

From The Editor's Desk

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STEPPING BACK AND LOOKING FORWARD



FOR LONG-TIME *CMT* READERS, you will remember when our journal was black and white, sent to a typesetter, and then mailed to you.

For long-time high school teachers, you will remember when “stand and deliver” was the norm and focusing on the numerical answer to a math problem was your sole concern.

Long-time teachers remember when state testing was an incidental part of our year, designed primarily for our own personal goals to gauge student learning and tweak our classroom instruction.

Reflecting on the 2015 CMT—now accessible to all in an on-line, colorfully designed format, where a click in the table of contents and in the articles themselves brings you to the desired pages and links—we presented articles on:

- Getting ready for PARCC.
- Standards for Mathematical Practice.
 - #7: Look for and make sense of structure.
 - #8: Look for and express regularity in repeated reasoning.
- Equity:
 - Reading strategies for ELLs.

- Culturally responsive instruction.
- Supporting the success of diverse, low-income learners.
- Book reviews:
 - *Principles to Actions: Ensuring mathematical success for all*,
 - *Beyond the Common Core: A handbook for mathematics in a PLC at work, and*
 - *The Common Core Mathematics Companion: The standards decoded K–2*.
- Strategies and resources for you to use with parents.
- Classroom, school, and district math activities and resources that have been used *in the field*.
- College transitions/courses given the pre-service teachers of mathematics that led to practicums in your classrooms.
- Resources from NCTM including the full article, *13 Rules that Expire*.
- *Principles to Actions (PtA)* teaching practice:
 - Establish goals to focus learning.

Look back and read something of particular interest to you!

So what's ahead in the CMT for 2016?

Notice the new logo at the top of page 1? CCTM has updated our logo, giving it a fresh Colorado look!

Since PARCC has given us our first exam and the results are in, where do we go, now? The focus of this issue is **assessment**. Reflect on the articles and determine your level of understanding assessment; then try out some of the suggestions. An additional focus on *PtA*, continues with information on the two additional **math teaching practices**: 1) Pose purposeful questions and 2) Elicit and use evidence

of student thinking. How might these practices support classroom assessment?

An NCTM journal article, **12 Rules that Expire**, is included. This middle school math set of rules is a companion to the elementary version that can be found in the *CMT* Fall 2015 issue. No matter what level you teach, pre-k through college, glean insights into where your students have been and where they might go. In addition, other NCTM resources to consider for your professional library can be found within.

Perhaps your school has decided that with CCSS-M in place and mediocre PARCC results, it's time to reflect on your curriculum and adopt new resources. A **curriculum process** already designed with your use in mind—and presented to teachers in Denver Public Schools—is presented.

Did you miss the **CCTM Fall Conference**, or do you need to reflect on the ideas presented by the major speakers? Past and current articles, including one on **Promoting Access and Equity in Mathematics**, and links might help.

Honoring our own teachers of mathematics is important. Read what they've been doing for ideas you might try. Then think about applying for this award yourself in the spring!

Consider a 2016 New Year's resolution of writing an article for a professional magazine! Many of the authors whose articles you read in the *CMT* are uncomfortable with writing, but believe in the importance of sharing best practices with colleagues. Others are on a journey of improving their practice, creating an artifact to support Standard V: Teachers demonstrate leadership (*Colorado Professional Teaching Standards*), or pursuing National Board Certification or the Presidential Award for Excellence in Mathematics Teaching.

The newly formed *CMT* Editorial Board (see p. 53) will support you with ideas for revision, suggestions for pictures—and even help for grammar and structure!

The focus of the **next issue** will be: Support productive struggle in learning mathematics (from *PtA*.) This issue will also present ideas for your own summer professional growth, or to try out in summer school classes you might be teaching. We are

looking for *in the field articles* on both what you have found instrumental in a “growth mindset,” or an engaging summer school math class. Articles are due to me by **March 1, 2016**.

With your well-deserved winter break behind you, I hope your new semester brings you a fresh look at ideas presented in this magazine, and inspiration to try them out in your classroom.

