CAMTE members presenting at NCSM, NCTM Research and NCTM.

<table>
<thead>
<tr>
<th>NCSM</th>
<th>NCTM RESEARCH</th>
<th>NCTM</th>
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<tbody>
<tr>
<td>Babette Benken</td>
<td>Nadine Bezuk</td>
<td>Nadine Bezuk</td>
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<tr>
<td>Kyndall Brown</td>
<td>Erik Hsu</td>
<td>Kyndall Brown</td>
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<tr>
<td>Lew Douglas</td>
<td>Madeline Jetter &amp;</td>
<td>Cathy Carroll</td>
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<td>Susie Håkansson</td>
<td>Davida Fischman</td>
<td>Mark Ellis</td>
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<td>Chris Shore</td>
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<td>Susie Håkansson</td>
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<td>Jim Short &amp; Vicki Vierra</td>
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<td>Shelley Kriegler</td>
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<td>Judy Kysh</td>
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<td>Julie Mcnamara</td>
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<td>Randy Phillips</td>
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<td>Kyndall Brown</td>
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</tbody>
</table>

CMC Conferences

CMC- S Nov. 4-5, 2016
CAMTE sessions on Friday
CMC-N Dec. 2-4, 2016
CAMTE sessions on Saturday

Conference Committee:
Bruce Grip
Melanie Maxwell
Julie MacNamara

CAMTE Presence at NCTM and NCSM

Vicki Vierra and Jim Short

Susie Håkansson et al at NCSM

CAMTE Officers:

President: Diane Kinch
President-elect: Joi Spencer
Secretary: Diana Zaragoza
Treasurer: Terran Felter
Members at Large: Annette Kitagawa, Lew Douglas and Gretchen Muller
Advisory Board: Joanne Rossi-Becker, Carol Fry Bohlin, Kyndall Brown, Margaret Kidd and Shelley Kriegler
What do you know about the Math Readiness Challenge?

If you are interested in learning more, join the CAMTE listserv dedicated to this topic, read Kyndall Brown’s report on the next page. For more info contact Kyndall at kbrown@gseis.ucla.edu

In January of 2016, the governor introduced a budget trailer bill that would fund the creation and implementation of a 4th year high school mathematics course that meets A-G entrance requirements and would exempt students from the CSU entry level mathematics examination.


On May 2, 2016, a group of CAMTE members met to discuss the Mathematics Readiness Challenge. There was a discussion about sharing existing 4th year high school courses. Ideas for the topics in the 4th year course were shared. The need for professional development was also discussed.

Different CAMTE members agreed to get more information about existing courses, identify state legislators on the education committee to contact for more information, and pose questions to the governor’s staff regarding the bill.

Doing Mathematics: Winter Problem Solutions

Roberto is shopping for shoes and hats. He finds a store that sells 2 hats and 4 pairs of shoes for $249 or 4 hats and 2 pairs of shoes for $168. How much does one hat cost? How much does one pair of shoes cost? Which package would you buy? Why?

Student Responses

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
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</thead>
<tbody>
<tr>
<td>![Hat Image] (2 hats) + ![Shoe Image] (4 shoes) = 249</td>
<td># hats</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>![Hat Image] (2 hats) + ![Shoe Image] (1 shoe) = 84</td>
<td>2</td>
</tr>
<tr>
<td>![Hat Image] (0 hats) + ![Shoe Image] (3 shoes) = 165</td>
<td>0</td>
</tr>
<tr>
<td>![Hat Image] (0 hats) + ![Shoe Image] (1 shoe) = 55</td>
<td>0</td>
</tr>
</tbody>
</table>
Student C

\[ 2h + 4s = 249 \]
\[ 4h + 2s = 168 \]
\[ 2h + s = 84 \]
\[ 3s = 165 \]
\[ s = 55 \]

Mathematical Pedagogy: Most Common Confusion: Evaluate, Simplify, Solve

**Evaluate:** to find the value of a numerical or algebraic expression.

Example: Find the value of \(3x^2 - 2x\) when \(x = -2\)

Response: \(3(-2)^2 - 2(-2) = 3(4) + 4 = 12 + 4 = 16\)

**Simplify:** To use the rules of arithmetic and algebra to rewrite an expression as simply as possible.

Example: Simplify \((x - 1)^2 + (x + 2)^2\)

Response: \(x^2 - 2x + 1 + x^2 + 4x + 4 = 2x^2 + 2x + 5\)

Note: In the Common Core, simplifying fractions is not emphasized, fraction equivalence is.

**Solve:** to find a value(s) we can put in place of a variable (such as \(x\)) that makes an equation true.

Example: Solve for \(x\): \(3x - 5 = 7\)

Response: \(3x - 5 + 5 = 7 + 5\)
\[ 3x = 12 \]
\[ 3x/3 = 12/3 \rightarrow x = 4 \]
What are your university, college, district and or school doing in each of the following areas? If you would like to share your plans, progress, or ideas, please send your information to Diane Kinch at dokinch@gmail.com

<table>
<thead>
<tr>
<th>Active Learning</th>
<th>Inquiry Based-Learning</th>
<th>MTEP RAC: Actively Learning Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>A process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content.</td>
<td>Starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. A facilitator often assists the process.</td>
<td>Reform of freshmen/sophomore level mathematics courses.</td>
</tr>
</tbody>
</table>

Check out the Conference Board of the Mathematical Sciences Action Learning Statement – available soon through CBMS or CAMTE.

Check out CSU Monterey Bay’s Academy of Inquiry-Based Learning at http://www.inquirybasedlearning.org/.

Check out the CSU MTEP news at http://teachingcommons.cdl.edu/csumtep/

“Education is not an affair of "telling" and being told, but an active and constructive process, is a principle almost as generally violated in practice as conceded in theory. Its enactment into practice requires that the school environment be equipped with agencies for doing, with tools and physical materials, to an extent rarely attained. It requires that methods of instruction and administration be modified to allow and to secure direct and continuous occupations with things. Not that the use of language as an educational resource should lessen; but that its use should be more vital and fruitful by having its normal connection with shared activities.” – John Dewey, *Democracy and Education*
CAMTE Considering Building an Annual Peer Reviewed Journal

Board Members of CAMTE are currently considering the development of an annual peer-reviewed journal. The journal would provide an outlet for California mathematics teacher educators to publish their research. It would also provide an opportunity to publish research being conducted on mathematics teacher education and professional development throughout the state. In addition to reports of research, the peer-reviewed journal can be a venue for commentaries and book reviews. Currently, CAMTE is considering whether or not the journal will be a joint venture with other organizations addressing the preparation and education of mathematics teachers in our state, or whether this will be an exclusively CAMTE initiative. Members who are interested in exploring and supporting this journal should contact Joi Spencer at joi.spencer@sandiego.edu.

Committee Reports

CAMTE Membership Committee

When the committee began this year, our membership had 119 members. Our goal was 50 more members or 169 members. As of May 3, 2016, we have 137 members. The committee is revising the CAMTE Brochure. If you have pictures you would like us to consider including, please send them to the Committee Chair, Annette Kitagawa at AKITAGAWA@rcoe.us

CAMTE Membership Survey  https://goo.gl/X1iyYys
CAMTE Advocacy Questionnaire will be sent out to members after the survey. The questionnaire is in its final stage of being reviewed.
2016-2017 Meet and Greet
  o CSLA – Fred Uy will host a Meet and Greet in the fall

CAMTE Survey

Please complete the survey by either going to the following site or using the QR code below.

https://goo.gl/Lu8YxM
CAMTE Advocacy Committee

At its meeting on 14 April 2016, the California Commission on Teacher Credentialing (CTC) considered Commission staff’s recommendation “to reinstate the option to complete an elementary subject matter program to meet the state subject matter requirement” (Agenda Item 4C: http://bit.ly/CTC-Item4C). CTC Vice Chair Kathleen Harris read aloud a portion of a letter submitted by CAMTE’s Advocacy Committee that expressed strong support for this position. “…Following the enactment of NCLB-related regulations, Liberal Studies programs no longer served as waiver programs for the Multiple Subject CSETs… [At many campuses,] students selected other majors, many of which did not require as many mathematics courses as the Liberal Studies programs, a development which has been a source of strong concern for mathematics educators.” Commissioner Harris also noted that CAMTE pledged to “help facilitate communication among mathematics teacher educators to support the development of updated and powerful mathematics courses for future elementary teachers.” In the letter, CAMTE also expressed support for reviewing the Supplementary Authorization.

Related to these topics, members of the Advocacy Committee have submitted three proposals to speak at CMC conferences on mathematics coursework for Liberal Studies majors and for future middle school teachers. During its last meeting, the committee actively discussed current and possible campus models for preparing middle school math teachers. Interest continues to be expressed by committee members for developing an online series of mathematics courses, perhaps beginning with conceptual calculus. These courses would support students/teachers pursuing a Mathematics Supplementary Authorization, Subject Matter Authorization, or FLM credential.

Look for a survey from the CAMTE Advocacy Committee this summer!

CAMTE Nominations and Elections Committee

The Committee is reaching out to potential candidates to determine their interest in running for one of the two positions Treasurer and one Member-at-Large 2016 election. If you are interested in running, contact Bruce Arnold at barnold401@gmail.com or Lisa Usher-Staats at lisastaats@hotmail.com.

Voting will occur electronically in the fall. Results will be known at the CMC-S Conference.

If you would like to be a member of one of CAMTE’s Committees, please write to Diane Kinch at dokinch@gmail.com
CAMTE Conference Committee

The Committee has chosen the speakers for the CAMTE Strand at CMC-S and CMC-N. These will be announced after they have been notified by CMC-S and CMC-N.

Calling for Ambassadors!

CAMTE needs ambassadors who will represent their colleges, universities, counties, districts or schools and who will agree to get the word out about CAMTE and CAMTE’s projects to others who work with math educators at their sites. If you are interested in doing this, contact Annette Kitagawa at akitagawa@rcoe.us

Position Paper on Addressing the Needs of Diverse Students with the SMP

CAMTE is writing a Position Paper on the above topic. Kyndall Brown (CMP), Fred Uy (Cal State LA), Julie MacNamara ( ), Joi Spencer (University of San Diego) and Diane Kinch (President – CAMTE) are working on this. The lenses through which the SMP are being viewed include the following:

- Mind Sets
- Culturally Relevant Pedagogy
- Pedagogical Shifts
- Mathematical Content Knowledge for Equitable Instruction
- Student self-efficacy

If you have any questions, please contact Diane at dokinch@gmail.com.

Joint CMC-S CAMTE Common Core Circles Committee

Direction of new work: Using Mathematical Modeling to Create Culturally Relevant Classroom Tasks.

CAMTE Communications & Web Site Committee

Coming soon: A revamping of our website.
CAMTE President-elect wins Benjamin Banneker Association Award

This April, Joi A. Spencer, CAMTE’s president-elect, was honored with the Benjamin Banneker Association’s Exemplary Mathematics Teacher of African American Students-Post Secondary Award. The award recognizes mathematics educators who have successfully used noteworthy and innovative mathematics instruction to close the achievement gap in mathematics for African American children. The award ceremony took place during the NCTM’s Annual Meeting on April 14th at the San Francisco Marriott Marquis.

Congratulations Joi!
What are you doing to forward these goals?

Let CAMTE know how your work is aligned with our goals.

We want to highlight your work on our webpage.

**CAMTE Goals**

1. Provide statewide leadership in mathematics teacher education and professional development.
2. Facilitate communication and networking among mathematics teacher educators and coaches at the PreK-12, community college, college and university levels.
3. Serve as a clearinghouse for news and resources in mathematics teacher education via the CAMTE Web site and listserv.
4. Encourage, promote, and support both research and the sharing of effective practices related to mathematics teacher education.
5. Encourage, promote, and support the development of pre-service and in-service teachers of rigorous and relevant mathematics who use achievement, access, and opportunity data to identify and eliminate the performance gap between African-American/Latino students and Asian-American/white students, as well as between native English speakers and English Learners.

**CAMTE Nominations and Elections Committee:**

Bruce Arnold – co-chair  
Shelley Kriegler  
Lisa Usher-Staats – co-chair

**CAMTE Advocacy Committee:**

Rajee Amarasinghe  
Carol Fry Bohlin - chair  
Joanne Rossi  
Becker  
Lance Burger  
Diana Ceja

**CAMTE Communications & Web Site Committee:**

Agnes Tuska  
Gretchen Muller  
Joi Spencer

**CAMTE Membership Committee:**

Mark Ellis  
Kathy Hann  
James Sheldon  
Viji Sundar  
Gloria Brooks-Brown  
Madeline Jetter  
Annette Kitagawa – Chair  
Satinder Singh  
Fred Uy  
Justine Wong

California Association of Mathematics Teacher Educators  
Contact officers for information; President: dokinch@gmail.com