numerate adults.**

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In the late 1970's, I was the only teacher who taught mathematics to 7<sup>th</sup> and 8<sup>th</sup> graders in a K-8 building. Then my "lofty" goal was that all my students would be able to "add, subtract, multiply and divide whole numbers, decimals and fractions" by the end of eighth grade. Today if all a student can do is to "add, subtract, multiply and divide whole numbers, decimals and fractions," he/she would fail the Ohio Graduation Test. Does that mean that we shouldn't teach students "to add, subtract,

multiply and divide whole numbers, decimals and fractions?" Of course, not...but we can't stop there. [Although, I wonder if it is really important to teach division with three-digit divisors.]

In 1993, Marilyn Burns wrote: "Not too long ago, teachers saw the main goal of math instruction as helping children become proficient in paper-and-pencil computation. Today, mathematics instruction is less about teaching basic computation and more about helping students become flexible thinkers who are comfortable with all areas of mathematics and are able to apply mathematical ideas and skills to a range of problem-solving situations."

A mathematics teacher's job is to make sure that all students are numerate. In 1986, a British publication, *Mathematics Counts*, defined numeracy as "the ability to cope confidently with the mathematical demands of adult life." The problem is that "the mathematical demands of adult life" continually change...and we must change with them. In 1989, a U.S. publication, *Everybody Counts*, added "To cope confidently with the demands of today's society, one must be able to grasp the implication of many mathematical concepts - e.g. chance, logic, and graphs - that permeate daily news and routine decisions." Publications such as NCTM's Principles and Standards for School Mathematics and Ohio's Academic Content Standards for Mathematics are attempts to help us define what it means to be numerate today. NCTM's new *Focal Points* publication adds further clarification.

We cannot rest...as our world changes, the "mathematical demands of adult life" change. Collectively we must help each other to stay alert. Only together can we do our very best to contribute our bit to preparing numerate adults. Abraham Lincoln once said, "I do the very best I know how—the very best I can; and I mean to keep on doing so until the end." Let's collectively follow Lincoln's example and do the very best we know how—the very best we can; and ... keep on doing so until the end -- together.

## OCTM NEWSLETTER

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### **New Newsletter Editor Chosen**

*-Linda JC Taylor,  
Editor*

This fall, I have tendered my resignation as the Editor of the Newsletter. Since I retired, my time has been taken with church activities and family obligations. I've enjoyed the years I have spent working on the Newsletter but it is now time to turn it over.

The new editor is Margie Coleman, of the Cincinnati area. She is a high school mathematics teacher at the Kings Local School District. She has bachelor's and master's degrees from the University of Cincinnati. Both of them are in mathematics education. She has served OCTM on the Publication Committee and was very helpful with the last conference in the Cincinnati area.

She loves to connect literature and mathematics in a way that challenges her students. She is always looking for the best ways to engage her students in mathematics so they will have the greatest understanding.

Margie looks forward to serving the OCTM membership in this new capacity and looks forward to meeting more members at the conferences and other meetings.

If you have any news that should be included in up-coming issues, please send it to her at [mcoleman@cinci.rr.com](mailto:mcoleman@cinci.rr.com)



### **OCTM State Mathematics Tournament**

*-Charlie Kobida,  
State Tournament  
Director*

Tournament site directors met at The Ohio State University on Saturday, November 11, to prepare for the 2007 tournament and to discuss the revised test instructions. The 2007 Test Instructions can be found on the official tournament website [www.OCTMtournament.org](http://www.OCTMtournament.org) at the *School/Coach Info* area. The attendees spent quite a bit of time reviewing their management responsibilities, most of which are performed on-line via the tournament website. Pictured below are some of the site directors busy at work.

## **Don't forget to vote!**

## **EMPT Intervention/Testing Program for High School Students**

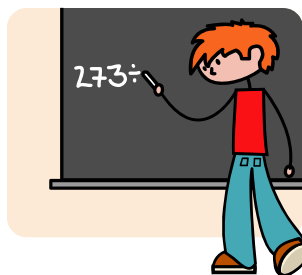
College remediation of high school students is at an all-time high. Thirty-three percent (33%) of recent Ohio high school graduates must repeat one or more secondary math courses when they enter college. Remedial courses do not carry college credit.

The Ohio Early Math Placement Testing Program can provide help with this discouraging problem. EMPT offers tools you can use to keep track of student progress toward college level mathematics, and they are available on-line where your students may access the tools anyplace, any time, and on their own time! Armed with testing data and EMPT reports, schools can take action to correct problems. That is, historical data shows that if we seniors take a mathematics course, they take one less remedial course in college. Sign up for your high school at [www.empt.org](http://www.empt.org) – just give us 4 weeks notice

of when you want to test. Paper tests are still available for sophomores, juniors, and seniors.

**ALSO, plan now for the Ohio EMPT Summer Academy “Remedial Algebra Using a Function Approach,” to be held July 25 – 27, 2007 at The Ohio State University see [http://www.empt.org/empt/prof\\_dev/summer\\_academy.asp](http://www.empt.org/empt/prof_dev/summer_academy.asp). The Academy is free, and grad credit is available.**

For further information, please contact Ed Laughbaum at [elaughba@math.ohio-state.edu](mailto:elaughba@math.ohio-state.edu) or by phone at (614) 292-7223. EMPT is funded by the Ohio Board of Regents.



## **GAMES (the Greater Akron Mathematics Educators' Society)**

*-Kim Yoak*

GAMES has been having a successful and fun year so far. We

began the year with a math games night, and on December 6, we had a well-received presentation on using cameras in mathematics instruction. Our speaker, Karen McClain from Stow-Munroe Falls City Schools, is an expert in technology and was able to share many great ideas for using cameras and other software to enhance lessons focused on the grade level indicators. Our major event for the year is approaching quickly; on January 27, we will host our annual mini-conference at Hoban High School in Akron, and it promises to be an outstanding learning opportunity for participants. Sessions will be available for all grade levels, including teacher education and leadership, and our planned keynote speakers are Dan Brahier and Anne Mikesell. Last year, we had 65 teachers in attendance, and we plan to top that this year! Anyone interested in attending this or any other GAMES event can contact Kim Yoak at [st\\_kyoak@smfcsd.org](mailto:st_kyoak@smfcsd.org).

## Acceptance Speech for Christofferson-Fawcett Award

--Rosemary Garmann

Thank you, Jim, for your kind introduction! It is indeed an honor to be selected for the distinguished Christofferson-Fawcett Award. Although most of us do not pursue the activities of our educational careers with an eye toward awards or honors, it is a pleasure to be recognized by the mathematical community of Ohio as a teacher/leader in our efforts to provide an excellent mathematics education for each child of our wonderful state.

When considering what to say in this acceptance speech, it occurred to me that many of us get caught up in our day-to-day activities, year after year, and sometimes lose sight of the big picture. During my years spent in mathematics education, the so-called Ohio mathematics big picture expanded in many directions and addressed many issues. I have decided to review briefly that growth with you, and, hopefully, energize you to continue the progress into the future.

As Jim said, my teaching career began with an admonition not to waste

too much time on arithmetic, because reading was more important. I was told to occupy my second-graders with practice work from their arithmetic books, while I taught reading. Now, I do agree that learning to read is very important for children. However, I had experienced the type of arithmetic instruction that I was now advised to provide, and I hated it. By sixth grade, I had often wondered why I had to do 25 more long division exercises as homework because some other children had not understood long division the day before. Unfortunately, I had the audacity to ask the teacher why those of us who had gotten all last night's homework right could not do some other kind of arithmetic while she helped the rest of the class. Well, as a reward for that audacity, I was directed to complete not 25, but 50 long division exercises for homework. I believe that it was at that moment that I first began to think about being a teacher. I thought maybe I could be fair to all students and not make arithmetic so boring.

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I believe that it was at that moment that I first began to think about being a teacher.

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### OCTM Mathematics Tournament

Saturday, February 24, 2007

For complete information, registration instructions, how to sign-up as a grader, go to the tournament website:

**[www.OCTMtournament.org](http://www.OCTMtournament.org)**

Subsequently, I taught Grades 4 through 8, always advancing in grade level because the other teachers did not like mathematics or did not feel comfortable teaching it beyond Grade 3. I liked mathematics and, therefore, I was the odd woman out. I taught self-contained grades five and six, (continued on p. 12)

## **Buck Martin Award**

*--Margaret Garner,  
District Director-at-Large*

The 2006 winner of the Buck Martin Award is Tom Reardon of Austintown Fitch High School and Youngstown State University.

Tom has been a frequent speaker at all of the important mathematics gatherings. He spoke at NCTM (National Council of Teachers of Mathematics), OCTM (Ohio Council of Teachers of Mathematics), and T<sup>3</sup> (Teachers Teaching with Technology). Tom teaches at Austintown Fitch High School as well as at Youngstown State University. Tom is a master of instruction on the Smart Board. Tom authored a textbook for Barrons that dealt with helping students master the Ohio Graduation Test. He spent three years working on this project.

Tom has done extensive work with Texas Instruments in the development of their computer algebra system. He helped develop the TI 84+ emulator that we use in our classrooms. If you

have not yet seen this emulator, you definitely want to begin using it soon. He served in the capacity of a T<sup>3</sup> instructor.

Tom served the State of Ohio in helping to determine the types of information that should be tested on the OGT. He served on the advisory panel for the American Mathematics Contests.

Tom is a certified OMAP (Ohio Mathematics Academy Program) instructor. He is certified to teach all three modules. Not only has he assisted his own school in their professional development but he has also come to the aid of many other schools.

On a personal note, my first acquaintance with Tom was when I introduced Tom two years ago for his OCTM presentation. I was immediately impressed with his knowledge of mathematics. I found his method of presentation to be invigorating and I left the session wanting to know more of the ideas he had to share.

It is with great pleasure that I honor Tom Reardon with the Buck Martin Award for the

outstanding Secondary mathematics teacher in the state of Ohio.



## **Mrytle Miller/Maryjane Werner Award**

*--Margaret Garner,  
District Director-at-Large*

This year's winner of the MM/MW award for excellence in teaching mathematics at the elementary level is Mari Grace Smith of Wheelersburg Middle School.

Mari Grace is young in years while also being very mature and knowledgeable in the education process. The administration at Wheelersburg was so impressed with Mari Grace when she interviewed with them that they hired her one year before they had a mathematics opening. Mari Grace taught science that first year of her teaching career. She then moved into the world of mathematics instruction. (continued on p. 11)

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\_\_\_\_ From time to time, OCTM makes our members' mailing information available to other reputable organizations or companies for mathematics-related products or services that might be of interest to our members. We are confident that many of our members find this a valuable and time-saving service. If, however, you would like your name excluded from these mailings, check here.

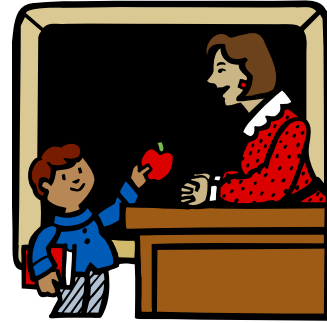
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Maryjane Werner  
cont.)

Once involved in mathematics education, Mari Grace went to work with sixth graders at Wheelersburg Middle School. Currently she teaches five periods of mathematics daily. Some of her classes include intervention students and special needs students. In 2003, sixth graders were scoring 49% on their sixth grade mathematics tests. After her first year of teaching, the percentage rose to 79%. Let's look at the programs Mari Grace developed:

- 1) Mathematics Stations were used where students were engaged actively in their learning.
- 2) An intervention period was set up with peer tutors for students who needed remedial help. Students worked on their homework, reviewed, or studied for a test.
- 3) Hands-on learning was utilized.
- 4) Students learned to understand the rubrics used to assess open-ended questions.

Mari Grace has presented her program of success to other teachers. In 2005, she participated in the Ohio University Leadership Project where she presented her program to the elementary principals. She was a presenter in an Action Research Project where she showed how she increased students' motivation through her teaching strategies.

Mari Grace stated that most of the time she did not teach from the textbook. She created lessons and activities based on the state benchmarks and indicators. She varied her instruction to give students as many different learning experiences as possible. When she did give direct instruction, she worked on the students' note-taking and organizational skills. She used probing questions that made students really think. She showed the students real-world activities so all of them would know the uses of mathematics in their lives.



## Kenneth Cummins Award

--Margaret Garner,  
District Director-at-Large

The Kenneth Cummins Award winner for 2006 is Daniel Brahier, Ph.D. of Bowling State University.

Dan is currently a professor at Bowling Green State University. As all of you are aware, he is the 2006 chair of our OCTM conference. Dan is a very modest individual. He would never have nominated himself for this award. Two separate individuals, both of whom have been very influential in mathematics education in Ohio, nominated him.

Dan has been a full-time professor at Bowling Green for 12 years. Previous to that time he spent 26 years in public education as a mathematics teacher, a guidance counselor, a  
(continued on p. 12)

(Kenneth Cummins Award cont.)

high school principal, and a district curriculum supervisor. Dan has served public education for many years.

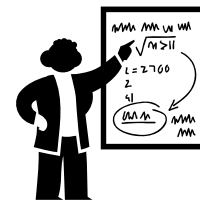
The list of Dan's accomplishments is great and varied. Dan served Ohio mathematics education in local capacities and on the state level. Dan was a past-president of OCTM. Dan served on the Board of Directors for several national organizations. He served on the editorial panel for NCTM for *Mathematics Teaching in the Middle*

*School* and also for the World's Largest Math Event.

Dan is the author of three books with a fourth to be released next summer. Dan is married to Anne, and is the father of three sons John, Mark, and Luke. In addition to all of the previously mentioned skills, Dan is also an avid guitarist, singer, and songwriter.

Dan's greatest accolades came from his peers. They stated that Dan stays connected to his subject by teaching daily in the eighth grade at a local school. Dan

believed that mathematics should be integrated and connected in all that a student does. His students were at the core of everything that he did. An undergraduate stated that Dan truly cared about the students whom he advised and taught. This student stated that Dr. Brahier encompassed everything that a master teacher should.



(Christofferson-Fawcett speech cont.)

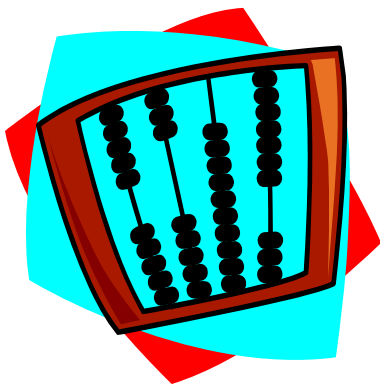
then seventh and eighth, mathematics only. This was a delight for me, and a relief for my colleagues. But it left a nagging feeling within me that all elementary teachers should know enough mathematics to feel confident in their abilities to teach mathematics at all grade levels for which they were certified. I pondered, once in a while, whether I could ever do anything about that. My pondering later evolved into many years of providing mathematics inservice for wonderful elementary teachers who were not confident about mathematics and were hesitant to stray from the page-by-page approach to instruction.

My real eye-opener occurred when I began as a high-school mathematics teacher at Withrow High School in Cincinnati. Withrow seniors, in a last-ditch effort to pass a single mathematics course required for graduation, took "Consumer Mathematics." I was assigned to teach three sections of that course. At the beginning of the year, many, if not most, of my students were unable to compute simple exercises involving subtraction or multiplication and would not even

consider a word problem. This, though they had already tried two or three years of General Mathematics! Worse! They didn't even care whether they could or couldn't subtract or multiply. Their attitude was, "She'll pass me because I have to graduate this year." Well, they didn't know me! My philosophy, shared with them was, "It's up to you! If you decide you want to pass, you'll meet the requirements of this class; if not, you'll fail the course and not graduate. It's completely up to you!" I then instituted an individualized program in which every student worked at his/her own pace, working on the chapters of the text in any order. Each student took a chapter test when he/she believed the material of the chapter had been mastered. If the test was passed, a student moved on to the next selected chapter. However, if a particular test was not passed, there was no F recorded; a student merely addressed the chapter again until the material was understood. What happened was amazing! Students began to race to beat each other at understanding the material and to keep moving through chapters. They actually did some of the work at home! With my assistance, (continued on p. 13)

(Christofferson-Fawcett speech cont.)

(one-on-one) their understanding of computation and solution of consumer mathematics problems rapidly improved. The attendance rates in those three classes soared. That was the beginning of my belief that all students can learn and buried underneath, sometimes deeply, is a desire to succeed.



When I moved into the position of Mathematics Supervisor for Cincinnati Public Schools, I began to draw on my own teaching experience and observations to develop my goals as a supervisor. I wanted to address the lack of mathematics knowledge and confidence on the part of elementary teachers, although, at first, I was the secondary supervisor. So, I cultivated good relationships with the elementary supervisors and we worked together to move elementary mathematics instruction into a more productive direction. My second goal was to do whatever I could to remedy the situation that I had encountered in my "Consumer Mathematics" classes; that is, high school seniors who had fallen through the cracks! My students at Withrow had learned enough to pass the course and then graduate, but the world was rapidly changing and the little bit of mathematics they had learned would never be considered sufficient for employment beyond unskilled labor or for college pursuit.

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That was the beginning of my belief that all students can learn and buried underneath, sometimes deeply, is a desire to succeed.

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It was at that time that the Ohio Legislators became concerned about similar issues and voted into law a requirement that all students must pass a proficiency test in each major subject area before receiving a high-school diploma. I agreed with their edict, but wondered how in the world such a requirement could possibly be fulfilled. Little did I know that I would be involved with that frustrating issue for the remaining years of my mathematics education career.

Shortly after passage into law of the Ohio Proficiency Test requirement, a number of teachers, supervisors, college professors, and parents were asked to meet in Columbus with a non-mathematics representative of the Ohio Department of Education. As the meeting began, we were told that it was probably a one-time meeting, since it was obvious what the Proficiency Test should look like. He then handed us a list of computational objectives and test item examples and said he needed our stamp of approval. There was dissent, anger, agreement, and every other emotion in the room. Some members of the group resigned; others, like myself, decided to stay and fight! If mathematicians ever fought for a cause, most of us, and others, really fought for months to bring about the Ninth-Grade Proficiency Test that at least leaned in the direction of the National Council of Teachers of Mathematics' (NCTM) *Agenda for Action* (1980) and the newly designed NCTM *Curriculum and Evaluation Standards for School Mathematics* (referred to below as NCTM *Standards*, 1989).



The next required state activity involved designing a mathematics curriculum for Ohio that would, hopefully, lead to student success on the Ohio Proficiency Test; that is, the Ohio Mathematics community was to design a Model Competency-Based Mathematics Program. Margaret Comstock, mathematics consultant at the Ohio Department of Education, became responsible for accomplishing this challenge, in a very limited period of time. A group of us assisted Margaret, working together frequently and working individually between group meetings.

One icy winter night, as we all sat huddled in a motel room (continued on p. 14)

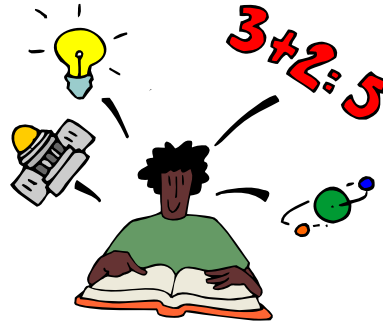
(Christofferson-Fawcett speech cont.)

worrying about the roads home, we wondered if our efforts would be worth it. I now know that our efforts were worth it and those efforts have indeed led to many future revisions, improvements, and better mathematics instruction for the children of Ohio.

Shortly thereafter, when a test preparation company was contracted to develop proficiency tests, it became necessary for Ohio teachers, supervisors, parents, administrators, and representatives of the general public to review test items in light of the Ohio curriculum and in consideration of all high school students in Ohio. A selected committee met periodically and spent two full days each time, verbally dissecting proposed test items, arguing about their appropriateness for our students, rating difficulty levels, and designing replacement items for those we discarded. It was interesting, time-consuming, and many times, frustrating; but, in the end, the Proficiency Test program began and then initiated the long march away from high school students falling through the cracks. There was much criticism of the Proficiency Test program statewide; but schools did institute tutoring programs, classes for under-achieving students, motivational activities for students, and many other creative ways for schools to assist students in their learning of mathematics. So, I became a believer in the program of testing connected to graduation.

At that time, however, we were only permitted to develop tests based on mathematics to be learned through Grade 8, and the test was indeed called the "Ninth Grade Proficiency Test." We all knew that, some day, that realization would influence legislators to increase the difficulty of the Proficiency Test as well as to begin testing in lower grades. Hence, you are now involved in the Ohio Graduation Test program, or OGT, which is a much better program than our initial attempts to improve mathematics instruction for children at all levels. I hope you will participate with the same energy and dedication as those of us who preceded you. It is easy to say, "Testing is killing my program of instruction" or similar complaints. But, when you are tempted to give in to those frustrating thoughts, I hope you will remember my former students and the many mathematics educators who pioneered the testing programs. Ohio students now have come a long way beyond the students of 40 years ago, but their futures will

require them to progress yet a longer way. It is your responsibility to believe in them, assist them, and do all you can to ensure their success. I wish you luck! I hope you will succeed. Our state and our nation depend upon your efforts.



At this time, I would like to acknowledge the efforts of the many mathematics educators who contributed to the endeavors I have described. The children and mathematics teachers of this state owe much to the continuing efforts of the ODE mathematics consultants, Steve Meiring, Peggy Kasten, Margaret Comstock, Anne Mikesell, and the consultants who were to follow. We learned that these people who had to deal with a large and complicated bureaucracy in Columbus really achieved magnificent success. In the name of all of us, I would like to thank them and acknowledge all of the ODE mathematics consultants, past and present, who are here tonight. (Please stand.)

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Ohio students now have come a long way beyond the students of 40 years ago, but their futures will require them to progress yet a longer way.

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OCTM officers and active OCTM members also played a large role in bringing Ohio mathematics curriculum and testing out of the dark ages and, eventually, into the light of the NCTM *Standards*. Dave Kullman, Miami University and OCTM President, played an active role in establishing the statewide OCTM committee that planned an approach to promulgating the NCTM *Standards* message throughout the schools of the state. I believe this committee still exists and has(continued on p. 15)

(Christofferson-Fawcett speech cont.)

become engaged in development of model lessons and activities for all grade levels, as well as sample OGT tests and learning materials. At first, this committee was under the leadership of Peggy Kasten, and now, I believe, is guided by Anne Mikesell and perhaps newer ODE consultants. Dave Kullman, as well as other very active college professors such as Johnny Hill, Iris LaRoche, Bert Waits, Frank Demana, and others may be here tonight. They all deserve a round of applause for work beyond the call of duty. (Please stand.)

Also, there may be present a number of proficiency test developers, curriculum designers, committee members, OCTM officers, and others who directly helped to develop the big

picture for mathematics education in this state. You know who you are! (Please stand for all of us to recognize.) We all wish the best to the rest of you, as you continue our work into the future. It is rewarding work and, at retirement, you will feel very good about your contribution to the mathematics education effort in Ohio.

Thank you again for the Christofferson-Fawcett award! I will think of all of you, when I remember this evening. You are now the future of mathematics education in Ohio, and I am sure other retirees join me in wishing you well. God bless you!

[Ed. Note: the above is the complete text of Ms Garman's speech. Because of time restrictions at the ceremony, she edited this for her oral remarks.]

## OCTM Full Board Meeting

--summarized from Kim Yoak's notes

The constitution committee is working on several revisions, mostly clarifying ambiguities or differences between practice and the wording. These issues should be worked out so that the membership can vote on any changes at the 2007 conference.

An agreement has been reached for a discounted membership deal for Pre-K to 6<sup>th</sup> grade teachers who want to join both OCTM and SECO. It will save teachers \$10 per year.

The 2007 conference theme is "Columbus: A Capital Idea – Be Sure to Get Your C's." (The C stands for several things around the city

that will be part of the conference – e.g. COSI.) The conference is October 19 – 20, 2007. The Hampton will be the main hotel – offering free continental breakfast and internet access. The Drury Inn is the backup hotel.



President, Bonnie Beach, announced that Linda Taylor is resigning as the newsletter editor. Bonnie expressed deep appreciation for Linda and her efforts on behalf of the board. (see

announcement on p. 3 of the new editor)

Jim Wright is the new team leader for the mathematics consultants at the Ohio Department of Education (ODE). Vicky Kirschner and Joe Baehr have joined the ODE as consultants. The IMS website has been updated. There is also a new section called the ODE Success Website at [www.success.ode.state.oh.us](http://www.success.ode.state.oh.us). It provides public access to three sections: What's Expected on the Test, Practice for the Test (where students can actually take practice tests online), and Understanding the Test.

**DON'T FORGET TO VOTE!**

**OHIO COUNCIL OF TEACHERS OF MATHEMATICS**



**OCTM NEWSLETTER**  
MARGIE COLEMAN  
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MAINEVILLE, OHIO 45039

**VOTE TODAY FOR  
NEW OFFICERS**

**SLATE OF OFFICERS  
AND BALLOT ARE ON  
THE INSERT IN THIS  
ISSUE**

**VOTE! VOTE! VOTE!**

**Important Dates:**

OCTM Mathematics Tournament  
February 24, 2007

OCTM Full Board Meeting  
March 10, 2007

OHMIO  
March 31, 2007

NCTM Conference - Atlanta  
March 21-24, 2007

NCTM Regional Conference –  
Kansas City, MO  
25-27 October 2007

OCTM Conference – Columbus  
October 19-20, 2007