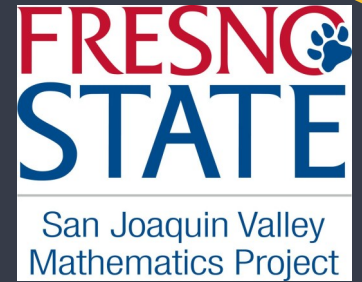


# San Joaquin Valley Mathematics Project Quarterly Newsletter

Promoting Excellence in Mathematics Education Since 1989

September 2013

## SJVMP Class of 2013



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## 25th Annual SJVMP Summer Leadership Institute

Mathematics teachers regularly experience a sense of isolation in their professional lives. The nature of the school schedule often prevents participation in collegial interactions with other mathematics educators. The SJVMP Summer Leadership Institute is a place where math educators can experience a transformation from individualism to one of professional community and collaboration.

The San Joaquin Valley Mathematics Project's 25th Annual Summer Leadership Institute was a 9-day, intensive professional learning experience where the focus of the work was centered on the Common Core State Standards for Mathematical Content, the use of technology, and the pedagogy necessitated by the Standards for Mathematical Practice. Teachers each received an iPad 3 and were given support on how to use it as a part of regular classroom instruction. Participants worked in small groups, built lasting relationships, designed materials, developed a professional network, and made a commitment to making enduring changes in the classroom, site and district. Participants from the 2013 institute will be highlighted in each of the four issues during this school year.



# Focus on Alumni

Each issue, we will focus on an accomplished SJVMP participant from the past 25 years to comment on the impact the math project has had on their career.

Carl Veater has been a mathematics educator for the past 20 years. During this time he served as a high school math teacher for 10½ years, and has spent the last 9½ years as a Mathematics Coordinator for the Fresno County Office of Education.

**SJVMP: If I were to ask your students about your greatest weakness as an instructor, what do you think they would tell me?**

**Carl:** They would say that I take my subject way too seriously. Kids would get a little bit frazzled by this. Kids that wanted to laugh, joke, and have fun but not work didn't do well in my class.

**What is the main reason you get up each day and continue working with math teachers?**



Carl Veater

**Carl:** I know that working with one teacher can impact 150 students. I work with lots of teachers, so I know that doing a good job will affect thousands of students positively.

**Tell me about how you became involved with the SJVMP.**

**Carl:** I was recruited for the math project but was somewhat reluctant to go. I had taught summer school for four years, and with my young family at home, I really was interested in the additional income. I didn't want to give that up. Finally I shared summer school with another teacher so that I could attend.

**How has the SJVMP impacted your career?**

**Carl:** It impacted the way I taught. My math pedagogy went through the roof with help from Agnes and Rajee from Fresno State, and I felt my mathematics content knowledge also expanded a lot. It made me aware of things outside my classroom. It made me take my blinders off. I also was introduced to leaders within math education here in the Central Valley and developed lasting relationships.

**What interests do you have outside of math education?**

**Carl:** I'm pretty one-dimensional. [laughs] My family. I spend my time with my family and maintaining my 40-acre ranch in Coarsegold.

(Continued on Page 3)

## Problem of the Quarter (POQ)

Each quarter we invite teachers and their students to submit solutions directly to the Director, Mike Chamberlain, via email at:

mchamberlain@fcoe.org. Handwritten solutions can be scanned and submitted via email. Correct solutions will be reviewed by the SJVMP leadership team, and selected solutions will be published in the next issue of the newsletter. Correct solutions must contain both an answer and a viable justification. We will be looking for student and teacher work.

### **Current Problem:**

A school planned a running competition for eighth graders. Teams of any size were permitted to participate. The person who finished first was given a ranking of 1. The second place finisher was ranked 2, and so on. The ranking for each runner was recorded. There were no ties amongst the competitors. Each team's score was the sum of the rankings of the team members. The captain of the Speedy Cheetahs Team said: "We, the Speedy Cheetahs, have received a team score of 45, and we were the only team where the rankings of our team members were consecutive numbers." What could have been the individual rankings of the team members? Justify your answer.





## Focus on Current Participants

Kevin Mitsuoka is currently teaching 7th grade mathematics at Firebaugh Middle School. He has been teaching for 6 Years and participated for the second time in the SJVMP Summer Leadership Institute.

**SJVMP: Tell me a little about yourself.**

**Kevin:** I have been teaching for 6 years within the Firebaugh Las-Deltas School District. I am currently a 7th Grade Math Teacher.

**Why did you decide to come back to the Summer Leadership Institute (SLI)? Are you a glutton for punishment?**

**Kevin:** I decided to go the Summer Leadership Institute because it dealt with the Common Core. My school decided to use the Common Core Standards for Mathematics this year. I knew that technology was going to be a part of the SLI. I wanted to attend to learn how to use technology more effectively in my classroom.

**What do you expect to do differently this year in your classroom?**

**Kevin:** I am planning to do a lot of things differently this year. I want to really focus on using the 8 Math Practices this year. I want them to really drive my instruction this year. I also want to use more technology and have my students work in groups this year.

**Let's talk about the residential part of the SLI. What was that like?**

**Kevin:** St. Anthony's Retreat Center is such a beautiful place, and the



## Kevin Mitsuoka

new people I met really helped me out.

**SJVMP: Why would a parent want their child to have you as a teacher?**

(Continued on Page 4)

## Focus on Alumni (continued from page 2)

**What would you like your lasting legacy to be concerning your life's work in the field of math education?**

**Carl:** That I helped teachers see that they could be better than they are. Growth isn't a one-time thing. It must be constant. You are either getting better or getting worse at being a teacher. You have to pick which direction you are going in. I want to push people in the right direction.



**Carl was an integral part of the SLI 2013 experience.**

**Thank you Carl.**

## Surely You Jest

**Q: Why is it nice to have a mathematician as a parent?**

**A: Because they don't mind having to cosine a loan.**

Calculus teachers are partial to fractions.

Claim: "The whole is greater than the sum of its parts."

- Aristotle-

Proof: Will not fit in the margins of this paper.

Corollary: Hence it is true that  $1 > \frac{1}{4} + \frac{1}{2} + \frac{1}{4}$

## Focus on Current Participants

(continued from page 3)

**Kevin:** My room is a safe and positive learning environment. Their child will be challenged, pushed to think, and will become a problem solver.

### Other Thoughts?

**Kevin:** I want to thank everyone at the SLI for giving me ideas and helping me prepare for the upcoming year. I want to thank the SLI Staff because I really enjoyed the Institute and learned a lot.

**Thank you Kevin for your participation and hard work.**



Top: Carl Veater (FCOE Math Coordinator), Mike Chamberlain (SJVMP Director), Dr. Kyndall Brown (Executive Director of the California Mathematics Project), Dr. Rajee Amarasinghe (SJVMP PI)  
Bottom: Dr. Carol Fry Bohlin (SJVMP Lead PI), Lori Hamada (CMC Central President), Dr. Agnes Tuska (SJVMP PI)

## Upcoming Events

### Fall 2013 Saturday Series

The SJVMP is partnering with the California Mathematics Council (CMC) Central Section to put on a Saturday Series of workshops for teachers, coaches, and administrators looking to implement the California Common Core State Standards for Mathematics. There will be grade span break-out sessions for elementary, middle, and high school. Each session will focus on the Standards for Mathematical Practice and the Content Standards. Each session can be attended individually or as part of a comprehensive series.

### Daily Content Focus

Session 1: September 28, 2013 Mathematical Modeling

Session 2: October 26, 2013 Number Systems

Sessions 3: November 23, 2013 Patterns, Relations, and Functions

Registration information can be found at:

<http://www.cmc-math.org/organization/central/central.html>

### Winter Leadership Retreat 2014

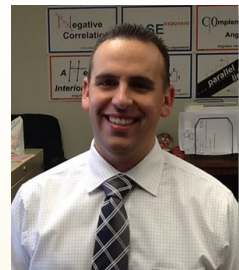
The Winter Leadership Retreat is designed to be an exciting two-day experience during which teachers (including SLI 2013 alumni), math coaches, administrators, and the SJVMP Leadership Team network and explore the latest research on professional development as related to adult learning, as well as hear about the state of mathematics education in California. Specific topics that will be addressed in 2014 include the CaCCSS, the Mathematics Framework, assessment, and how we can develop local leadership to meet the demands of implementing the CaCCSS.

The WLR will be held at St. Anthony's Retreat Center on **Jan 31—Feb 1, 2014**.



Save the Date

### PROJECT DIRECTOR



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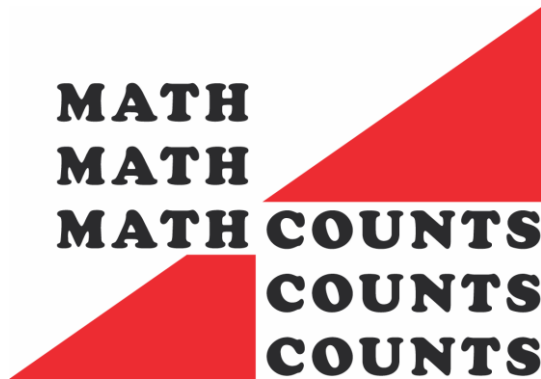
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MATHCOUNTS is a national enrichment, coaching and competition program that promotes middle school mathematics achievement in every U.S. state and territory. Students enrolled in the 6th, 7th or 8th grade are eligible to participate in MathCounts competitions.

### What happens at a MathCounts competition?

**The Sprint Round** consists of 30 problems. This round tests accuracy, with time being such that only the most capable students will complete all of the problems. **The Target Round** consists of eight problems presented to competitors in four pairs. This round features multi-step problems that engage Mathletes in mathematical reasoning and problem-solving processes. **The Team Round** consists of 10 problems that team members work together to solve. Team member interaction is permitted and encouraged. **The Countdown Round** is a fast-paced, oral competition for top-scoring individuals. In this round, pairs of Mathletes compete against each other and the clock to solve problems.

### What do the students get out of this?

Students have an opportunity to show their mathematical problem solving skills and to represent their schools in academic competition. The winning team will represent this region in the State competition in March. The grand finale is the Lockheed Martin MathCounts National Competition in Orlando Florida, May, 2013.

**Date:** Thursday February 6, 2014

**Location:** CSU Fresno, Satellite Student Union

**Registration:** Register directly with MathCounts: [info@mathcounts.org](mailto:info@mathcounts.org)

**Contacts:** Regional Event Coordinator: Jonathan Dueck, Fresno County Office of Education

Office: 559-497-3792 E-mail: [jdueck@fcoe.org](mailto:jdueck@fcoe.org)

Office Assistant: Wendy Lopez

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**Website:** <http://www.mathcounts.org>

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