



PENNSYLVANIA ASSOCIATION OF MATHEMATICS TEACHER EDUCATORS

Newsletter

Fall 2022

President's Message

Jodie Styers, Penn State Behrend
PAMTE President

Allow me to be honest and transparent: the process of getting ready for the Fall 2022 semester was an incredible challenge for me. Like many other colleges and universities across the state, my institution advertised this semester as our triumphant return to normal! Our administration sent messages to the faculty encouraging us to lean into the excitement surrounding the fall semester. We were finally all back on-campus, in our offices and classrooms, with our students, in the absence of restrictions. And while all of that certainly comes with silver linings, the reality is that it's been almost three years since I've delivered many of my courses fully in person. I read through my old materials to refresh myself on how I used to organize and deliver my classes. Much of what I read left me feeling discouraged because it didn't reflect my best efforts as a teacher. And that's when it hit me. My benchmark for 'normal' is completely different than it was three years ago...and I'd argue that's a great thing!

I'm not the same educator I was the last time we had a 'normal' semester. Since then, I found a way to teach remotely from my kitchen under the judgmental supervision of my cat. I discovered creative ways to effectively teach asynchronous, remote synchronous, and hybrid courses. I learned new technologies, explored new resources, implemented new assignments, and administered alternative assessments all in an effort to support student learning. The pandemic forced me to grow as an educator at an accelerated pace and it moved the bar for what I consider to be my 'normal' approach to teaching. Rather than return to the way I taught my courses before the pandemic, I needed to embrace the many ways I've grown as an educator and incorporate some of those lessons into this semester. While I don't pretend to have all the answers, I would like to share one new idea I'm incorporating into a course this semester.

Like many of you, I regularly teach the math content course for elementary education majors. This group is generally nervous around mathematics and uncomfortable with problem solving. Governor Wolf's decision to waive the Core Exam for education majors allowed me to remove a review component I normally embed into the class. This created time and space for me to implement a weekly assignment featuring an open middle problem. I read about these problems in the book *Open Middle Math: Problems That Unlock Student Thinking, Grades 6-12* (2020) by Robert Kaplinsky.

Each week, I select an open middle problem from Kaplinsky's book or one of the many resource websites dedicated to these problems. I try to pair the topic problem I select with the content we're studying in class. Students are first required to solve an introductory problem on the topic. The introductory problem is procedural in nature and usually requires an algorithm to achieve a solution. I encourage students to keep their eyes

peeled while solving this problem. It's not the procedure I want them to focus on, it's the relationships and patterns. After they complete the introductory problem, students respond to a writing prompt which asks them to identify and describe one critical detail they observed while applying the procedure and use it to inform the next part of the assignment. The second part of the problem features the open middle problem. Unlike the introductory problem, the open middle problem requires students to have some conceptual understanding of the topic and implement a strategy in order to successfully reach a solution. An observant student will use their observations during the introductory problem to inform their strategy selection. If this is the case, very little guess and check is required to solve the open middle problem. Upon completion, students respond to a second writing prompt which asks them to reflect on what additional strategies or understanding they needed to reach a solution. The entire assignment is graded using a rubric that emphasizes observations, connections, and strategies more than simply achieving a right answer.

Although we're only a few weeks into the semester, I'm already impressed by the growth I've observed in my students. A significant number of students have picked up on the importance of observations during the introductory problem and are using it to their advantage when it comes to strategy selection for the open middle problem. From my vantage point, I'm thrilled to observe them embracing problem solving and strengthening connections between their procedural and conceptual knowledges. I still have a number of students that view the assignment as two separate problems, related only by topic. These students continue to lament about the amount of time they spend using guess and check in order to solve their open middle problems. I'm hopeful they'll grow in their approach as the semester moves forward.

In 2019, I probably would not have been brave enough to incorporate open middle problems into my course. With the best of intentions, I likely would have viewed these problems as too far from the 'normal' math class my students were accustomed to. But the pandemic changed me as a teacher. I'm less nervous to try something new in class. I learned that I'm capable of more than the old status quo and so are my students.

And so, as we approach our first normal semester in three years, I'd like to challenge each of you to not return to the old normal. Instead, incorporate an assignment or assessment you designed in the last three years into one of your classes this semester. Or, consider trying a brand-new idea in at least one of your courses. You never know when you might stumble upon your next great learning experience!

Kaplinsky, R. (2020). *Open middle math: Problems that unlock student thinking, grades 6-12*. Stenhouse Publishers.

PAMTE Symposium 2022

Heather Ervin, *Bloomsburg University*

The 16th Annual PAMTE Symposium was held May 18th and 19th, 2022 at Shippensburg University. Thank you to all who participated and helped to make the PAMTE conference a success! There were many attendees and knowledgeable speakers including Dr. Amanda Jansen (University of Delaware) and Dr. Jeffrey Wanko (Miami University).

Conference goers took part in two days of collaboration and networking in an effort to improve mathematics education at their respective schools and beyond. The Working Group Lunch session on Wednesday provided insight into strengthening the PCTM/PAMTE/PCLM voice on issues we are facing in the state of Pennsylvania, while the Thursday session provided time to trade tips and ideas on filling learning gaps due to online instruction during the pandemic.

A good time was had by all at the Dinner at Appalachian Brewing Company. This event always provides an opportunity for everyone to catch up and enjoy the company of fellow mathematics enthusiasts. This year's dinner was particularly nice after such a long hiatus due to the pandemic.

Looking forward to seeing everyone again next Spring!

In case you missed it, the following are summaries of some of the sessions from the 2022 PAMTE Symposium

A Lesson Tuning Protocol for Student Teacher Reflection and Collaboration

Sue Kelley, *Temple University*

Lesson Study has often been used as the ultimate in professional development for secondary mathematics teachers. This process is teacher-focused and collaborative but can be thought to be too time-consuming and incremental to be effective. In my session, *A Lesson Tuning Protocol for Reflection and Collaboration*, I put forth a process, based on a protocol by the [School Reform Initiative](#), that I have used with my student teachers to help them begin to collaborate, reflect on, and improve their lessons. In my TU Teach seminar for STEM student teachers, I ask each student to bring in a lesson that they plan to teach in their placement school. After reviewing norms and expectations for giving feedback, each teach in turn gives a brief overview of their lesson. Peers in the



Above: Dinner at the Appalachian Brewing Company during the 2022 PAMTE Symposium.

class ask probing questions and give written and verbal resource suggestions and feedback on the lesson. The presenting teacher then reflects on the feedback provided. Following all presentations, the group briefly reflects on the overall process. I have found that using this protocol has given my students more confidence in sharing their ideas with each other. They express gratitude for the feedback and ideas they receive and continue to share with each other throughout the semester of student teaching. I also use this as an opportunity to encourage students to find a professional learning community once they begin their professional teaching career. One thing this presentation has helped me to think about is how to guide students to develop ideas about how to assess lessons and to identify areas that need to be improved in their lessons and the lessons of others.

Fernandez, C., & Yoshida, M. (2012). *Lesson study: A Japanese approach to improving mathematics teaching and learning*. Routledge.
<https://doi.org/10.4324/9781410610867>.

PAMTE Symposium 2022, continued

Fostering Equity Through Alternative Grading

Jenifer Hummer, West Chester University of PA
jhummer@wcupa.edu

While research on the outcomes of alternative-based grading systems is limited, students and educators have touted the benefits such as opportunities for students to learn from revising work and streamlined grading for educators (e.g., Arnaud, 2021; McMorran & Ragupathi, 2019). With the global pandemic, educational institutions were influenced to reconsider deadlines and grading policies. Because of the benefits of alternative grading systems and a newfound necessity for flexibility during the pandemic, scholars have suggested that educators implement alternative grading such as specification grading to support equity and increase student understanding (Streifer & Palmer, 2020).

At the PAMTE 2022 Symposium, I led a round table discussion, where the audience first read *How An Alternative Grading System is Improving Student Learning* (Arnaud 2021). Next, I introduced the main ideas of alternative grading. Then I shared my experiences with specification grading, shared steps for how to develop an alternative-grading system, and I elicited others' ideas about how to (or not) implement alternative grading.

For those who are unfamiliar with alternative grading, two common alternative-based grading systems are standards-based grading and specification grading. Regardless of the name, there seem to be some commonalities among alternative-based grading systems. As Talbert (2021) indicated in his synthesis of different alternative-grading systems, he noted the following pillars across these systems.

- Clearly defined standards
- Helpful feedback
- Marks indicate progress
- Reattempts without penalty

During the roundtable discussion, I shared how I have been using specification grading in my graduate-level STEM teaching methods course. The number of students in these classes has been small ($n = 10$; $n = 18$), and all students have undergraduate degrees in a STEM field. They are enrolled in a teaching fellowship program where they earn a master's degree and teaching certification in one year. My grading policy was adopted from our undergraduate-level secondary math teaching methods course, so the system had been vetted prior to the pandemic. In short, all assignments are graded as "pass" or "fail." Students have unlimited attempts to revise "fail" grades to earn a "pass." Then the overall course grades are based on the number of "pass" and "fail" assignments. The lateness of submissions is also considered. For example, if a student has one "fail" assignment, but no late submissions, the student will earn a B in the course; whereas a student with all passing assignments, but one or two late assignments would earn an A- (see the link to Google folder for more information). The simplicity of this grading system has been beneficial, but as many of us experienced, the pandemic seemed to expose the limitations of the system.

Specification grading was new to me two years ago, but I see many benefits of this system. For example, students have multiple opportunities to revise work; one bad test grade will not significantly hurt a student; assessments become learning opportunities; and I have time to leave explicit and actionable feedback for students. However, the system has some limitations. At times it seemed like students did not

take the specifications grading seriously as many first drafts were of low quality and students took advantage of unlimited revisions and flexible deadlines. Hence, I had to revise the policy to support both students and me. For one, I indicated an absolute deadline for resubmissions. I also limited revisions to portfolio assignments so that I was not re-grading everything. In the future, to foster equity and move away from the meritocratic and deficit connotations of "pass" and "fail," I plan to change the language of the grades to something like "accept" or "revise." I am also going to limit the number of revisions to two or three per assignment. While these changes should be helpful in my context, I also elicited ideas about how to implement specification grading, in general, through the roundtable discussion.

In addition to my recommended revisions to specification grading, the round table discussion also raised some important points and ideas for changes to such a system. Arnaud (2021) suggested that students might earn "tokens" to gain access to revision attempts. During the roundtable discussion, we suggested requiring an office hours visit or a reflective essay from students before they could revise and resubmit an assignment to improve their grade. We also discussed how specifications grading might influence students' ideas about more traditional grading systems. We could imagine cases where students might struggle with traditional grading if they expect the same flexibility of specification grading in other courses. While this point is well taken, in my context with graduate students, this possible limitation does not concern me, but one might want to consider how to support students so that they can succeed regardless of the grading system. Along these lines, one should also consider how to support students as they adjust to specifications grading after experiencing years of traditional grading systems. The time spent discussing these considerations about specification grading was valuable for me as I plan for the coming semester. I hope that others might consider using specification grading to foster equity and inclusivity in their courses.

If you are interested in learning more about alternative-grading systems, I created a Google folder containing the PowerPoint from my roundtable discussion, my specification grading policy, and other resources from my session. Here is the tiny URL:

<https://tinyurl.com/HummerPAMTE2022>

References

- Henry Arnaud, C. (2021). How an alternative grading system is improving student learning. *Chemical & Engineering News*, 99(15). Retrieved from <https://cen.acs.org/education/undergraduate-education/alternative-grading-system-improving-student/99/i15#:~:text=A%20small%20but%20growing%20number,for%20students%20to%20demonstrate%20mastery>
- McMorran, C., & Ragupathi, K. (2020). The promise and pitfalls of gradeless learning: responses to an alternative approach to grading. *Journal of Further and Higher Education*, 44(7), 925-938.
- Streifer, A., Palmer, M. (2020). Alternative grading: Practices to support both equity and learning. University of Virginia. Retrieved from <https://cte.virginia.edu/blog/2020/12/04/alternative-grading-practices-support-both-equity-and-learning>
- Talbert, R. (2021). Finding common ground with grading systems. Retrieved from https://gradingforgrowth.com/p/finding-common-ground-with-grading?utm_source=url&s=r

PAMTE Symposium 2022, continued

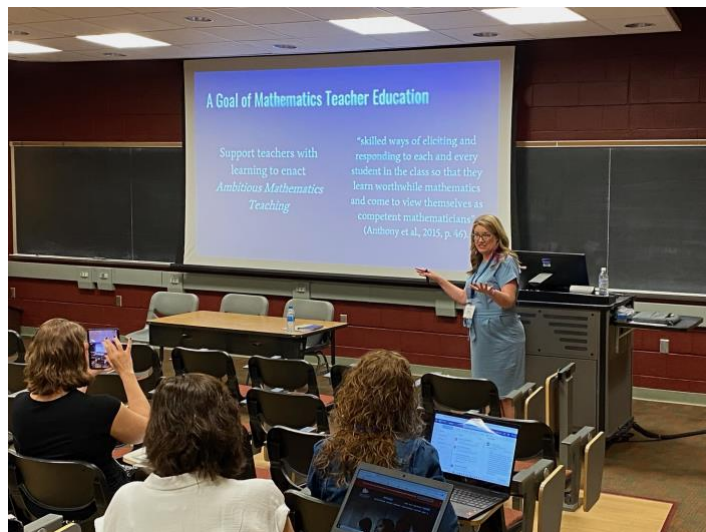
Sharing Session: The Robert Noyce Teacher Scholarship Program

Presented by: Gina Foletta, Rose Zbiek, Kathy Heid, Courtney Nagle, and Cynthia Taylor

The Robert Noyce Teacher Scholarship Program is a National Science Foundation funded program aimed at recruiting and preparing STEM teachers who are passionate about and trained to effectively teach in high-needs school districts. There is a lot of interest throughout our PAMTE membership, as several institutions have current, upcoming, or proposed Robert Noyce programs on their campus. This informal, sharing session featured programs from Penn State University Park, Penn State Behrend, and Millersville University. These three featured programs offer different perspectives as University Park's program is nearing completion, Behrend's program is mid-funding cycle, and Millersville is in a capacity-building year. Investigators from the three programs offered outcomes and lessons learned with the audience, followed by a question-and-answer session. We heard about University Park's development of modeling problems tailored to rural and urban students' interests, Behrend's emphasis on building relationships with local high-needs school districts by identifying mentor teachers and developing the Aspiring Mathematicians Program (AMP!), and the critical role that the capacity-building year will play in helping Millersville University establish relationships and build the infrastructure for a future project.

You can learn more about the Robert Noyce Teacher Scholarship Program at:
<https://beta.nsf.gov/funding/opportunities/robert-noyce-teacher-scholarship-program>.

If you'd like more information about any of the three specific Noyce programs featured, you can reach out to Gina Foletta (gmf17@psu.edu, Penn State University Park), Courtney Nagle (crt12@psu.edu, Penn State Behrend), or Cynthia Taylor (Cynthia.Taylor@millersville.edu, Millersville University).



Above: Amanda Jansen, University of Delaware, presents the Plenary Session on Wednesday, May 18, 2022 on *Teachers' Motivations for and Enactments of Ambitious Mathematics Teaching: The Case of Rough Draft Math*.

PAMTE supported the following STaR Fellows

- **James Yao (2019)**
Penn State University
- **Jenifer Hummer (2021)**
West Chester University

Thank you PAMTE STaR donors:

Cynthia Taylor, Edward Nolan, Harry Washington, Hartono Tjoe, Heather Ervin, Jim Preston, Jane Wilburne, Janet White, Jodie Styers, Julien Colvin, Kelleen Bonomo, Lara Dick, Nina Girard, Rachel Ayieko, Roger Wolbert, Rose Mary Zbiek, Sararose Lynch, Suzanne Kelley, Valerie Long

PCTM Conference

Valerie Long, *Indiana University of PA*

The Pennsylvania Council of Teachers of Mathematics held its annual conference on July 20-22, 2022 at the Hilton Harrisburg. This year's conference, themed *PCTM + 2022 + U² Together Again*, was held face-to-face, with approximately 155 attendees. There was a *Dinner and Learn* pre-conference on Wednesday, July 20, 2022 with Past NCTM president Dr. Diane Briars, current NCTM president Dr. Trena Wilkerson, and NCTM president-elect Kevin Dykema. The pre-conference was a panel discussion. There were approximately 40 attendees at the pre-conference. The conference had three keynote speakers Sara VanderWerf, Crystal Watson, and Bobson Wong. Sara VanderWerf's talk centered on what does it mean to say "I Teach Math". Crystal Watson's presentation focused on mathematics inequities in Black and Brown communities and those experiencing poverty. Bobson Wong's keynote address discussed how the history of math symbols helps us understand how mathematics became a secret language and how we should teach it. There were also 58 sessions on the main conference days. Plans are underway for the upcoming annual conference. The 2023 PCTM conference will be held on July 26-28, 2023 at the Ramada Hotel and Conference Center in State College, Pennsylvania. Raj Shah will be the pre-conference speaker. Howie Hua and Dr. Shelly M. Jones will be the keynote speakers.



CONFERENCE DATES

Sep. 26-28 2022	NCSM Annual Meeting <i>Anaheim, CA</i>
Sept. 28-Oct. 1 2022	NCTM Annual Meeting <i>Los Angeles, CA</i>
Oct. 22 2022	Pre-Service Teacher Day-West <i>Slippery Rock University</i>
Oct. 27-29 2022	SSMA Annual Meeting <i>Missoula, MT</i>
Oct. 28-29 2022	Assoc. of Math Teachers of NY State <i>Rochester, NY</i>
Oct. 29 2022	Pre-Service Teacher Day-East <i>Bucknell University</i>
Nov. 17-20 2022	PME-NA <i>Nashville, TN</i>
Nov. 30-Dec. 2 2022	NCTM Regional Meeting <i>Baltimore, MD</i>
Jan. 4-7 2023	Joint Mathematics Meeting <i>Boston, MA</i>
Feb. 2-4 2023	AMTE Annual Conference <i>New Orleans, LA</i>
Apr. 13-16 2023	AERA Annual Meeting <i>Chicago, IL</i>
May 4-5	<i>Virtual</i>
May TBD 2023	17th Annual PAMTE Symposium <i>Shippensburg University</i>
July TBD 2023	PCTM Annual Conference <i>State College, PA</i>
Aug. 2-5 2023	MAA Mathfest & Annual Meeting <i>Tampa, FL</i>
Oct. 18-21 2023	SSMA Annual Meeting <i>Colorado Springs, CO</i>

AMTE Conference 2022

PAMTE Mathematics Education Coalition Overview of Chapter 49 and Act 55

Cynthia E. Taylor, *Millersville University*

AMTE's 26th Annual Conference was held Feb. 10-12, 2022 at the Hilton Lake Las Vegas Resort and Spa in Nevada. The conference was well attended with 468 in-person attendees and 174 virtual attendees. The opening session was a panel discussion around "What are our Responsibilities to Mathematics Teacher Education in this Moment?" and attendees were provided food for thought by the presenters: Melissa Adams Corral, California State University, Stanislaus; Toya Frank, George Mason University; Luis Leyva, Vanderbilt University; Priya V. Prasad, University of Texas at San Antonio; and Jared Webb, North Carolina A&T State University. In addition, Sandra Crespo, from Michigan State University, gave the Judith E. Jacobs Lecture—sharing her expertise on "What Does It Mean and What Will It Take to Be an Anti-Racist Mathematics Teacher Educator?"

Several members of PAMTE met for breakfast on Saturday morning and it was great catching up with other colleagues in person!

Looking ahead, the 27th AMTE Annual Conference will be held Feb. 2-4, 2023 in New Orleans. You can see a draft schedule of the conference [HERE](#). Note that some events have shifted (e.g., affiliate breakfast is on Friday morning, business meeting is during lunch on Friday). The early registration deadline is September 30th (\$455). If you register by Nov. 30th, the cost is \$555 and if you wait until Jan. 21st, 2023 to decide to attend, registration increases to \$655. For more information and to register to attend, go to:

<https://amte.net/content/2023-annual-amte-conference>

AMTE Conference '22
BY TYLER MAHAL PHOTOGRAPHY



Above: Pictured from left to right: Lynsey Gibbons, Rose Zbiek, Cynthia Taylor, Valerie Long, Julien Corven, Jenifer Hummer, and Sararose Lynch

Recently, PDE legislated changes to the requirements for preservice teacher education with respect to certification. Because both of these amendments have implications for mathematics education and the courses that we teach, we would like to host discussion sessions where we share how our institutions are implementing these policies, and we will draft position statements, as an organization, about these changes. Below are summaries of the changes that we believe will have the greatest implications for members of PAMTE. Please see the announcement for how you may become involved with drafting our response to these changes.

Chapter 49 Amendments

Chapter 49 sets forth requirements for educator preparation, certification, induction, and ongoing professional education. For the purposes of this newsletter, we will focus on the changes that affect preservice education.

Within the amendments to Chapter 49, individuals studying to become teachers would need to receive instruction in professional ethics and Culturally Responsive Sustaining Education (CR-SE). CR-SE is inclusive of mental wellness, trauma-informed instruction, cultural awareness, and technological and virtual engagement. Preservice instruction in structured literacy also would be required for individuals seeking to earn the following instructional certificates: Early Childhood; Elementary/Middle; Special Education PreK-12; English as a Second Language; and Reading Specialist.

Final amendments to Special Education Certificates included modified scope of grade spans and ages for Special Education certificates and decoupled the requirement for Special Education certificates to be issued in tandem with an additional content area certificate. As set forth in statute, Special Education certificates will be issued to educators to work with students in prekindergarten through grade 12 or under 21 years of age on or after January 1, 2022. This change in Special Education Certification also changed the testing requirements for this certification.

For more information find the entire bulletin at: <https://tinyurl.com/PAMTECHAPTER49>

Act 55 of 2022 Basic Skills Assessment Moratorium

Act 55 of 2022 signed into law by Governor Wolf on July 8, 2022 requires the Secretary of Education to waive the requirement to satisfactorily complete the assessment of basic skills for 3 years from July 8, 2022 through July 8, 2025. This applies to all students who enter preparation programs during this period as well as otherwise qualified candidates for licensure who make application during this period.

For more information, you can find the Act 55 details here: <https://tinyurl.com/PAMTEACT55>

Transition from Distinguished Professor to Distinguished Retiree

Rose Mary Zbiek, Penn State University

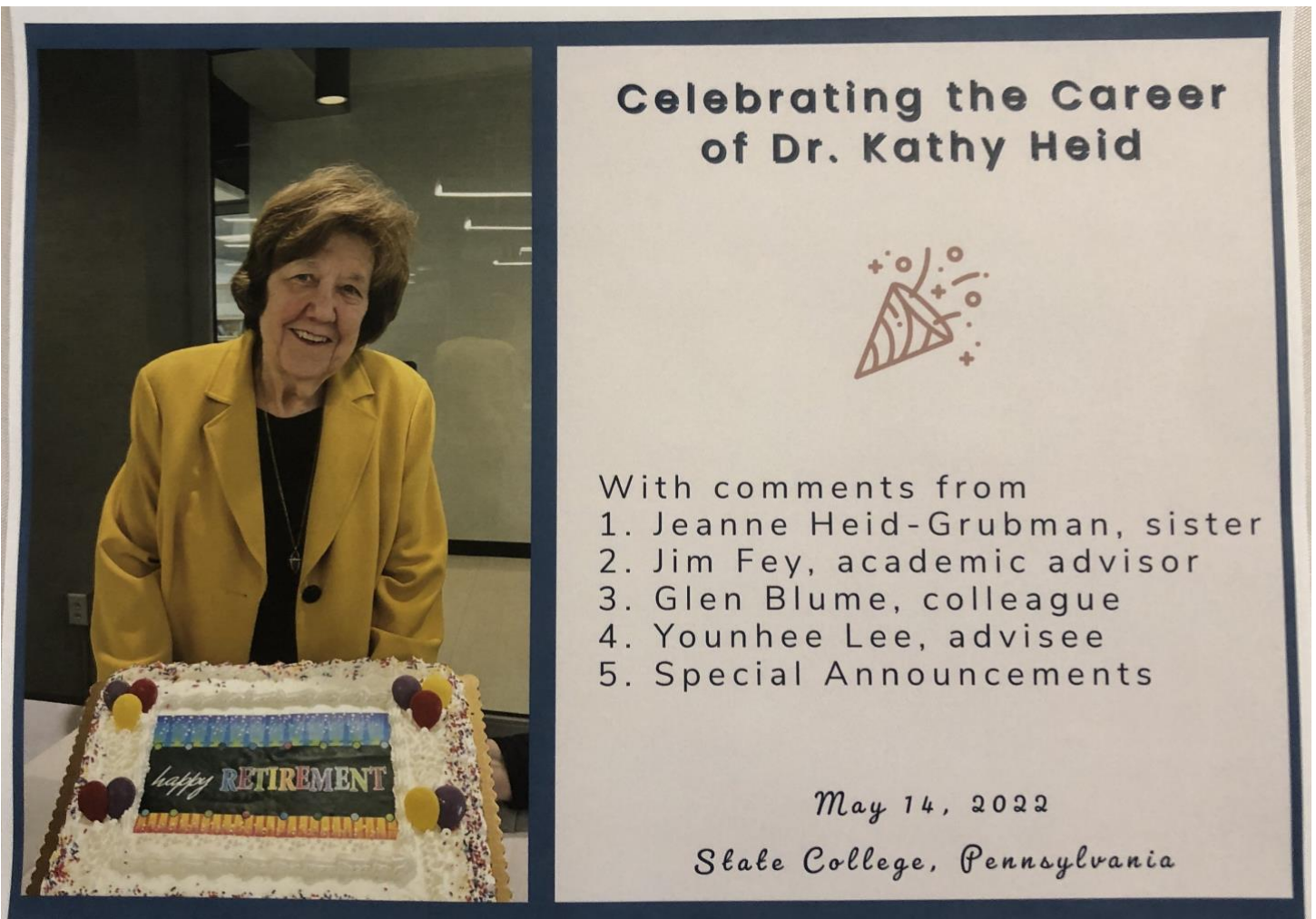
Distinguished Professor Mary Kathleen (Kathy) Heid retired from Penn State (University Park) on August 31, 2022. The Erie, PA, native and Catholic University graduate began her career as a high school mathematics teacher in Prince Georges County (Maryland). Her fascination with learning, reading, and analyzing data led her to the graduate program at the University of Maryland, from which she earned her Ph.D. in Mathematics Education. During her 38 years at Penn State, Kathy made an undeniable impact on mathematics education internationally, nationally, and locally.

Kathy's scholarship focused first on the use of mathematics technology in teaching and learning. As an assistant professor, Kathy published a 1988 *Journal for Research in Mathematics Education* article based on her dissertation that quickly drew international notice. Her study explored the learning that was possible when mathematics technology—from graphing utilities to the then mysterious computer algebra systems—were used by students who explored concepts of calculus before delving into the symbolic manipulations that we all recognize. Notably, this work was done BEFORE the first graphing calculator came to the classroom!

Kathy's research and progressive views won the attention of the international mathematics education field. While scholars around the world celebrated Kathy's contribution and named it a "seminal" work, ever-humble Kathy brought a smile to the faces of colleagues as she worried about getting tenure.

Kathy continued to push the boundaries of technology in mathematics education and to emphasize the uniqueness of teacher knowledge. Her projects included collaboration with Jim Fey, Glen Blume, Rose Zbiek, and others on the development of a computer-intensive first-year algebra curriculum, *Concepts in Algebra*, followed by technology-intensive high school curriculum; professional development and research on teaching in technology-intensive environments; and the nature of teacher knowledge at the secondary level. Dr. Heid's research on a functional approach to the teaching of algebra leveraged technology and altered the way in which algebra is now taught. Notably, Kathy was a Co-PI on the Mid-Atlantic Center for Mathematics Teaching and Learning—the only NSF-funded mathematics education center to have been funded twice.

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A critical reader with broad command of research in mathematics education, Kathy enjoyed serving as a co-editor of the PCTM yearbook for more than a decade. She took a leading role in coediting the two-volume *Research on Technology and the Teaching and Learning of Mathematics*.

Kathy was a member of the Grades 9-12 writing team for *Principles and Standards for School Mathematics*. In 2009, she was named editor of JRME, arguably the premiere international journal in mathematics education.

Kathy complemented her research and service with a deep commitment to her students. She continued to teach a range of pedagogy and content courses for undergraduate and graduate students. She pushed students to learn in the wake of her unmatched passion for mathematics education, mathematics, learners, teachers, curriculum, technology, theory, and practice. Her syllabi typically included four to five books to read, three to four journal articles to dissect, and three papers to write—and that could be for ONE week. Kathy always had high expectations for her students, including a large number of educators who earned doctorates under her advisement. Dr. Heid has agreed to continue to mentor students and colleagues as they work on grant proposal, studies, articles, curriculum and more.

Dr. Heid never shied away from serving the field she continues to love. She readily agreed to serve on small and large committees with Penn State and welcomed roles within our state organizations. On the national and international levels, Kathy has been a member of boards and large and small committees for AMTE, AERA SIG-RME, PME-NA, and the international Computer Algebra in Mathematics Education group. Remarkably, Kathy served concurrently on the boards of directors of NCTM and MAA. Her commitment to colleagues and organizations is long-lasting and varied, as evidenced by the 16 capacities in which Kathy has contributed to NCTM alone.

She has the amazing ability to move fluidly between very different professional communities as she promotes student learning and underscores the value and importance of classroom teachers, teacher educators, and educational researchers.

Colleagues have recognized Kathy's accomplishments and commitment in several ways. She received a PCTM Outstanding Contribution to Mathematics Education and a Lifetime achievement award from NCTM. She was awarded a Career Achievement Award and the Achieving Woman Award from The Pennsylvania State University. A celebration of her career in May 2022 brought together her family, current and former students, and colleagues. Her former students celebrated her impact on their lives and career with a "family tree" (see PHOTO). The artwork by Fernanda Bonafini (Ph.D., Penn State, 2018) illustrated not only the large number of Kathy's doctoral students and their academic descendants but also the way in which Kathy's academic family proudly embrace her as a "grandma" from whom they learned much.

Kathy's commitment to students, high expectations, and long hours have always come from a good place. When asked how she thought about doing her work, she expressed it this way: "People matter. People have in common one big thing. We all want to be valued and respected."

Kathy, your PAMTE family is honored to have shared your journey and to wish you well as you transition into retirement. We hope you find time for art, travel, and all the people who bring you joy. We also hope you will not be a stranger in the state and broader mathematics education community.

Congratulations on all you've achieved and thank you for all that you have given during a career well lived and a retirement well begun.

Note: Anyone wishing to share wishes for Kathy is welcome to add them to her Kudoboard (<https://www.kudoboard.com/boards/iFUVyEgq>).



Dr. Kathy Heid celebrates her retirement with her academic descendants.

Row 1: Fernanda Bonafini, Younhee Lee, Karen Hollebrands, Rose Mary Zbiek, Gina Foletta, Shari Reed, AnnaMarie Conner.

Row 2: Seonmi Do, Amine Benkiran, Jan Green, Barbara Edwards, Jeanne Shimizu, Kathy Heid, Terry Baylor, Duane Graysay, Sue Peters



**Are you passionate about education policy and legislation?
Do you want to advocate for high-quality mathematics education?
The PAMTE Advocacy Committee is Recruiting Members!**

Please fill out this Google Form to indicate your level of interest in the advocacy committee.

<https://tinyurl.com/PAMTEAdvocacy2022>

Our first meeting will be held on **Monday, September 12, 2022, from 4:30 – 5:30 PM** where we will discuss the changes to Chapter 49 and begin to draft a PAMTE position statement about these changes. An e-mail with a Zoom link will be sent to those who indicate interest in the Google form.



As part of the PA Math Ed Coalition, we will be developing statements and organizing events in alignment with the following mission statement.

Pennsylvania Mathematics Education Coalition

MISSION STATEMENT

The central mission of the Pennsylvania Mathematics Education Coalition is to inform state (commonwealth) and local policymakers and the public on all aspects of high-quality mathematics education and to advocate for policies that will improve mathematics education at every level.

In addressing this mission:

- We need to be proactively making connections with policy makers, PDE, and the public to educate them on important mathematics education topics.
- We need to serve as a central depot for monitoring legislation that affects mathematics education and educate our membership (PCTM, PAMTE, and PCLM).



PRE-SERVICE TEACHER DAY

OCTOBER 22, 2022 FROM 9:30AM - 3:30PM

AT SLIPPERY ROCK UNIVERSITY

Featuring Guest Speakers:

Dr. Melissa Boston, Associate Dean and Professor of Education, Duquesne University

Dr. Kim Yoak, Mathematics Education Consultant and Jennings Foundation Researcher

Hosted by SRU's College of Education Faculty:
Mark Hogue, Sararose Lynch, and Jim Preston

SAVE THE DATE!

Pre-Service Teacher Day, presented by PCTM and PAMTE and hosted by the Slippery Rock University College of Education, aims to provide learning opportunities for elementary, middle grades, and secondary pre-service teachers in a professional conference setting. Throughout the day, attendees will select from multiple sessions related to mathematics instruction at all levels. Breakout sessions will feature presentations by education professionals and pre-service teachers.

Network with other pre-service teachers from across the state!

.....

Kickstart your professional mathematics teaching career!

.....

Participate in a lesson sharing opportunity!

.....

Attend keynote and breakout sessions geared towards your interests!

COST: \$10

LUNCH & REFRESHMENTS PROVIDED
HOSTED IN MCKAY EDUCATION BUILDING
CONTACT MARK HOGUE FOR MORE INFORMATION:
MARK.HOGUE@SRU.EDU



Sponsors



REGISTER HERE:

<http://sru.irisregistration.com/?code=2022PreServiceteacherday>

Eastern PA Preservice Teacher Day

REGISTRATION & Call for Speakers

October 29, 2022, 9:30-3:30

8:30-9:30 registration and refreshments

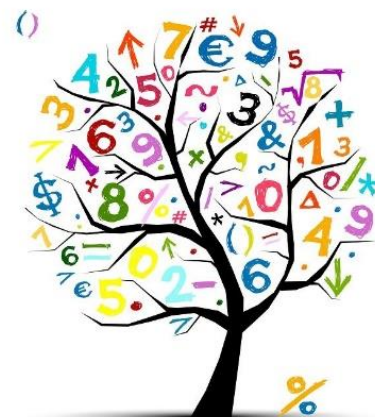
Bucknell University – Lewisburg PA

Keynote Speaker: Dr. Ayanna Perry

Associate Director, Teaching Fellows Program

Knowles Teacher Initiative

<https://knowlesteachers.org/bios/ayanna-perry>



Cost: \$20

- Includes lunch, refreshments, one year membership to PCTM, and a chance to win door prizes
- Network with peers from across the state!
- Exchange ideas, access resources, and discuss innovative teaching practices!

Preservice Teacher Day is an annual event presented by PCTM and PAMTE that provides professional learning opportunities to elementary, middle, and high school preservice teachers in a conference setting. Throughout the day, participants will engage with peers from across PA while learning from practicing teachers and other educational professionals through panel discussions, a keynote speaker and multiple breakout sessions. Attendees will select from sessions related to mathematics instruction at all levels.

Registration is available for the 2022 Eastern PA Preservice Teacher Day conference on October 29 at Bucknell University sponsored by PCTM and PAMTE. The one-day conference will include a welcome from two PCTM Past Presidents, keynote speaker Dr. Ayanna Perry from the Knowles Foundation, an early-career teacher panel discussion, and three, 50-minute breakout sessions for preservice teachers all focused on mathematics presented by classroom teachers, administrators, and university faculty covering all grade bands (elementary, middle, and high). Arrive between 8:30 - 9:30 for a light breakfast. The conference begins at 9:30 and ends at 3:30. Bucknell looks forward to welcoming preservice teachers and faculty from across the state.

For individual registration, use the link <https://tinyurl.com/BucknellPSTDay22>.

For group registration, email math@bucknell.edu.

Registration Deadline: Friday, October 14

We are currently soliciting speakers for the conference break-out sessions. If you are interested in speaking or know someone who would be a great speaker, please complete the following speaker interest form:

<https://tinyurl.com/PSTDaySpeaker22> by Friday, September 23.

Speakers will be notified of their acceptance and provided their session time slots during the first week in October. Thanks for volunteering and sharing with others!

Contact Lara Dick, lara.dick@bucknell.edu, with questions

Roger S. Wolbert has an article published in the *Mathematics Teacher*

The article is in the section “Teaching is a Journey” for NCTM’s publication *Mathematics Teacher: Learning and Teaching PK_12*. The article can be read at <https://pubs.nctm.org/view/journals/mtlt/115/8/article-p609.xml> with an NCTM subscription.

ABSTRACT: My mathematics teaching journey began 30 years ago when I accepted a job at a Catholic high school in Erie, Pennsylvania. Moving from a small rural town was a big step for me. I had no idea that this move would lead to other life-changing opportunities abroad and here in the United States. I share my professional growth story using NCTM’s *Principles to Actions: Ensuring Mathematical Success for All (2014)* with the hope that others are inspired to seize opportunities when they present themselves.

BIO: **Roger S. Wolbert**, he/his, rwolbert@pennwest.com, is an associate professor of mathematics education at Edinboro University of Pennsylvania, which on July 1, 2022, consolidated with two other state universities to become Pennsylvania Western University at Edinboro. Wolbert is interested in how technology, online learning, and diversity/equity/inclusion initiatives affect students in a mathematics classroom.

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