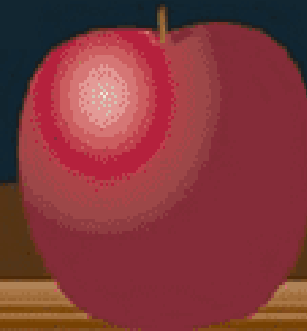


IMTE Annual Business Meeting
8:30 a.m.—10:20 a.m.on Saturday.
Room: Pebble Beach
Audience: Grades K-16



IMTE is an affiliate of Association of Mathematics Teacher Educators, <https://amte.net/>

- Annual Meeting Feb 7-9, 2019, Orlando, FL
- Fri, February 8 3:30pm to 4:30pm, Rosen Plaza, Salon 13
- How Do AMTE Affiliates Apply Problem-Solving Processes to Current Issues in Mathematics Education?
- Lead Presenter: Thomas Evitts, taevit@ship.edu , Shippensburg University
- Co-Presenter: Mary Pat Sjostrom, sjostromm@winthrop.edu , Winthrop University
- Co-Presenter: Hartono Tjoe, hht1@psu.edu , Pennsylvania State University, Berks Campus
- Co-Presenter: Jill Newton, janevton@purdue.edu , Purdue University
- Co-Presenter: Dana Franz, df76@colled.msstate.edu
- If you have any questions, please feel free to contact me anytime at ProgramChair@AMTE.net



Michigan Affiliate of AMTE

- (1) Current activities/initiatives Annual conference each March, known as "Conversations Among Colleagues." Also, two special interest group meetings. See our website <http://www.miamte.org/> for history of meetings.

Next meeting at Hope College in Holland, MI, on March 16, 2019.

<https://hope.edu/academics/mathematics/mi-amte/index.html>

Holland is in southwest Michigan, so within easy distance for many AMTE members in Indiana and Illinois.

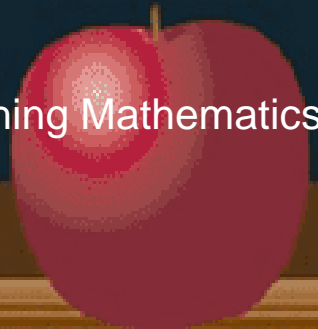
Being relatively new (formed in 2015), we have been working on start-up "legalities," e.g., non-profit status, tax matters, and recently purchased liability insurance.

Our Nominating, Membership, and Finance Committees have been very active.

We are reconfiguring our Communications and Connections Committee to mirror the national structure, and are renaming it the Communications and Outreach Committee.

We have an Advocacy Committee, and it is a primary goal for us, but we have not made headway yet except to recruit members.

We have two very active special interest groups: Statistical Education of Teachers, and Teaching Mathematics Content Courses. We will be exploring more possibilities.



● (2) recent successes

We transitioned our revenue flow. We previously collected registration and dues via conference host institution. We now do this via our website. We purchase our website domain from Squarespace, and Stripe collects the monies and deposits them to our Chase Bank account.

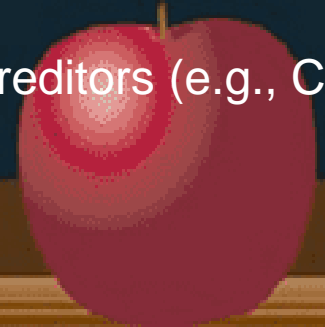
(3) ongoing challenges

We have 120 members, about a fourth of whom are active in ongoing matters, but we need to connect better with everyone. Our visibility and purpose need to grow.

(4) anything else you would like the group to know

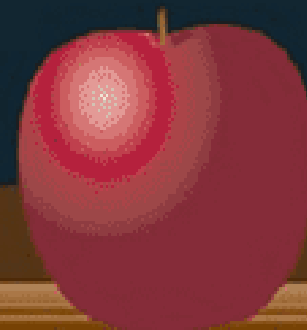
Michigan is currently working on teacher preparation standards for the new grade bands. There will be five grade bands: PK-3, 3-6, 5-9, 7-12, PK-12. Many MI-AMTE members are actively involved in the writing of the standards, and we host conversations at our meetings.

Michigan recently eliminated its Basic Skills requirement for new teachers, but our accreditors (e.g., CAEP) still require it, leading to some confusion.



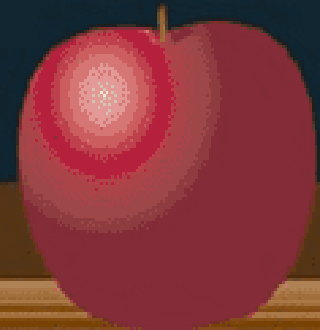
Agenda for the IL Mathematics Teacher Educators

- Introductions of Officers
- Introduction of members/attendees
- Approval of Minutes from the 2017 meeting
- Approval of the Treasurer's Report



Business:

- Election of new officers
 - Treasurer (currently Barbara O'Donnell)
 - 4 year college/university representative (currently Tammy Voepell)
 - 2 year college representative (currently Catherine Moushon)
 - ISBE/IBHE/Government representative (currently Jennie Winters)
 - President-elect
 - Professional Development representative



- Recruitment and Retention

Educator Certification/Licensure Tests Administered by Test Fields
(105 ILCS 5/2-3.11d)

Test Field	2012-13	2013-14	2014-15	2015-16	2016-17
Basic Skills: TAP	13,784	11,848	22,081	6,084	1,016
Early Childhood	773	469	662	561	459
Elementary	4,443	2,813	3,138	2,769	2,180
Special Education - all categories	4,853	1,845	3,466	3,308	2,012
Sciences - all disciplines	956	583	549	569	375
Math & Computer Science	813	441	515	467	305
Foreign Languages - all languages	539	301	465	368	270
English, Speech, Media, Reading, EL	2,685	1,379	1,565	1,414	1,642
History & Social Science	1,225	770	782	738	529
Art, Music, Theatre, Dance	708	446	569	428	450
Vocational/Technical - all fields	223	187	298	135	124
Health & Physical Education	942	569	542	486	367
School Service Personnel - all fields	2,067	810	1,265	831	1,198
Administrative - all types	4,305	1,253	947	1,942	1,323
Language Proficiency	1,005	561	949	787	627
Assessment of Professional Teaching	12,094	7,252	7,220	2,038	337
Other	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>321</u>
Total	51,415	31,527	45,013	22,925	13,535

Note: Prior to FY 2014, educators were issued certificates. An educator licensure system began in FY 2014, at which time all certificates were converted to licenses.

*The initial slides of a presentation
done by a student teacher to a
Teach 101 class at her placement.*

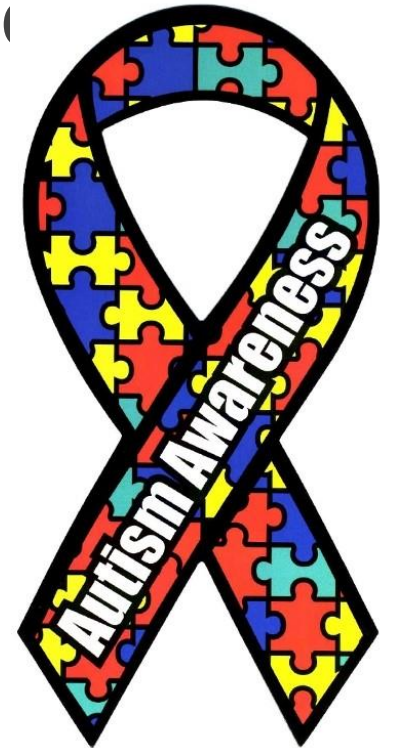
Steps to Achieve Your Dream Job

A presentation of my journey on the road to
joining the teaching profession



About Me!

- Live in Schaumburg, Illinois.
- Graduated from Schaumburg High School 2014
- Graduated from Harper Community College 2016 with an Associates Degree
- Transferred to North Central College
- Beginning of my third year there
- Work part time as a RBT
- Proud dog mama





DREAM Job



- Played school as a kid
- Went the Business route in high school
- Want to be a teacher and math is what lets me



After High School

Two Main Choices:

2 Years Community College then transfer

- Gen Eds are the same
- Specific schools do not have classes that will transfer into the program
- Do not get behind

1. 4 Year College

- Education Program Earlier
- Student teaching beginning of 4th year
- Education electives

BOTH WILL GET YOU TO THE SAME PLACE!

Education Programs/Classes

- Depends on what grade level you want to teach
- Secondary Education
 - Basically a double major
 - Major in your content area you want to teach
 - Major in secondary education
- Education Program
 - Classes you take to major in education regardless of the age
 - Many different classes
 - Some classes are the same regardless of age
 - All grade levels will do field experiences/practicums
 - Student observer in the classroom of the age and content you want to teach

Getting to Student Teaching



In the state of Illinois, you have to pass the Illinois State Content Test in order to student teach.

Content test is on all of your content area classes taken in college

Have to get a minimum score of 240 to pass

ALL SCHOOLS IN ILLINOIS DO THIS

Education Program GPA: NCC Example

GPA of 2.75 for secondary major; 3.0 in education classes

Tips before Student Teaching

- Find a group of other education students you can rely on.
- Do not be shy!
- Ask for help
- Ask questions
- Work together
- Relationships with your professors



*The initial slides of a presentation done
by NCC First Generation Coordinator to
classes at some high need schools.*

Consider A Career in Teaching

Julie Carballo, Director of Teach First
EAHS Alumni/Current NC Students

How many years of your adult life will you work?



Think about it...

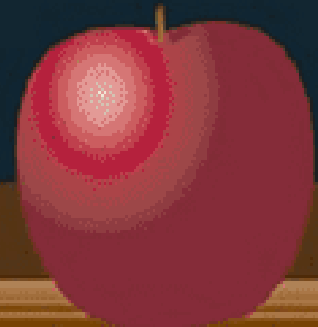


More quotes at NonStopQuotes.com



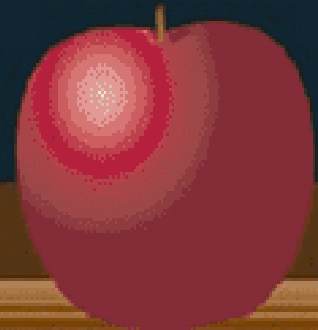
A teaching career is not for everyone, but it may be for you!

- ISBE rule changes:
 - C- grades,
 - TAP test term before student teaching,
 - accepting of out of state licenses possibly without edTPA, content tests, TAP

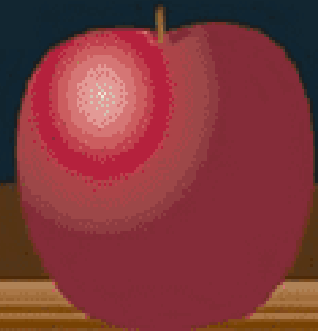
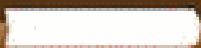
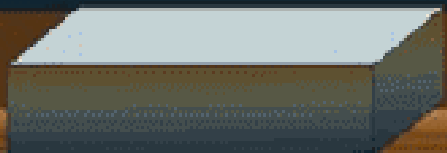


Middle Level Math program enrollments
across IL - steady? increasing or
decreasing?

-



- New Secondary Math Content Test 203 –
 - Changes from 115?
 - Suggestions on good preparation books?



Some comments by students about old vs. new state content tests.

Content Test 115 (Old)

- This test was 125 questions and if I am correct 3 hours and 45 min. This test was definitely harder than test 2. The content was more math focused, which seems logical because it is the content test, but it is different than test 2.
- Topics that I wrote from test 1: algebraic proofs, ratios, proportions, history of math (Euclid's elements, archimedes), finding the next pattern in a geometric figure, area, volume, surface area, circle in a square, percentage error, probability, finding angle measure, prime and composite numbers
- For test 1 the questions were almost completely different when I took it the first and second time.
- Very heavy on Calculus. There were some linear algebra and very little abstract algebra. There was also a lot of Geometry. There were only 10 problems about teaching. The test questions were long problems that went into a lot of unnecessary detail. It was way more difficult than anything you would ever be assessed on again in terms of going into teaching unless you wanted to be a Math teacher. It was ridiculously hard and the new test was so much easier.

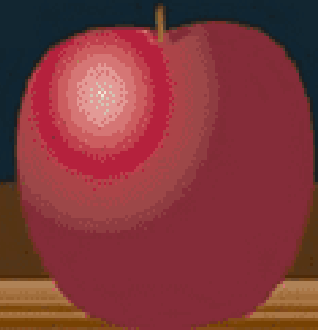
New Test 2018

- This test has 100 questions and you only get 3 hours and 15 min. It was easier than the first test. I think about the first 20-25 questions related to being a teacher. So there were questions about resources to use when teaching or how you would teach a certain subject. The first and second time I took this test, the questions were almost identical.
- The second test was a breath of fresh air. It was significantly easier (but not necessarily easy.) There were 100 questions where the first 25 were about different teaching strategies you would use when teaching math. The questions were short and to the point. There was no question of what you should be doing or what was expected of you. Then there was a fair share of logs, matrices, word problems, exponents (2 Chem problems about converting grams to milligrams,) A LOT of Geometry where it was a word problem with a picture and it had to do with the area. It was not Geometry with proofs or angle relationships or anything. Then the last 10 questions were about statistics. I took the new test twice and the questions for me were identical.

Content Test Preparation

- Some advice I have for prep: spend the money on the practice test, but take the practice test extremely seriously since you can only take it one time. You have access to it for 100 days and can always go back and look but the answers are right there so it is hard to retest yourself.
- I would also go to the Content test website and look up the break down of the test. I went through each part of the break down and took as many notes on those concepts as I could.
- I went to Khan Academy and looked up those topics and did ALL of the practice problems. (This was between the second and third test). I felt EXTREMELY prepared after I did this and then I passed the test.
- I also went through all of my notes from ALL of my college math classes. So I would suggest keeping all of your notes from every math class and then looking back at them. Obviously, there is no way to study each type of question but make sure you have the basics of each concept down. With that being said, I found the break down of the content test information more helpful than the practice test because I knew those exact questions were not going to be on the test.
- The practice test was much harder than the actual test. I remember questions on exponents, limits, patterns. but it is math that we learned in High school. We never review any of it in college, so you literally have to it is math that we learned in High school. We never review any of it in college, so you literally have to go and reteach it to yourself.
- But the advice I would give would be to immediately go home and write down as many concepts/questions as you can remember, should you have to retake the test.

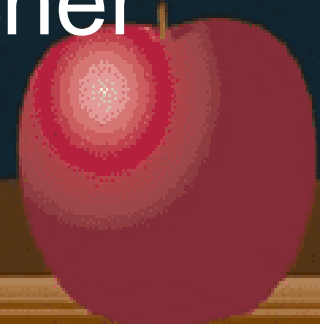
- ISBE's new Secondary Education Standards -
Concerns?
-



Writing SPA reports (these are specific questions, perhaps suited for a small group of folks who will be writing their SPA reports within the next year) - how to address CAEP's edTPA "limited" alignment to NCTM Standards?

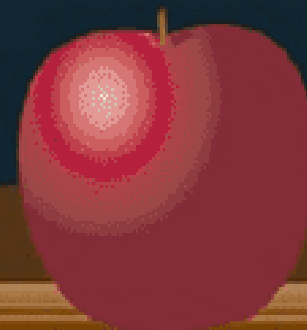
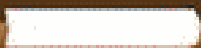
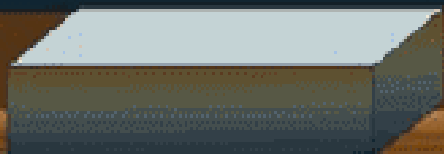
Alignment between NCTM's 2012 and 2003 standards?

Are institutions using GPA's to assess teacher candidates' content knowledge?



Other items for discussion

- Spring/Summer meeting
- Summit with other Mathematics Education Leaders in state



MI-AMTE Goals for the Coming Year

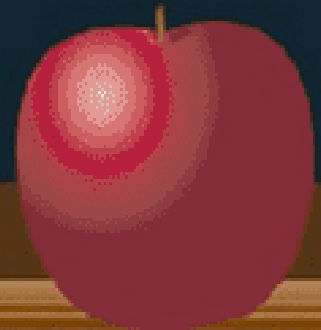
Increase advocacy at the state level

Continue to cultivate connections with other state organizations

Further develop member communications

Increase membership by reaching out to untapped groups in the state

Explore new SIGs - e.g., developmental math, preparing collegiate math instructors



- Thank you for your input!

Have a safe trip home!

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