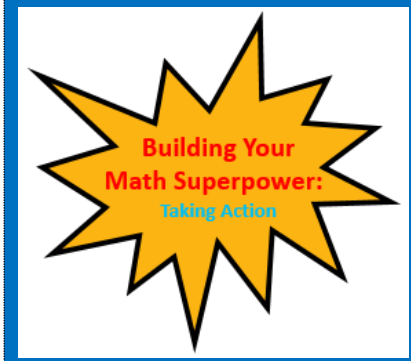
South Carolina Council of Teachers of Mathematics

June 2019

In This Issue



President's Message

Marc Drews

"Equity must pervade all of our actions."
–Linda Gojak, former NCTM President

This week, schools across South Carolina are ending their year and teachers will be beginning their summer, using the time to rejuvenate, refresh, and renew. Time will be spent with family and friends, taking classes and workshops, surfing the Internet for ideas and strategies to enhance their lessons. There is little time to waste.

This been a memorable spring. Christi Fricks and I had the honor of representing our organization at the Annual NCTM Conference in San Diego where our time was spent looking for ways to improve our already popular state conference. From the opening session with Gloria Ladson-Billings to the closing presentation led by Talithia Williams, the messages were clear: our challenge is to provide a quality mathematics education experience for all students. Issues of access and equity were powerfully addressed.

This newsletter provides several articles that are designed to spark conversations and begin asking the hard questions about equity and access in South Carolina. These questions are often addressed in book studies as conducted by Ryan Higgins earlier this year and the one described by Jennifer Thorsten in the Lowcountry (page 3). Beginning on page 5, members will find a dozen articles, research papers, and books to choose from to build their understanding of these critical issues facing our school communities.

Leigh Martin, Past President and Program Chair, is assembling an all-star, super-hero line up of speakers for our 2019 Conference, including Trena Wilkerson, NCTM's president-elect. The annual conference will be returning to the Greenville Conference Center, with the theme of Building Your Math Superpower: Taking Action.

Thanks to the input from over 200 respondents, who completed a survey designed to help the board in its decision for the site of the 2020 annual conference. The findings, beginning on page 9, indicate that our members want to be close to home, while rotating around the state. The board used the information, along with the impact of costs to the members, to decide on the site for the conference to be held on November 19-20, 2020 that will be announced at the 2019 conference

The board is engaged in revising the bylaws to initiate a two-year term for the organization's president, using the NCTM officers as a model.

Continued on page 16

2019 Teacher Grant Awardees Named

Savannah Catoe
Pine Tree Hill Elementary

Chris Higgins
South Carolina Connections Academy

Amy McKee
Riverside Middle School

Marsha Neal
Hardeeville-Ridgeland Middle School

Carrie Simpson
Robert Anderson Middle School

Five members earned funds to support their special project thanks to funds made available each year to support SCCTM members desiring to implement projects in mathematics-related areas. Individual grant awards may not exceed $1,500. Grant applications may be made for most mathematics-related purposes. These teachers will be recognized at the 2019 conference in Greenville.

The titles of the projects include the following:

- Measuring Our Way to Success (Savannah Catoe);
- Knowing Math, Your Survival Depends on it. Escape Room (Chris Higgins);
- The Math That Moves Us (Amy McKee);
- Math is Everywhere! (Marsha Neal); and
- Creating Math Stations that Work! (Carrie Simpson)

2019 SCCTM Committee Chairs

Awards Committee	Gloria Allen
Conference Program Chair	Leigh Martin
Conference Site Chair	Marc Drews
Door Prize Committee	Erica Aiken
Educator's Scholarship Committee	Bridget Coleman
Grants Awards Committee	Ryan Higgins
Nominating Committee	Machell Sprauve
Pre-Service Scholarship Committee	Chris Duncan
Publications Chair	Alisa Hobgood
SCCTM Grant Initiative Committee	Wanda Noblin
Student Pages Committee	Bridget Coleman

Lowcountry Book Study

Jennifer Thorsten, Berkeley County Schools

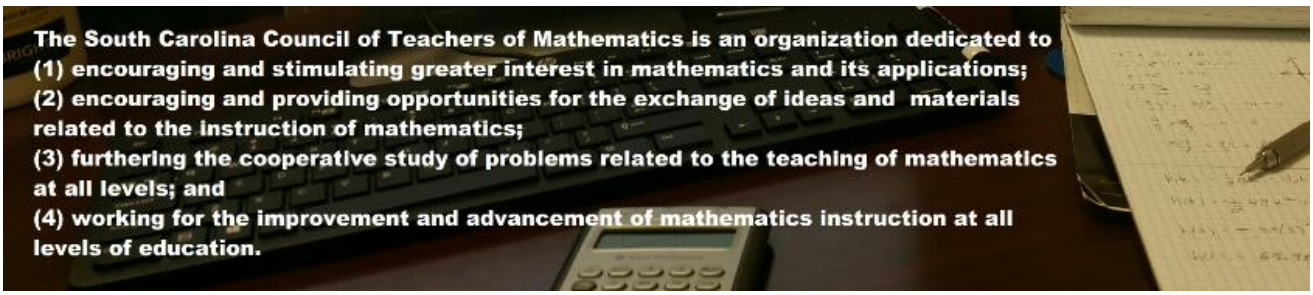
The Math Pathways Project Team (MPPT) was initiated in October 2015 by Tri-County Cradle to Career Collaborative's Postsecondary Education Consortium and High School Graduation Network to open pathways to STEM-related college and career options. MPPT is comprised of representation from the region's four school districts (Berkeley County, Charleston County, Dorchester District Two and Dorchester District Four) and colleges and universities across the state (Charleston Southern University, Clemson University, The Citadel, College of Charleston, University of South Carolina and Trident Technical College). Since its inception, the team has been engaged in the review and evaluation of the region's school district math curriculum, the colleges' and universities' entry requirements and the readiness of high school students to enter post-secondary education and/or to enter the workforce.

During the December 2018 meeting, Charleston County School District Superintendent Gerrita Postlewait addressed the MPPT group and spoke about the NCTM publication *Catalyzing Change in High School Mathematics: Initiating Critical Conversations* and the key recommendations put forward by the authors. Dr. Ed Dickey, one of the authors of the book, suggested that we form a subcommittee to complete the book study that is provided by NCTM for this publication and use that experience to (1) design and conduct similar book studies in the respective school districts, and (2) determine if any recommendation for action is warranted from MPPT and TCCC.

Currently there are five participants in the book study representing Berkeley County, Charleston County, Dorchester District Two, Charleston Southern University, and the College of Charleston, and they have completed two out of the nine sessions for the NCTM book study. The team meets monthly, either in person or in a conference call, and plans to complete the entire book study in the fall. In the previous sessions, the discussions have included sharing personal beliefs about the purposes of high school mathematics from the team of educators and from the non-educators that were informally interviewed and identifying ways that educators can help students connect their study of mathematics with their ability to make sense of and critique the claims that they encounter in public discourse. Additionally, the participants have shared their experiences with the challenges in high school math education, and with the successes they have had with implementing recommendations in the book.

As the title of the book states, these critical conversations among all levels in education are necessary for us to better serve our students in this ever-changing world. We encourage everyone involved with or invested in high school math education to read and discuss the recommendations put forward in the book. We learn and grow when we discuss our ideas and contemplate the ideas of others.

Click here for the link to NCTM's book study and other resources related to this publication.



SCCTM Art Contest

The SCCTM Art Competition is open to all K-12 students across the state, whose teacher is an active member of SCCTM. Please see the entry rules document for further details on submissions and judging by visiting scctm.org/news-announcements

Submissions due June 10, 2019

Experience the beauty of mathematics and art

This kinetic art object displays the numbers from 1 to144, with the primes being specially coded.

Bernhard Rietzl, Artist
2012 Gallery

visit bridgesmathart.org

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TEXAS INSTRUMENTS

PROMETHEAN

Summer Reading and More

Here are some reading selections to select from as part of your summer reading. Feel free to share your reviews.

1. "Breaking the Cycle of Teacher Shortages: What Kind of Policies Can Make a Difference?," Linda Darling-Hammond, Anne Podolsky, Education Policy Analysis Archives, April 2019.

"Teacher shortages have recurred in the United States over many decades. This article introduces a special issue of EPAA that seeks to better understand the factors that contribute to the insufficient supply and inequitable distribution of qualified teachers, as well as the recurrences of teacher shortages. The six articles in this issue help provide an empirical understanding of the current state of the supply, demand, and distribution of America's public school teachers. This lead article provides an overview of the status of teaching in the U.S. and outlines the volume's findings about the key contributors to teacher supply, demand, and shortages of qualified teachers; the subject areas and locations in need of teachers; the determinants of high turnover of teachers; promising policies to recruit and keep teachers; and states' attention to these policies. We hope the findings from this volume enable a better understanding of the obstacles and solutions to providing all students with high-quality teachers."

MSPnet Location: Library >> Ed Change & Policy http://hub.mspnet.org/index.cfm/33784

2. "Understanding Teacher Shortages: An Analysis of Teacher Supply and Demand in the United States," Leib Sutcher, Linda Darling-Hammond, Desiree Carver-Thomas, Education Policy Analysis Archives, April 2019.

"This paper reviews the sources of and potential solutions to teacher shortages in the United States, describing the sources of current and projected increases in teacher demand relative to enrollments, shifts in pupil-teacher ratios, and attrition. It places these in relation to recent declines in teacher supply and evaluates evidence of shortages in fields like mathematics, science, special education, and educators for English learners. Our analysis using national databases through 2016 predicted an estimated annual teacher shortage of approximately 112,000 teachers in 2017-18. Our recent review of state teacher workforce reports estimated 109,000 individuals were uncertified for their teaching positions in the US in 2017, roughly approximating our projections. We discuss the factors driving shortages and, based on previous research, identify responses that might ameliorate these trends."

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3. "The Trouble with Teacher Turnover: How Teacher Attrition Affects Students and Schools," Desiree Carver-Thomas, Linda Darling-Hammond, Education Policy Analysis Archives, April 2019.

"Addressing teacher turnover is critical to stemming the country's continuing teacher shortages. It is also important for school effectiveness, as the academic and financial costs of teacher turnover to student learning and district budgets are significant. Using the most recent nationally representative data from the National Center for Education Statistics' Schools and Staffing Surveys, the authors detail which teachers are leaving, why, and which students are most impacted. The study finds higher turnover rates in the South; among mathematics, science, special education, English language development, and world languages teachers; in schools serving students of color and from low-income families; and among teachers of color. The study also finds that several factors are associated with higher turnover rates, including lack of administrative support, teacher salaries, and alternative certification. The paper reviews policy strategies that can address teacher turnover."

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4. "Recruitment, Employment, Retention and the Minority Teacher Shortage," Richard Ingersoll, Henry May, Gregory Collins, Education Policy Analysis Archives, April 2019.

"This study examines and compares the recruitment, employment, and retention of minority and nonminority school teachers over the quarter century from the late 1980s to 2013. Our objective is to empirically ground the ongoing debate regarding minority teacher shortages and changes in the minority teaching force. The data we analyze are from the National Center for Education Statistics' nationally representative Schools and Staffing Survey (SASS) and its longitudinal supplement, the Teacher Follow-up Survey (TFS). Our data analyses document the persistence of a gap between the percentage of minority students and the percentage of minority teachers in the US. But the data also show that this gap is not due to a failure to recruit new minority teachers. In the two decades since the late 1980s, the number of minority teachers almost doubled, outpacing growth in both the number of White teachers and the number of minority students. Minority teachers are also overwhelmingly employed in public schools serving high-poverty, high-minority and urban communities. Hence, the data suggest that widespread efforts over the past several decades to recruit more minority teachers and employ them in disadvantaged schools have been very successful. But, these efforts have also been undermined because minority teachers have significantly higher turnover than White teachers and this is strongly tied to poor working conditions in their schools."

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5. "Strategies for Attracting and Retaining Educators: What Does the Evidence Say?," Anne Podolsky, Tara Kini, Linda Darling-Hammond, Joseph Bishop, Education Policy Analysis Archives, April 2019.

"A highly competent teacher workforce is a necessary foundation for improving children's educational outcomes, especially for those who rely most on schools for their success. Yet in the United States, shortages in the teaching force have been growing across the country, reaching crisis proportions in some teaching fields- such as mathematics, science, and special education-and in locations where wages and working conditions are least attractive. We analyzed recent research and representative survey data to identify the drivers of teacher recruitment and retention. We also reviewed the policy literature to identify district, state, and federal policy strategies that have been effective at addressing the factors influencing teachers' professional decisions. These policies include increasing their compensation and improving their preparation, professional support, and working conditions, as well as improving district and school management practices that otherwise create obstacles to recruitment and retention."

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6. "Equitable Access to Capable Teachers: The States Respond," Gary Sykes, Kacy Martin, Education Policy Analysis Archives, April 2019.

"This study examined a sample of plans that states submitted to the U.S. Education Department in 2015, pursuant to requirements in the Elementary and Secondary Education Act Title I, Part A. Plans were aimed at redressing inequities in access to qualified teachers as this problem has emerged in states and districts across the country. A considerable body of research has demonstrated that teachers are inequitably distributed to the disadvantage of low income and historically under-served students. Based on descriptive and inferential coding of these plans, the study reaches several conclusions. First, the federal planning mandate has served as an impetus for developing state data systems that track teacher distributions. Second, many of the states are proposing are not directly relevant, targeted, or fully committed in terms of resources and implementation. Third, in states with highly rated plans, the strategies address fundamental, underlying conditions while offering a comprehensive range of targeted strategies to improve recruitment, support, and retention of teachers in schools serving concentrations of low income and under-served students. Progress on this issue is underway with much that remains to be done."

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7. "Preparing Teachers to Engage Rural Students in Computational Thinking Through Robotics, Game Design, and Culturally Responsive Teaching," Jacqueline Leonard, Monica Mitchell, Joy Barnes-Johnson, Journal of Teacher Education, September 2017.

Teachers who participated in activities with robotics had more robust results in student performance than teachers who did not.

"This article examines teacher preparation and teacher change in engineering and computer science education. We examined culturally responsive teaching self-efficacy (CRTSE), culturally responsive teaching outcome expectancy (CRTOE) beliefs, and attitudes toward computational thinking (CT) as teachers participated in one of three treatment groups: robotics only, game design only, or blended robotics/game design. Descriptive data revealed that CRTSE gain scores were higher in the robotics only and blended contexts than in the game design only context. However, CRTOE beliefs were consistent across all treatment groups. In regard to CT attitudes, teachers' gain scores were higher in the game design only and blended contexts than in the robotics only context. In addition, there were differences by treatment group related to STEM (science, technology, engineering, and mathematics) practices, while cultural artifacts were evident in each learning environment. The results of this study reveal some variability by treatment type and inform future research on equitable practices in engineering and computer science education."

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8. "Exploring Culturally Responsive Pedagogy: Teachers' Perspectives on Fostering Equitable and Inclusive Classrooms," Amy J. Samuels, Southeastern Regional Association of Teacher Educators Journal, Winter 2018.

"This article examines perspectives of in-service teachers related to culturally responsive pedagogy and possible strategies for employing the framework in the K-12 setting. Benefits and barriers to facilitating a culturally responsive framework are explored, as well as approaches and pedagogical tools for fostering equitable and inclusive classrooms. Based on the findings, I posit the value of creating spaces for teachers to be reflective in their practice, as well as examine their own biases, to cultivate culturally responsive approaches to teaching and learning."

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9. "Empathy, Teacher Dispositions, and Preparation for Culturally Responsive Pedagogy," Chezare A. Warren, Journal of Teacher Education, 2018.

"Culturally responsive pedagogy (CRP) offers elaborate empirical and theoretical conventions for becoming an effective teacher of diverse youth. Empathy has been found to improve classroom teachers' capacity to (re)act or respond to youth in ways that produce evidence of CRP. However, there are too few instructive models in teacher education that help connect teacher candidates' knowledge of students and communities to development of efficacious physical habits, tendencies, and trends in observable behavior or teacher dispositions. The application of empathy operationalized through perspective taking is one such model useful to preparing teacher candidates to make professional decisions that produce evidence of CRP. Engaging teacher candidates in perspective taking-adopting the social perspectives of others as an act and process of knowing-invites them to obtain (and reason with) new knowledge of students and the sociocultural context where she or he will teach. Recommendations for modeling and practicing perspective taking in teacher education are discussed."

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10. "Multicultural Matters: An Investigation of Key Assumptions of Multicultural Education Reform in Teacher Education," Hua-Yu Sebastian Cherng, Laura A. Davis, Journal of Teacher Education, December 2017.

"Five decades of rhetoric and reform in teacher education underscore the importance of multicultural education in preparing teachers to meet the needs of all students. State and national policy initiatives targeting multicultural education build on two assumptions: first, that preservice teachers lack the multicultural awareness to function as culturally responsive educators, and second, that higher levels of multicultural awareness correspond with increased pedagogical proficiency. Few studies have examined variation in multicultural awareness across preservice candidates, or the link between multicultural awareness and prospective teachers' measured competencies. Using a novel dataset of 2,500 preservice teachers' beliefs and student teacher performance assessments, we find that Black and Latino candidates report greater multicultural awareness, while Asian Americans report less, compared with their White counterparts. Prior experience working with nondominant populations is linked with higher levels of awareness, particularly for minority respondents. Propensity score matching analyses reveal that multicultural awareness is tied to candidates' competence in creating nurturing classroom environments."

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11. "The Makerspace Movement: Sites of Possibilities for Equitable Opportunities to Engage Underrepresented Youth in STEM," Angela Calabrese Barton, Edna Tan, Day Greenberg, Teachers College Record, 2017.

" Large gaps in achievement and interest in science and engineering [STEM] persist for youth growing up in poverty, and in particular for African American and Latino youth. Within the informal education community, the recently evolving "maker movement" has sparked interest for its potential role in breaking down longstanding barriers to learning and attainment in STEM, with advocates arguing for its "democratizing effects." What remains unclear is how minoritized newcomers to a makerspace can access and engage in makerspaces in robust and equitably consequential ways. This paper describes how and why youth engage in making in an after-school, youth-focused, community-based makerspace program "Making 4 Change." Four in-depth stories of engagement are shared. Using a mobilities of learning framework, we discuss how youth appropriated and repurposed the process of making, and unpack how the program attempted to value and negotiate youths' ways of making from an equity-oriented perspective." *For more on the maker movement, visit makered.org*

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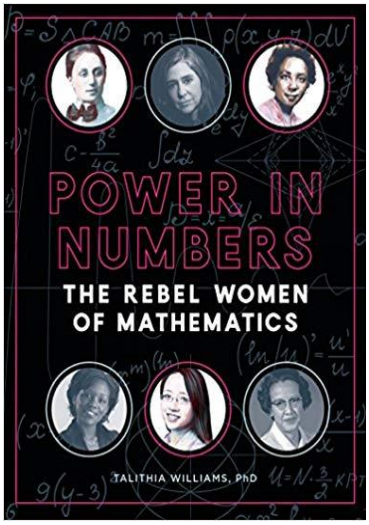
12. "Power in Numbers: The Rebel Women of Mathematics," Talithia Williams



NCTM's powerful closing session was presented by Talitiha Williams. Professor of mathematics at Harvey Mudd College. Her inspiring book shares the historic contributions and often overlooked influence of women on the development of mathematics over the centuries. Each mathematician comes to life on each page, women like the astronomer-philosopher Hypatia, NASA's hidden (s)heros Mary Jackson, Katherine Johnson, and Dorothy Vaughan, and rocket scientist Annie Easley and advocate for mathematics education, Erica Walker.

Power in Numbers: The Rebel Women of Mathematics tells the stories of these brilliant women and serves as a celebration of their many contributions to the world of mathematics.

Please note, except for the *Power in Numbers*, these readings are attributable to the work of the MSPnet Library.

South Carolina Council of Teachers of Mathematics

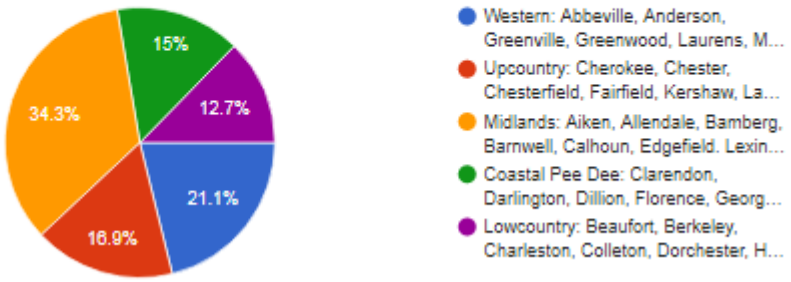
The Results of the 2020 Site Survey

Conducted online from March 28 through April 15, 2019

Many thanks to the 200 plus respondents who completed to the survey designed to capture the thoughts and opinions regarding the site of our 2020 annual conference.

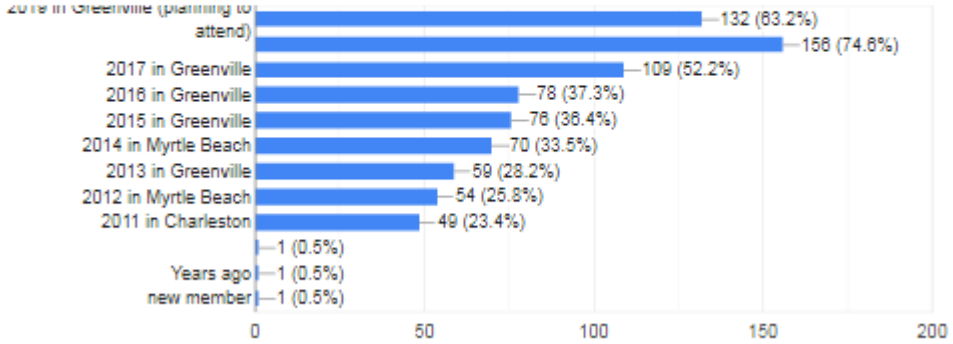
Using the dropdown, identify the SC STEM Center in which you live.

213 responses



Which of the following SCCTM conferences have you attended in the past several years? Click all that apply

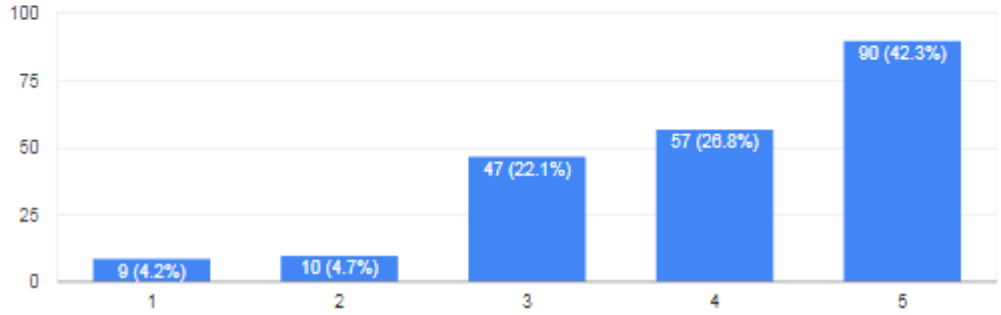
209 responses



What's important to you?

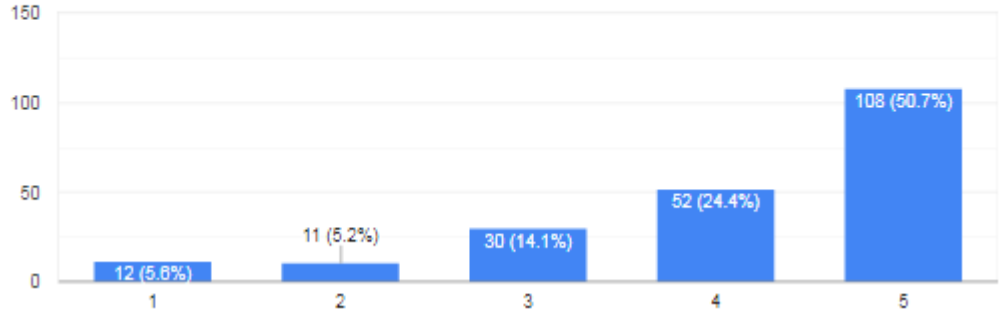
The cost of the venue, along with associated costs including registration, hotel, parking, etc.

213 responses



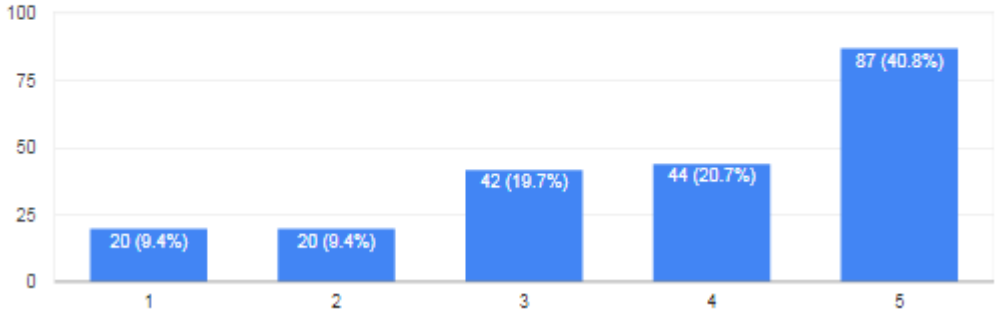
The location of the conference

213 responses



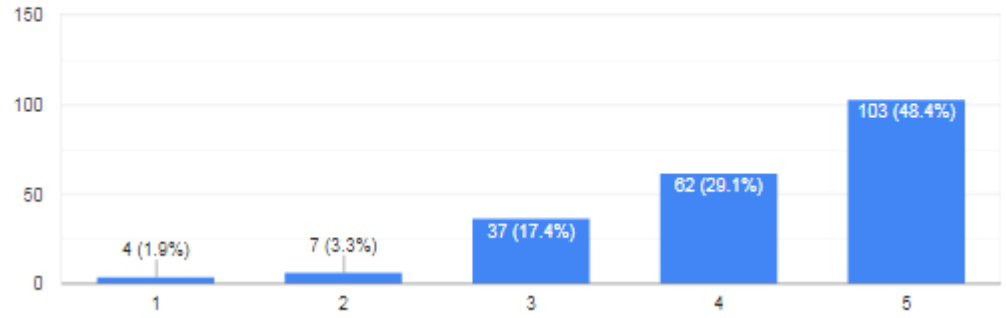
The distance from home to the conference

213 responses



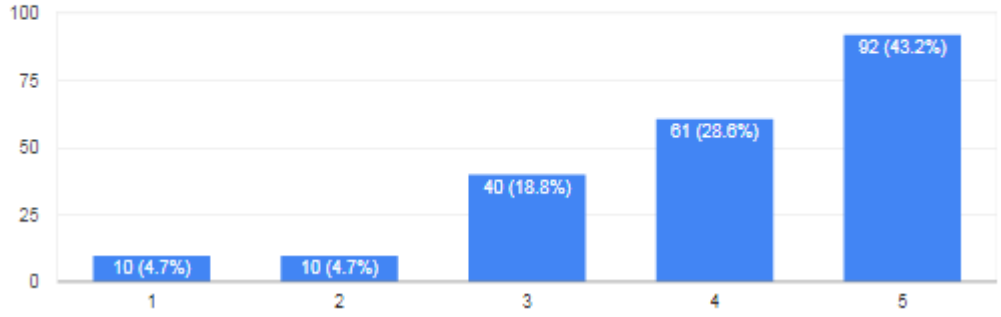
The site that has the greatest potential to draw the most teachers

213 responses



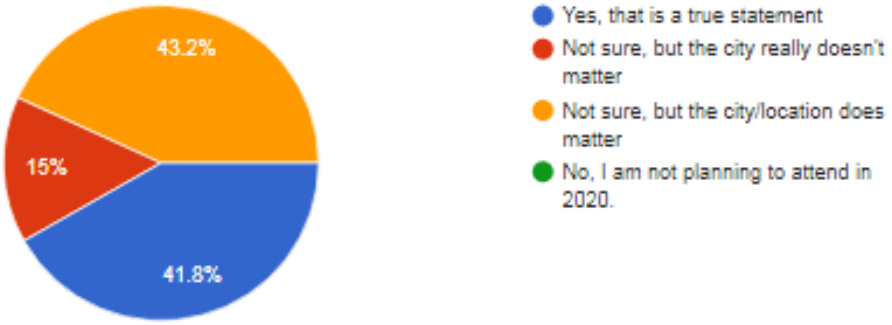
The closeness and availability of reasonably-priced hotels

213 responses



Please answer yes or no: I would probably attend the 2020 Annual SCCTM Conference regardless of the host city.

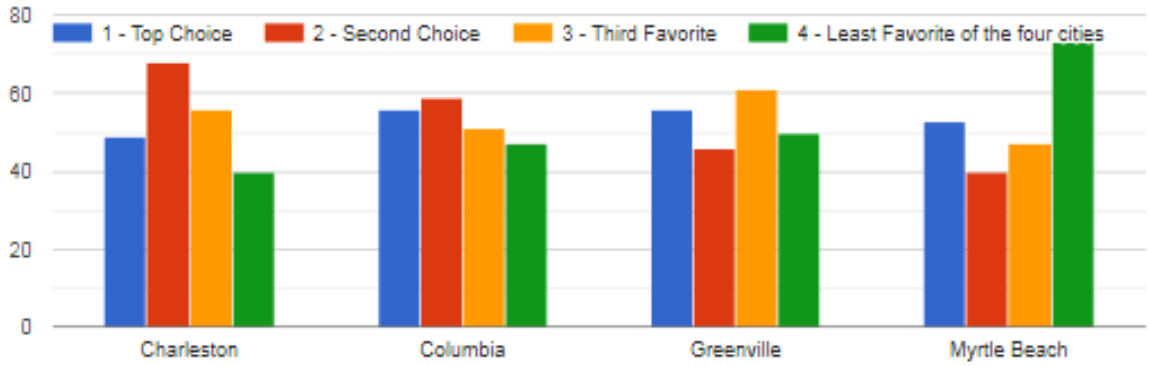
213 responses



Of those who indicated that they were unsure, adding the location matters, their top choices were Myrtle Beach (32), followed by Greenville (30), Columbia (11) and Charleston (9).

Priority of venues

Please place the cities in your order of preference (each row and column should be selected once).



	Charleston	Columbia	Greenville	Myrtle Beach
Top Choice	**49**	**56**	**56**	**53**

Here is the top choice based on where the respondents lived.

Region	n	Charleston	Columbia	Greenville	Myrtle Beach
Upstate	35	9	9	11	6
Western	46	6	3	34	3
Midlands	72	12	35	7	18
Coastal/Pee Dee	32	4	6	1	21
Lowcountry	27	17	3	2	5

Building Your Math Superpower: Taking Action

November 14-15, 2019
at the Greenville Convention Center

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)

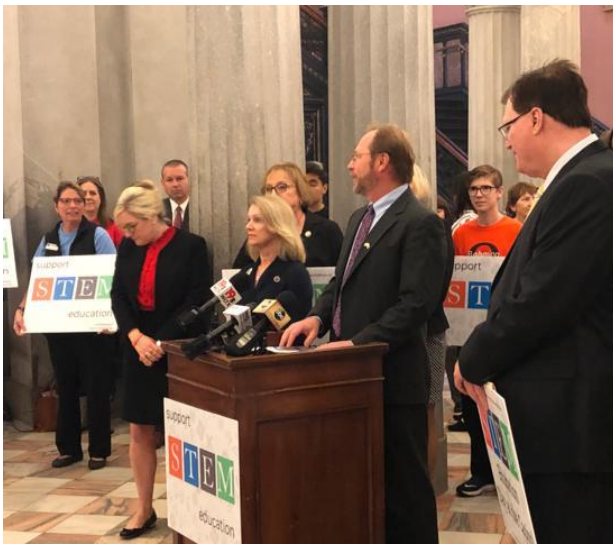
Mathematics Teaching Practices
Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.
Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.
Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.
Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.
Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.
Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.
Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

From the *Principles to Actions Executive Summary*
(https://www.nctm.org/uploadedFiles/Standards_and_Positions/PtAExecutiveSummary.pdf)

SOUTH CAROLINA'S COALITION FOR MATHEMATICS & SCIENCE

SCCMS

Achievement by Design



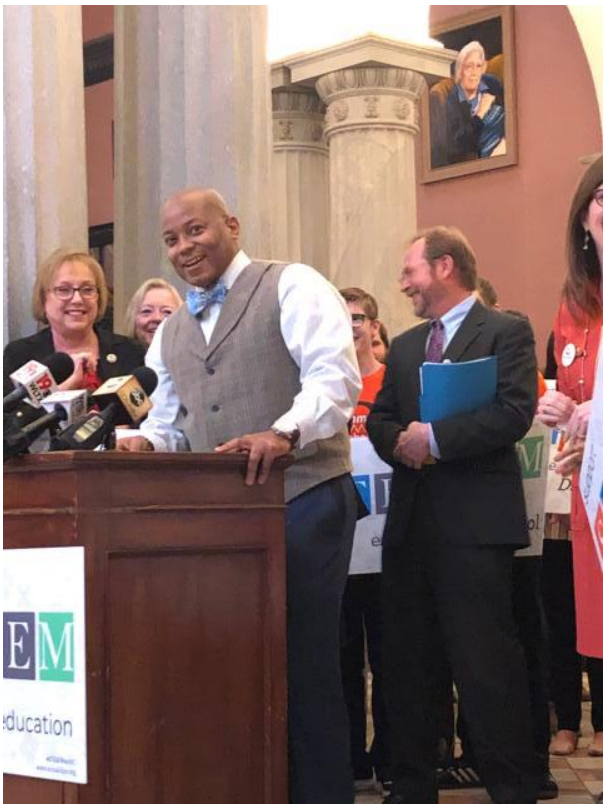
Dr. Tom Peters kicks off STEM Day at the Capitol.

Celebrating 25 Years

S²TEM Centers SC

Solutions in Science, Technology, Engineering & Mathematics Education

Lt. Gov. Pam Evette bringing welcome.



Warren Wise, SC's STEM Teacher of the Year.

STEM Day at the Capitol

On April 9, 2019, South Carolina's Coalition for Mathematics & Science celebrated the state's progress and partnerships by honoring educators and business/industry partners who have worked with purpose and passion to increase learning and improve lives through STEM education.

In Memory: Julio López-Ferrao

Julio López-Ferrao, program director in the Division of Research on Learning in Formal and Informal Settings (EHR/DRL) at the National Science Foundation (NSF), died on March 25, 2019.

Julio served as the NSF program officer supporting the SC Statewide Systemic Initiative, responsible for establishing the state's regional Hubs, now centers. As a strong advocate for equity, he was instrumental in the state's math and science community placing a greater emphasis on: impact data, schools that needed the most support, STEM access for all students, and the academic achievement gap. He was passionate about the work in South Carolina and his influence continues today.

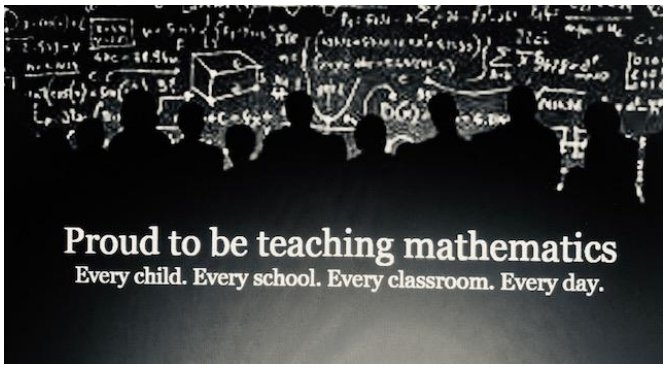
All Out

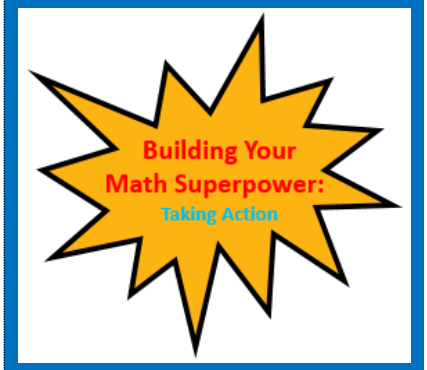
Approximately ten thousand teachers and their supporters marched on the grounds of the capitol on May 1, protesting the lack of attention paid to key issues in this year's legislative session and excluding teachers in the conversations regarding educational improvement efforts. Education reform legislation was not passed in 2019.

Here's to our great and necessary work.

The SCCTM is on a journey to help our communities to see mathematics differently. As an organization, we will continue to work to address the systemic issues of access, the achievement gap, authenticity, and advocacy.

We are the SCCTM!





President's Message

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At its April 27 meeting, the board voted to amend the bylaws 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. For this to happen, the board will need to amend our constitution, present it to the members at the conference and garner a 2/3 majority of those members attending our annual business meeting. 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.

Be on the lookout for more. Here's to the summer and our continued journey to enrich the teaching and learning of mathematics.

MD

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 scctm.org and click the 2019 Time and Talents Form next to the Quick Links.

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Edventure
Columbia, SC
Richland County

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Ryan Higgins
Coker College
Hartsville, SC
Darlington County

Past President
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Clemson University
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Lander University
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Brantay Cohens
Ocean Bay Middle School
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NCTM Representative
Christi Fricks
Riverside Middle School
Anderson District 4

SC Department of Education Representative
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Vice President for Post Secondary
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Aiken, SC
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Cindy Parker
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Sumter School District, retired
Sumter, SC

Commercial Exhibits Manager
Lane Peeler
State Department of Education - retired

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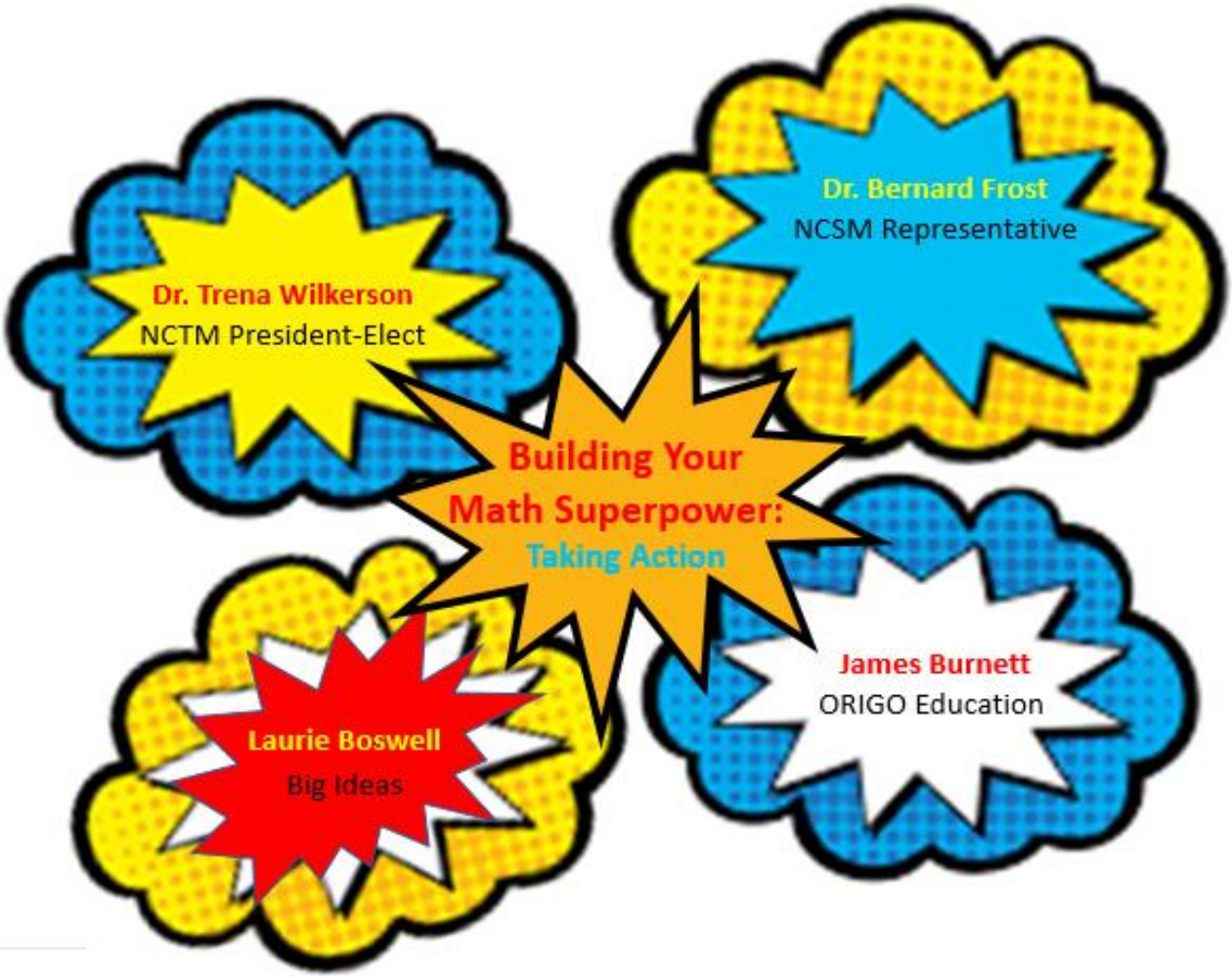
IT Manager
Bill Gillam
Richland School District Two - retired
ECPI University - Current
Columbia, SC

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



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