

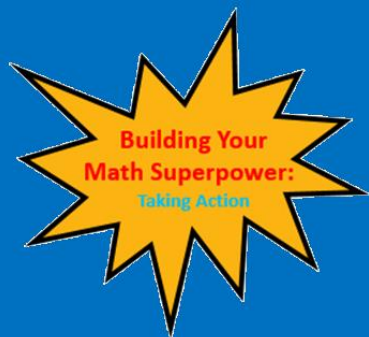


# South Carolina Council of Teachers of Mathematics

## September 2019

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## President's Message

Marc Drews

*"I know numbers are beautiful.  
If they aren't beautiful, nothing is."*  
—Paul Erdos, mathematician

### Welcome back to a new school year!

Over the past four decades, like many of you, I have had opportunities to write and speak about returning to school, sharing hopes and expectations for the new year. As this year begins, I can't help but wonder how might this year be different?

All caregivers want to see their children returning to school to a clean, safe, and welcoming environment. They want their children to be healthy – physically, emotionally, and spiritually. They want their children to get the most out of every learning experience possible.

So what message might be different this year as we inch closer to the year 2020? The word "vision" is becoming a victim of overkill, but it bears repeating as we kick off the new year.

How do we help our students to really pay attention? How do we engage them in opportunities to look deeply and see things differently? As teachers, how often do we share our moments of astonishment and demonstrate our sense of wonder and curiosity with our students?

The one thing I'd share with others as we begin the new school year is how do we help our students see things differently, seeing the beauty of mathematics around them and building on their natural sense of wonder and creating an insatiable need to want to know more. Every teacher can help make this happen.

As we begin a new school year, it is my hope is that we get communities to begin thinking differently about the teaching and learning of mathematics. Seeing math, not as a means of sorting kids based on test scores and their perceived abilities, but to see the beauty and wonder that comes with learning, not only mathematics, but all content.

The love of mathematics begins early and it is always through play and conversations with caring adults. Puzzles, patterns, and playful interaction with their world help establish children's sense of numeracy. Frequent and simple interactions with our youngest learners, including counting, sorting, identifying shapes, and estimating, go a long way in establishing a foundation that helps build problem solvers, children who can reason, and people who are empowered to make decisions.

Continued page 2

NCTM's publication, *Principles to Actions* ENSURING MATHEMATICAL SUCCESS FOR ALL, lists the following critical reasons why we teach mathematics. In summary, our responsibility is to help students:

- become more reflective in their thinking;
- observe patterns, to notice, to wonder;
- critique information and ask questions; and
- increase engagement and motivation to want to learn more.

## The President's Message

Continued from page 1

As teachers, our job includes helping students learn to think mathematically as they acquired the ability to count, sort, identify patterns, and represent things with symbols. We continue to help build on that foundation through conversations and not having them pick up a pencil or using that pencil to darken bubbles on an answer sheet.

Throughout our students' journeys learning mathematics, the focus must be to prepare them to think, to reason, to develop their spatial sense, to communicate, to anticipate, to estimate, to predict, to interpolate, to analyze, to plan, to interpret information, to use tools appropriately, to make decisions, to solve problems using various strategies. Teaching mathematics is all about these super power action verbs.

Families need to better understand this to help children be able to enter classrooms—as well as libraries and museums, etc. — with a greater passion for why they are there in the first place. We need to drive this message home with every opportunity we have.

It is my hope that members of the SCCTM begin efforts to engage communities in the critical conversations about the teaching and learning of mathematics and, in doing so, emphasize that what is taught is important and how it is taught is just as important, but what is most important of all are the many reasons why we are teaching mathematics — as well as other subjects for that matter—in the first place.

Here's to the new year and being reminded that the teaching and learning of mathematics isn't about knowing all the answers and solving for x.

It's about being inspired about the beauty and wonder of the world and always asking "why?" That is truly our super power.

## In Remembrance

Many South Carolina teachers have been influenced by one or more of each of three special mathematics educators who died over the summer. Dr. Marjorie M. Claytor, Dr. John K. Luedeman, and Bob Stutts were heroes who leave a legacy for their tremendous leadership and support to mathematics education.

Dr. Marjorie Claytor was best known to our community for her work as a mathematics consultant for the SC Department of Education, leading many initiatives and being recognized as a recipient of the Outstanding Contributions to Mathematics Education in 1995.

Dr. John Luedeman will be remembered for his leadership as the director of the Center for Excellence in Mathematics and teaching many math educators during his thirty-three years at Clemson University before retiring as Professor Emeritus. He was honored as an Outstanding Contributions to Mathematics Education awardee by the SCCTM in 1992.

Bob Stutts began teaching mathematics at Blackville High School. Upon moving to Columbia, he taught several years at Columbia College and later Richland Northeast High School, completing his illustrious career teaching engineering mathematics at Westwood High School.

## Jennifer Thorsten named Mathmate Editor

Jennifer Thorsten, Berkeley County's Coordinator of Advanced Academics, has been named the SCCTM's new Mathmate editor. Jennifer had been serving as the organization's associate editor, working closely with Chris Duncan, who stepped down to devote greater attention to his new position at Lander College as the chair of the department of mathematics and computing.

Her name is synonymous with Berkeley County mathematics, having been a student there and returning in 1991 to teach. She has taught at St. Stephen High School, Timberland High School, and her alma mater, Stratford High for 17 of her twenty-three years in the classroom. She served as the district's mathematics coordinator for five years before being named the County's Coordinator of Advanced Academics.

Jen is a graduate of the College of Charleston with a BS in Mathematics and earned her M.Ed. from University of Charleston in Science and Mathematics in 2004. She was honored by the faculty by being named the Most Outstanding Graduate for the SMFT program. Her capstone project was the topic of her presentation the SCCTM conference nearly fifteen years ago.

In addition to teaching mathematics, she became certified to teach science in 2005 and taught high school astronomy, as well as math, for about 15 years. She earned her National Board Certification in 2007 and has been an active member of the SCCTM for over twenty-five years.

Her daughter would say that Jen is never NOT a teacher – but when she's not at work, she enjoys cooking with her husband, going to the beach, and traveling to California to visit their granddaughter – and, of course, their daughter and her husband too.

When asked what she likes most about the teaching and learning of mathematics, her response was immediate and enthusiastic, "I love helping students see the beauty of mathematics and appreciate its usefulness in helping us understand this universe in which we live."



*Anita Zucker, CEO of InterTech, with Jennifer at the Tri-District Cradle to Career's 2018 Excellence in Mathematics Teaching Award Ceremony.*



## K–12 Grants

### MicroGrant Program for Educators & Teachers

Sponsor: Educators of America

Award: Equipment (varies by request)

Number of Awards: Not specified

Application Deadline: Ongoing (quarterly: January, April, July, October)

### Mobile Beacon Connect for Success

Sponsor: National Education Association Foundation

Award: Up to 25 laptops and 4G LTE hotspots with free 4G LTE high-speed Internet service for 12 months

Number of Awards: Not specified

Application Deadline: Ongoing (quarterly)

### NEA Foundation Learning & Leadership Grants

Sponsor: National Education Association Foundation

Award: \$2,000 or \$5,000

Number of Awards: Not specified

Application Deadline: Feb. 1, June 1 and Oct. 15 of each year

### Community Action Grant

Sponsor: AAUW

Award: \$2,000 to \$10,000

Number of Awards: Not specified

Application Deadline: Dec. 1

### Vernier/NSTA Technology Awards

Sponsor: Vernier and the National Science Teachers Association

Award: \$5,500 in cash, products and travel expenses

Number of Awards: 7 (one elementary, two middle school, three high school, one college)

Application Deadline: Dec. 18

### American Honda Foundation STEM Grants

Sponsor: American Honda Foundation

Award: \$20,000 to \$75,000

Number of Awards: Not specified

Application Deadline: Feb. 1 and Aug. 1 for new organizations; May 1 for returning organizations

### SparkFun Community Partner Program

Sponsor: SparkFun

Award: STEM/STEAM-related prize packages, event and team sponsorships and other types of support

Number of Awards: Varies

Application Deadline: Ongoing: third Thursday of each month; awards announced monthly

Those with ongoing deadlines include

- [Adopt a Classroom](#)
- [Brinker International Grants](#)
- [Brown Rudnick Community Grants](#)
- [Corning Foundation Grants](#)
- [DonorsChoose.org](#)
- [Naiku Innovative Teacher Grant](#)
- [Sony Grants for Education](#)
- [TAF Project-Based Learning Grants for Grades 6–12](#)

Research:  
Read,  
Reflect,  
React...

## Discipline Reform

Effective classroom discipline is essential to be successful as a teacher. It's no surprise that a handful of disruptive students interfere with the learning of the greater majority. From disrespectful comments, student meltdowns, and refusal to cooperate or do work to a perceived lack of support from administration and/or parents, teachers are finding it more difficult to do the job they love.

To learn more of the findings and recommendation of a recent study conducted by the Fordham Institute, *Discipline Reform through the Eyes of Teachers*, by researchers David Griffith and Adam Tyner, please visit the organization's site at <https://fordhaminstitute.org/national/research/discipline-reform-through-the-eyes-of-teachers>

Share the research article with colleagues, parents, and those who are working to make a difference in classrooms across the state.

Articles on  
Growth  
Mindset

## New in MSP Library

**"A National Experiment Reveals Where a Growth Mindset Improves Achievement,"** David S. Yeager, Paul Hanselman, Gregory M. Walton, Jared S. Murray, Robert Crosnoe, Chandra Muller, Elizabeth Tipton, Barbara Schneider, Chris S. Hulleman, Cintia P. Hinojosa, David Paunesku, Carissa Romero, Kate Flint, Alice Roberts, Jill Trott, Ronaldo Iachan, Jenny Buontempo, Sophia Man Yang, Carlos M. Carvalho, P. Richard Hahn, Maithreyi Gopalan, Pratik Mhatre, Ronald Ferguson, Angela L. Duckworth, Carol S. Dweck, *Nature*, August 2019.

**"Do Student Mindsets Differ by Socioeconomic Status and Explain Disparities in Academic Achievement in the United States?,"** Mesmin Destin, Paul Hanselman, Jenny Buontempo, Elizabeth Tipton, David S. Yeager, *AERA Open*, Fall 2019.

**"To What Extent and Under Which Circumstances Are Growth Mind-Sets Important to Academic Achievement? Two Meta-Analyses,"** Victoria F. Sisk, Alexander P. Burgoyne, Jingze Sun, Jennifer L. Butler, Brooke N. Macnamara, *Psychological Science*, March 2018.

**"Reducing Inequality in Academic Success for Incoming College Students: A Randomized Trial of Growth Mindset and Belonging Interventions,"** Michael Broda, John Yun, Barbara Schneider, David S. Yeager, Gregory M. Walton, *Journal of Research on Educational Effectiveness*, 2018.

**"Strategies to Improve Academic Achievement in Secondary School Students: Perspectives on Grit and Mindset,"** Susan Polirstok, *SAGE Open*, December 2017.



## SCCTM demonstrates commitment to statewide leadership network

On Wednesday, July 10, a group of forty leaders from over thirty of our state's professional organizations met at EdVenture to take steps to forge a stronger network designed to strengthen support to children, their families and their teachers--especially in areas of our state that need us to speak on their behalf the most. As president of the SCCTM, it was important to personally and professionally to take steps in bringing the leaders of our state's organizations to the table and become more aware of the outstanding work that's going on supporting our teachers and schools.

The purpose of the day was to engage in a discussion about the systemic issues facing our state. The day's conversation was all about making connections with others who share a commitment for improving teaching and learning.

Based on the day's conversations with the organization leaders, the consensus of the group was to:

- organize a network of leaders from our state's professional organizations who are dedicated to improving the lives of children, their families and their teachers;
- work with others in the network to strengthen their membership's understanding of issues related to access and equity, as well as the tenets of the Profile of the SC Graduate; and
- identify a 2-3 other issues to address during the year (from those identified and discussed during the day: Building Leadership, Community Involvement, Funding, Retention, Recruitment, Student Support, and Teacher Pay).

The SCCTM Board unanimously agreed upon the following statement at our August 24 board meeting.

The South Carolina Council of Teachers of Mathematics agrees to be a part of this network; to continue its work to strengthen our members' understanding of issues related to access and equity; to support the tenets of the Profile of SC Graduate; to initiate efforts to build leadership within our organization, and; to promote efforts to keep our teachers in the classroom (retention).



Additionally, the Board has agreed to work with partner entities to take steps to identify specific action items, timelines, and strategies to assess effectiveness.

Through our communication efforts over the past year, we have included conference presentations and shared articles and research briefs to our members to increase their understanding of the systemic issues related to equity and access. We have also worked to incorporate the knowledge, skills, and characteristics listed on the Profiles of a SC Graduate within our lessons. This great work needs to continue.

The Board also established a "new teacher" support group where leaders of our organization will be matched with a new middle or high school teacher, who would connect regularly with the teacher, providing advice regarding quality resources and opportunities, including membership to our organization for one year. The SCCTM is committed to doing our part in retaining our teachers and providing ongoing support is just one way.

## SCCTM Board to Connect with First-Year Teachers

At the SC Council of Teachers of Mathematics' Board meeting on Saturday, August 24, the Board unanimously agreed to be matched with a first-year middle or high school math teacher and serve as a supportive math friend and colleague, sharing a little time to develop a professional relationship with the new teacher. The purpose of the role will be to engage him/her in professional conversations, listening carefully to their needs and concerns, sharing resources and, basically building trust and sharing the Board member's professional knowledge of teaching mathematics.

As an organization dedicated to improving the teaching and learning of mathematics, we will begin taking steps to nurture our new teachers. Some of our Board members have participated in the state's mentoring program and others have interest in becoming trained mentors. Until they do, this will be an informal connection with fellow professionals.

Each board member will be assigned someone (or two) who may live in the same region to serve as their math friend. Our board members include leaders in all grade levels and several are seasoned teacher prep professors. We plan to extend about twenty-four first-year teachers with this opportunity to connect with one of our Board members. As part of this partnership, we will support their first-year membership to the SCCTM. In addition, we would like them to join us at our annual conference in November in Greenville.

Our hope is that we build on this, creating more opportunities to serve and support our first-year teachers.

Superintendents associated with the South Carolina Organization of Rural Schools have been notified of the offer; however, if you are a first-year teacher OR know one who may benefit from this partnership, please email Marc Drews at [mdrews.math@gmail.com](mailto:mdrews.math@gmail.com).

While our organization understands that each district is doing something to support their teachers, this is just something extra. It could be an email on a Friday afternoon asking how the week went, or sending a gift card to a restaurant saying, "enjoy!", or even sending some materials, resources, or ideas their way, and, of course, helping them get them most out of a professional organization designed to support the teaching and learning of mathematics.

We are the SCCTM  
...and we are making an impact across South Carolina.



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# BUILDING YOUR MATH SUPERPOWER: TAKING ACTION

November 14-15, 2019  
at the Greenville Convention Center

## Thursday Morning Keynote Address

Dr. Trena Wilkerson

NCTM President-Elect



Trena Wilkerson is a mathematics education professor in the Department of Curriculum and Instruction in the School of Education at Baylor University in Waco, Texas where she teaches both graduate and undergraduate

mathematics education courses and conducts professional development and research. She taught high school mathematics for 18 years. She is the current NCTM President-Elect and has published in several of NCTM's journals, *Mathematics Teaching in the Middle School*, *Mathematics Teacher*, *Teaching Children Mathematics*, and *Journal of Research in Mathematics Education*, chaired the MTMS Editorial Panel and served on the NCTM Board of Directors. She loves teaching and learning mathematics in support of current and future mathematics teachers and leaders.



## Taking Action Together in Mathematical Teaching and Learning: Empowering Teachers to Empower Students

What does it mean to combine our math superpowers to work together to impact student learning and empower students mathematically? We will look at individual and collective responsibilities and opportunities and what our role is in taking action to effect student mathematical learning along with engaging in mathematical tasks and exploring resources available and needed to do this. Let's empower teachers' math superpower through action that can then empower students in learning mathematics. Let's do this!

NCTM turns 100 in 2020. Join thousands of math education professionals in Chicago on April 1-4, 2020, as we celebrate at the Centennial Annual Meeting & Exposition. In addition to compelling sessions, networking opportunities, and valuable content, there will be special events and surprises to mark the occasion.

Something like this only happens every 100 years!

## David Ebert, NCTM Board of Directors

In addition to meeting Trena Wilkerson, the 2019 SCCTM Conference attendees will have a chance to meet David Ebert, a member of the NCTM Board of Directors, who will be presenting two sessions. His sessions are Mathematics + History + Social Justice = Global Mathematics and Using Mathematical Modeling to Engage All Learners.



Thursday Afternoon Keynote Address  
Dr. James Burnett  
CEO, ORIGO Education



James Burnett is the founder and CEO of ORIGO Education. He is passionate about education and is continually striving to make mathematics learning meaningful, enjoyable and accessible by all students and their teachers. He has authored and co-authored more than 300 mathematics resources

for teachers and students and regularly speaks to audiences across Australia and North America.

James aims to lift the profile of mathematics through dynamic professional learning and the development of innovative print and digital resources for the classroom. His achievements have been recognized with awards such as the *2009 Ernst & Young Entrepreneur of the Year Award*; the *2017 Elementary Publisher of the Year Award* (Australia); and *Learning Magazine's 2018 Teacher's Choice Award* for ORIGO's core K-6 math program *Stepping Stones 2.0*.



Developing Fact Fluency from Conceptual Understanding – Rather than Gimmicks!

Fact fluency is more than the memorization of isolated facts. Students need to see connections among facts. They need visual representations to help form a 'mind picture' that connects to a thinking strategy. This session will model appropriate visual aids that help students to master the basic facts – with understanding results!



NCTM's publication, *Principles to Actions* ENSURING MATHEMATICAL SUCCESS FOR ALL, lists the following critical reasons why we teach mathematics. In summary, our responsibility is to help students as follows:

- become more reflective in their thinking;
- observe patterns, to notice, to wonder;
- critique information and ask questions; and
- increase engagement and motivation to want to learn more.

In an excellent mathematics program, educators hold themselves and their colleagues accountable for the mathematical success of every student and for their personal and collective professional growth toward effective teaching and learning of mathematics. (p. 99)

Friday Morning Keynote Address  
Dr. Bernard Frost, Director  
Teacher Quality and Staff Development  
Spartanburg School District Two



Dr. Bernard. E. Frost is currently the Director of Teacher Quality and Staff Development for Spartanburg School District Two. He also serves as the Southern 1 Regional Director of NCSM: Leadership in Mathematics; Partner in Transforming Learning Culture, LLC; and the

Past-President of South Carolina Leaders of Mathematics Education. With over 14 years of teaching experience and conducting professional developments, Dr. Frost's passion for education is evident in his willingness to put forth 100% in developing professional development opportunities that assist educators' in their ongoing process of improving instructional practices that impact student achievement.

A snapshot into his classroom modeling lessons, coaching sessions, and professional development workshops would reveal richly developed lessons guided by inquiry-based learning strategies based on students'/teachers' needs. Students and teachers who attend his sessions are captivated and engaged in hands-on activities he provides to his attendees. Information shared at these sessions also provides attendees with a deeper understanding and reflective practices that transfer into effective teaching and learning. Facilitating professional learning sessions has given Dr. Frost the opportunity to travel around the country as a keynote speaker and trainer.

As a consummate researcher and practitioner, Dr. Frost focuses on ways to improve instructional practices and student achievement. He continuously researches new strategies to meet the needs of administrators, teachers and students. The learning gleaned from his research provides an excellent basis for comparison with previous skill sets as a classroom teacher which immediately yields dividends in its applicability to his various roles in school districts.



Strengthen Your Teaching Superpowers Using  
Math Strategies that Promote Engagement

Teachers have the power to engage and take action. This session will strengthen teachers' superpower of engagement by exploring multiple ways to implement lessons with fun and innovative activities that will get students involved in the learning process. Teachers will be provided multiple activities to engage ALL students, promote academic discourse, and assist students with developing a conceptual understanding of each lesson.

. . . . .

Dr. Frost's commitment to help teachers has recently transferred onto his current position and as an Adjunct Professor at Converse College, in which he helps preservice and first year teachers. Frost says, "Inspiring the next generation of teachers provides great insight on the future of education and allows me to have an impact on it."

## Friday Afternoon Keynote Speaker Dr. Laurie Boswell



Laurie Boswell taught high school mathematics for 25 years at Profile School in Bethlehem, NH. She then became the Head of School and taught middle school mathematics at The Riverside School in Lyndonville, VT for ten years. She retired from

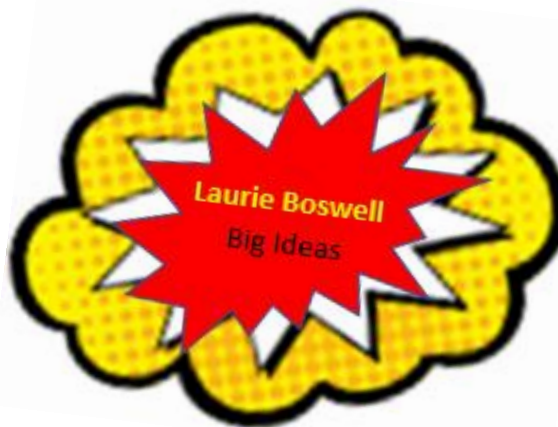
Riverside and is now working fulltime writing and providing professional development and embedded coaching in schools throughout the United States.

Laurie earned her B.S. in Mathematics and M.Ed. in Mathematics Education from Plymouth State University and her EdD in Educational Leadership and Policy Studies from the University of Vermont.

Laurie has presented at numerous local, state, regional, and national conferences on geometry, algebra, assessment, and instructional practices. She is a co-author of elementary, middle school and high school textbooks, and has written articles for national and state publications. Her current interest is in research related to high impact teaching strategies.

Laurie has served in many leadership positions. She was the president of the NH Teachers of Mathematics and the Council of Presidential Awardees in Mathematics. She also served on the Board of Directors for the National Council of Teachers of Mathematics and the National Council of Supervisors of Mathematics.

Her hobbies include geocaching, gardening, and spending time with family and friends.



### Teacher Superpowers: Fact or Fiction?

Whether you are a veteran of the classroom or in your first year, there are things you just know to be true. For instance, your bladder control is far superior to any of your friends, unless of course they too are a classroom teacher. That's a superpower! You also know the importance formative assessment as a means to receive student feedback and improve student achievement. That's a superpower! This session is a lighthearted ... and serious look at teacher superpowers.



Our 2019 conference attendees will be challenged with a series of puzzles and riddles that must be solved in order to escape the room before time runs out. This experience helps build essential collaboration and critical thinking skills while working as a group to solve puzzles on Promethean's immersive classroom solutions, including the ActivPanel, ActivConnect and ClassFlow.

## Update: SCCTM Ambassadors

At this time, there are twenty ambassadors, each being current SCCTM member, who are charged with helping promote the work of the SCCTM in their schools, districts, and/or regions. They serve as a voice across the state of South Carolina to ensure that all SC educators are fully aware of the many benefits this professional organization has to offer.

The goals for the first year are to build on these teachers' passions and strengths by creating a brochure for distribution and membership flyer, facilitating a session at our Annual Conference in Greenville for new members of SCCTM, and staffing an exhibit table to initiate support for our new teachers in SC.

Alva White, SCCTM Secondary Vice President, is coordinating this initiative that is a part of our outreach efforts, but also serves as a means of building leadership within our community. If you have any questions or would like to know more about ways you can be more involved in the organization, please feel free to reach out to Alva at [SecondaryVP@scctmconference.org](mailto:SecondaryVP@scctmconference.org) or by phone at 803-309-1792.

## Manipulative Corner

Ryan Higgins



One of SCCTM's priorities is to promote research-based, high quality mathematics teaching and learning in our state. In order to do so we utilize resources such as NCTM's Principles to Actions: Ensuring Mathematical Success for All (NCTM, 2014). To summarize in a ridiculously short manner, the text describes best practices for mathematics teaching and learning as teaching mathematics in a way which involves thoughtful and demanding tasks, questions and inquiry techniques.



One way teachers exhibit these great practices is through the use of equally great manipulatives. So...Welcome to some of the "Manipulative Corner"!

Here, we will share ideas for manipulatives we love in each Newsletter and in The MathMate, SCCTM's journal, which inspire learning. In each edition, we will share the manipulative and several great ways to use it in multiple grade bands: Pre-K-2, 3-5, 6-8 and 9-12.



To kick off our newest addition to the SCCTM Newsletter, I'd like to ask, "Who doesn't love a Geoboard"?!



# GRAND CHALLENGES

## South Carolina STEM Education

In July 2019, representatives from several entities convened in Columbia to re-visit the Grand Challenges document. Their work will be made available on the Coalition's [website](#). This feature serves to provide background on this very important endeavor.

In July 2017, South Carolina's Coalition for Mathematics and Science (SCCMS) was awarded one of only three "Challenge Grants" issued by [STEMx](#)/Battelle. Using these funds, and with additional support from Boeing SC, Comporium and Fluor, SCCMS hosted the "Grand Challenges in SC STEM Summit" this past October in Columbia, SC. Summit dialog was centered on research conducted by [100Kin10](#), a national network committed to adding 100,000 excellent STEM teachers to U.S. classrooms by 2021. Their research seeks to identify root causes and possible actions to address the critical shortage of STEM teachers. Thought leaders from across South Carolina added to this knowledge base through their responses to interview questions designed collaboratively by Grace Doramus, director of strategic initiatives at 100Kin10 and SCCMS staff.

The two goals were to plant seeds for future STEM education partnerships and collaborations and identify five, system-wide, grand challenges within our state that we might successfully master within five years' time if we act together to maximize our individual and organizational strengths and resources.

Attendees came from across the state and from all walks of life including business/industry, the arts, out-of-school learning places, government, classrooms and more.

Unlike previous SC STEM summits, the focus of thought and action came from the participants themselves rather than being generated by external speakers, panelists or other presenters. Together, we explored the [100Kin10 Challenge Tree System Map](#) to identify challenges most relevant to our state. South Carolina interview data were used to identify a set of Super Themes as the

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SOUTH CAROLINA'S COALITION FOR MATHEMATICS & SCIENCE

# SCCMS

— Achievement by Design —

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organizers for the themes, challenges, and catalysts already identified in the challenge map. Sessions were facilitated by S<sup>2</sup>TEM Centers SC staff, who worked to ensure that dialogue and discussion stayed on point and yielded the results we were after.

The next task was to review more than 100 challenges and whittle them to five. To launch into next steps, Summit participants made personal commitments to broaden their networks in the SC STEM community and to share what they learned with their colleagues.

For South Carolina STEM education, the Summit was only the beginning. Findings were presented to multiple audiences throughout the following months and refined into actionable challenges.

Challenge #1: Engage individuals and organizations in advocating for quality STEM education.

Challenge #2: Build awareness of the value of STEM education and career opportunities across the community.

Challenge #3: Expand educators' STEM content knowledge and career awareness through professional learning experiences that engage SC's STEM business/industry experts.

Challenge #4: Build leadership capacity of STEM educators, including school & district administrators, both in schools and across the community.

Challenge #5: Recruit and retain STEM educators through financial and other incentives.

Be on the lookout to read and learn more of this exciting ongoing initiative lead by the SCCMS. Get involved by joining an action team.



By changing the words from “shall” to “may include”, we will be able to move to a two-year term for our SCCTM president.

## Business Meeting will include vote to modify our constitution

Members will be asked to vote on a change to our SCCTM Constitution to allow the president-elect to serve one year, followed by a two-year stint as president and a one-year term as past president. During our SCCTM Business Meeting scheduled for November 14, members present will vote to change the word “shall” in Article IV to the words “may include” as described below. To be approved, a 2/3 majority of those members attending our annual business meeting must approve the change.

Currently, the constitution reads as follows:

### Article IV. Officers

Section 1. The officers shall be President, President-Elect, the immediate Past-President, Secretary, Treasurer, Vice-President for Elementary Teachers, Vice-President for Middle School Teachers, Vice-President for High School Teachers, Vice President for Post-Secondary Teachers, Vice-President at Large, and National Council of Teachers of Mathematics Representative.

The change in the president’s term would restructure the board whereby every year it would include either a president-elect OR a past president. Currently, the Constitution states that both positions shall be on the board. Because the offices of president-elect and past president will rotate every year, it will be necessary to change the words “shall be” to “may include”.

It has been recommended to be amended as follows:

### Article IV. Officers

Section 1. The officers **may include** President, President-Elect, the immediate Past-President, Secretary, Treasurer, Vice-President for Elementary Teachers, Vice-President for Middle School Teachers, Vice-President for High School Teachers, Vice President for Post-Secondary Teachers, Vice-President at Large, and National Council of Teachers of Mathematics Representative.

Members must be present to vote.



## Superheroes wanted

One way to contribute to the outstanding work of the SCCTM is by volunteering and sharing your time and talents. Please visit our home page at [sctm.org](http://sctm.org) and click the 2019 Time and Talents Form next to the Quick Links.



## SCCTM Officers 2018–2019



President  
**Marc Drews**  
Edventure  
Columbia, SC  
Richland County



President-Elect  
**Ryan Higgins**  
Coker College  
Hartsville, SC  
Darlington County



Past President  
**Leigh Martin**  
Clemson University  
Clemson  
Pickens County, SC



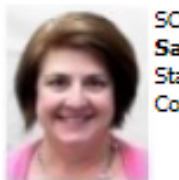
Treasurer  
**Gina Dunn**  
Lander University  
Greenwood, SC  
Greenwood County



Secretary  
**Brantay Cohens**  
Ocean Bay Middle School  
Horry County



NCTM Representative  
**Christi Fricks**  
Riverside Middle School  
Anderson District 4



SC Department of Education Representative  
**Sandra Ammons**  
State Department of Education  
Columbia, SC



Vice President for Elementary  
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White Knoll Elementary School  
Lexington District One  
Lexington County



Vice President for Middle  
**Eugene Bellamy, Jr.**  
Hardeeville-Ridgeland Middle School  
Hardeeville, SC  
Jasper County



Vice President for Secondary  
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Richland District One  
Richland County



Vice President for Post Secondary  
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USC Aiken  
Aiken, SC  
Aiken County



Vice President at Large  
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West Florence High School  
Florence, SC  
Florence County



Government Relations  
**Cathy DeMers**  
Charleston County Schools  
Charleston, SC

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Executive Director  
Program, Membership, & Registration Manager  
**Cindy Parker**  
Alice Drive Middle School  
Sumter School District, retired  
Sumter, SC



IT Manager  
**Bill Gillam**  
Richland School District Two - retired  
ECPI University - Current  
Columbia, SC  
Richland County

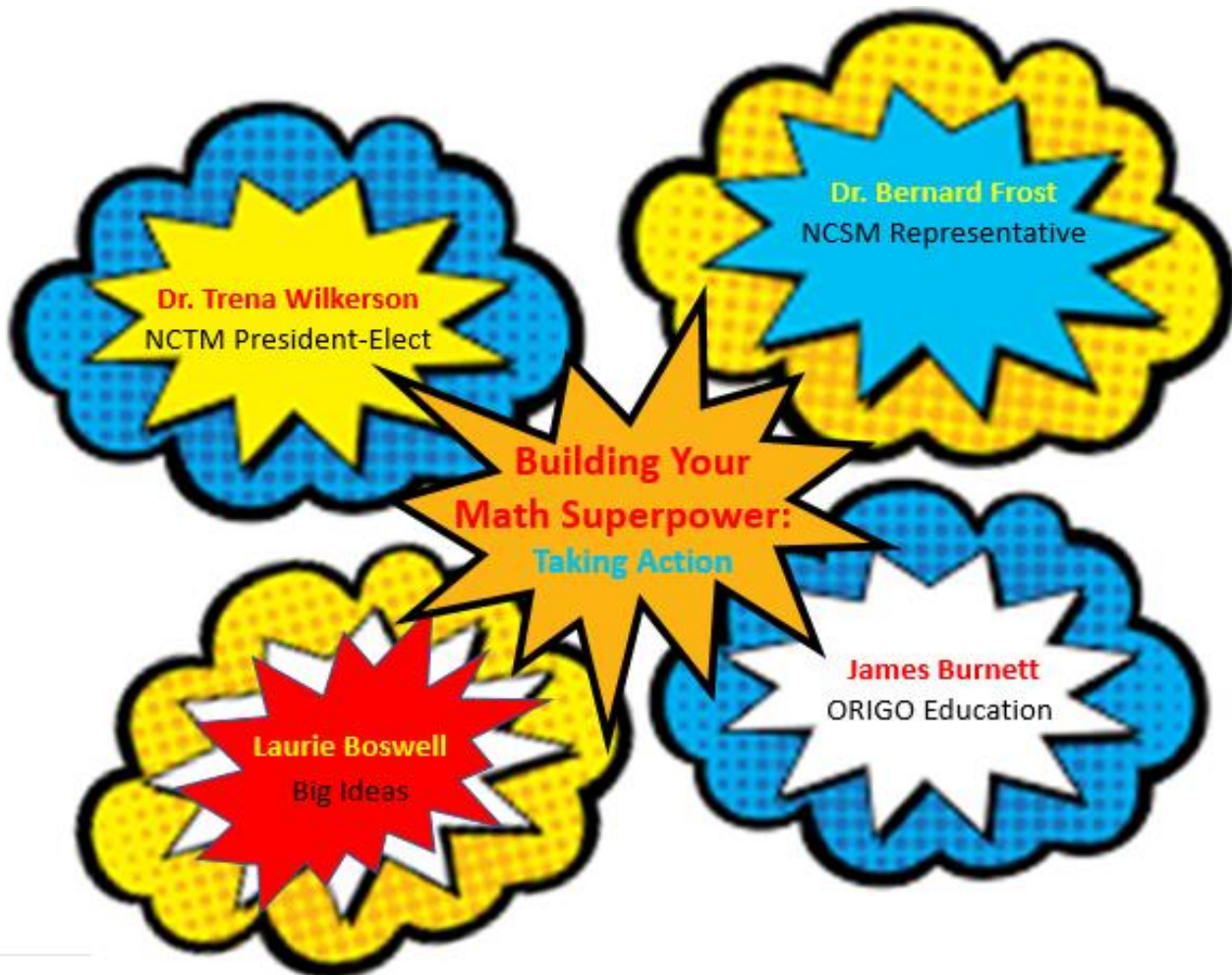


Commercial Exhibits Manager  
**Lane Peeler**  
State Department of Education - retired



**Ann Senn**  
Executive Director Emeritus  
JF Bailey & Associates, Inc  
Columbia, SC  
Richland County

Welcome to the SCCTM Board  
Jennifer Thorsten, Mathmate Editor



SCCTM Annual Conference – Greenville, South Carolina – November 14-15, 2019



# PROFILE OF THE South Carolina Graduate

## WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



## WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

## LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable

# BUILDING YOUR MATH SUPERPOWER: TAKING ACTION

**Each conference attendee must complete online registration.**

Register today by visiting [sctm.org](http://sctm.org)

Early Bird Fee Deadline is October 15, 2019