

AMTNJ News

Association of Mathematics Teachers of New Jersey / 856-358-4373

Volume XXXVII, Number 2

Fall 2011



Cheryl Giordano coordinated the Math Supervisors' Conference at Rider University

Inside this issue:

- Math PD on Demand.. pg 1
- PARCC pg 1
- President's Message .. pg 2
- Calendar of Events ... pg 2
- Why I Want to be a Teacher pg 4
- September Supervisors' Conference pg 5
- Net Works pg 6
- Tips for New Teachers pg 7
- AMTNJ Winter Conference pg 7
- Special Education Corner pg 8
- AMTNJ December Conference pg 9-10
- HS Math Contest pg 11
- WebPD pg 11
- Back Page Contest ...pg 12

AMTNJ Offers In-District Professional Development

The AMTNJ receives many requests for qualified mathematics consultants to offer professional development during the school day. As a result, the Outreach has created a new service called, *Math PD on Demand*.

Previously, our organization offered PD only through our conferences, webinars, and special outreach efforts. We have had many outstanding speakers at these events and we would like to help you make the connection with them when you are looking for in-district workshops.

We have formed a Speakers Bureau with qualified math presenters covering all grade bands, PreK through college. If your district is searching for experienced

math speakers, email Outreach coordinator, Barbara VanDenBerg at bvandenbergh@optline.net. We will arrange for expert presenters qualified in the topic your district requires. The sessions can be customized to your needs; please discuss your ideas with us and we will find the presenter for you. The fee is \$1000 for full day sessions, \$500 for half day.

The aim of the AMTNJ Outreach is to bring meaningful workshops to math teachers throughout the year. We will continue to hold after school sessions.

Please help get the word out by sharing this information with teachers and administrators who are not AMTNJ members.

NJ Assumes PARCC Consortium Leadership Role

In a letter to all chief school administrators dated May 2, 2011, Acting Commissioner of Education, Christopher D. Cerf, announced: "New Jersey has decided to become a Governing state in the Partnership for Assessment of Readiness for College and Career (PARCC)."

PARCC is an alliance of 24 states, and the District of Columbia, educating nearly 25 million students, that are working together to develop a common set of K-12 assessments in English and math.

PARCC is led by 17 governing board states (and D.C.) The other 7 states are considered "participating states".

A Governing State

What does the phrase "Governing State" mean to NJ teachers? Basically this means that NJ is "all in" when it comes to using the PARCC Assessment System. Participating States may change to a different assessment, but NJ has made the commitment to use the

continued on page 3

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*AMTNJ wants its
newsletter to be fair
and correct in every
way. If you have a
question or comment
about information in this
newsletter contact any of
the co-editors.*

President's Message

by Cresenda Jones



Greetings NJ
Math Teachers!!!

I am very
excited to be
leading AMTNJ
during this
critical time
in New Jersey
Education. Most

states and several territories in the United States have adopted Common Core State Standards. This year, more than ever, teachers need to be informed and given opportunities to learn about the upcoming changes in curriculum standards, state assessments and New Jersey Educational policies. AMTNJ is dedicated to keeping Mathematics Teachers up to date on these issues. Whether you attend a statewide conference, study from home using our Web PD or schedule an outreach workshop in your region, you can be assured that AMTNJ will offer timely, accurate information.

As you know, Governor Christie's Education Transformation Task Force has recommended that a new accountability system for evaluations be developed. With the focus on results, standardized assessments will become a

This year, more than ever, teachers need to be informed and given opportunities to learn about the upcoming changes in curriculum standards, state assessments and New Jersey Educational policies.

part of teacher evaluation. Fifty percent (50%) of a teacher's evaluation will be based on student achievement. At least 70% of the student achievement portion will be measured by student growth on state assessments. It is important for all of us to remain vigilant, work as a team, and maintain the high standards of

continued on page 5

AMTNJ Calendar of Events

Various Dates

Outreach Algebra I Workshops

Wall Series changed to Dec. 1 & 13, and Jan 7
Stockton Series added Nov. 29, Dec. 14, Jan 7
(see p. 11)

November 9

Deadline to Register for HS Math Contest (p. 11)

November 10-12

NJEA Atlantic City

December 6

AMTNJ Special Education - Mathematics -
Language Arts - Science Conference
Crowne Plaza, Somerset (see p. 9-10)

December 7

High School Math Contest (see p. 11)

February 14, 2012

AMTNJ Winter Conference (see p. 7)

May 15, 2012

20th Annual Button Contest (see p. 11)

For updated information go to www.amtnj.org

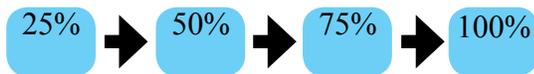
NJ Assumes PARCC Consortium Leadership Role

continued from page 1

PARCC System. Governing States will pilot and field test the assessment system components over the next three years and administer the new assessment system during the 2014-15 school year. Governing States will use the results from the PARCC assessments in their state accountability systems. The chief state school officers of the Governing States serve on the PARCC Governing Board and make decisions on behalf of the Partnership on major policies and operational procedures

New Jersey chose PARCC for several reasons. First, the accountability system in PARCC includes four assessments throughout the instructional year. (See graphic below). As such, the accountability system is based on multiple assessments administered at different points during the year, so students can demonstrate their knowledge and skills throughout the school year. This will de-emphasize the impact of any one test score because test scores will be weighted to calculate an accountability score.

School Year



- 25% - diagnostic tool, used for instruction purposes, formative not part of summative, no stakes, optional.
- 50% - performance based, formative (some states want this to be part of summative), optional.

- 75% - machine and hand scored, “lots of machine scoreable items to return results before the end of the school year,” performance based assessment, summative, counts for accountability.
- 100% - same as 75%.

All of these tests, even the optional, must be administered in a secure environment.

The PARCC Time Line

It is important to note that these changes in assessment will not take place this year. The assessments for Spring 2012 will still be aligned to the current NJCCCS. In Spring 2013, Grades 6-8 will still be NJASK and aligned to the current NJCCCS, Grades 3-5 will be NJASK but aligned to the CCSS and High School will be aligned to the CCSS. **In Spring 2014, all NJ State assessments will be aligned to the CCSS.**

Beginning in 2012-2013, and 2013-2014, the four PARCC assessments will be piloted and field-tested. For school year 2014-2015 and beyond, the four PARCC assessments will be implemented and aligned to the CCSS for everyone.

Information in this article is taken from two PowerPoint presentations: “Assessment and Implementing the Common Core State Standards” by Michael Luke and the “PARCC Overview(Final)092211.” Both of these are available on the AMTNJ Website.

CCSS Assessment Implementation in NJ			
	Grades 3-5	Grades 6-8	High School
Spring 2012	NJASK aligned to 2008 NJCCCS	NJASK aligned to 2008 NJCCCS	HSPA aligned to 2008 NJCCCS
Spring 2013	NJASK aligned to CCSS	NJASK aligned to 2008 NJCCCS	Assessment aligned to CCSS
Spring 2014	NJASK aligned to CCSS	NJASK aligned to CCSS	Assessment aligned to CCSS
School Year 2014–2015	The four PARCC assessments implemented and aligned to CCSS		

Legend for Assessments	
Aligned to 2008 NJ Core Curriculum Content Standards	Aligned to Common Core State Standards
PARCC aligned to Common Core State Standards	

Why I Want To Be A Teacher

by Hannah Kretz



I take pride in relaying my passion for math to other students.

At the start of my high school career I struggled with what I wanted to do with my life. I considered many different career options, until finally I decided that I wanted to be a high school math teacher.

There is one teacher in particular who has definitely inspired me to reach for my goals. Mr. Kocot has been my math teacher for three years in my high school career. He was my Algebra I, Honors Pre-Calculus, and AP Calculus teacher. I will never forget him because it was Mr. Kocot who convinced me to double up on math my sophomore year. I took Geometry and Honors Algebra II/Trig in order to enter the advanced track in my high school.

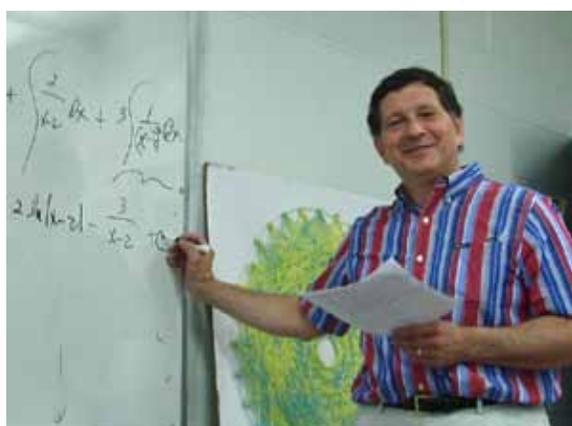
Mr. Kocot has taught me almost everything that I know about math. Every year students come back and say, "Mr. Kocot, my math classes in college are all easier than your classes." Without a doubt, Mr. Kocot has taught me well and I will be prepared in college. Every day class is an experience and always interactive. He makes class fun and he always teaches with a big smile on his face. Because of Mr. Kocot, I could not imagine myself doing anything else with my life. He always says, "Teaching is a great career and there is not one day when I wish I was doing something else." It has always been math for me, and it is a big part in my life.

Mathematics is an extremely difficult subject for many students, but I believe that I have a gift. My way of thinking allows me to break difficult concepts into step processes to make lessons easier. When my teachers teach me a mathematical process, I break how to solve problems into step processes automatically. Because I think like this, I know that I can help other students

succeed and I have also helped my peers already.

I take pride in relaying my passion for math to other students. I find mathematics to be unbelievable. The discoveries that have been made by famous mathematicians jog my mind, and I am continuously fascinated every day when I enter my math class.

With the experience that I have already accumulated in my high school career I know that my goal to become a high school math teacher is definitely obtainable. My Calculus teacher, Mr. Kocot, even says, "You are taking over for me in five years when I retire." I know that the drive and determination that I possess will help me succeed and all of my hard work in high school will be rewarded.



Above: Edward Kocot inspired Hannah Kretz to pursue becoming a math teacher.

Hannah Kretz is currently a student at the University of Delaware. She graduated from Whippany Park High School. For 2010-2011, AMTNJ awarded Hannah a \$1500 scholarship. Her scholarship essay was an accolade to her high school Calculus teacher, Mr. Kocot. Hannah has agreed to let us share excerpts of her essay as a tribute to all of the Mathematics Teachers in New Jersey!

Scholarships

Do you know a student who would like to study mathematics education in college? If you are an active AMTNJ member, you may nominate a high school senior any time before March 2012. Applications, with complete instructions, are available on our website at <http://www.amtnj.org>

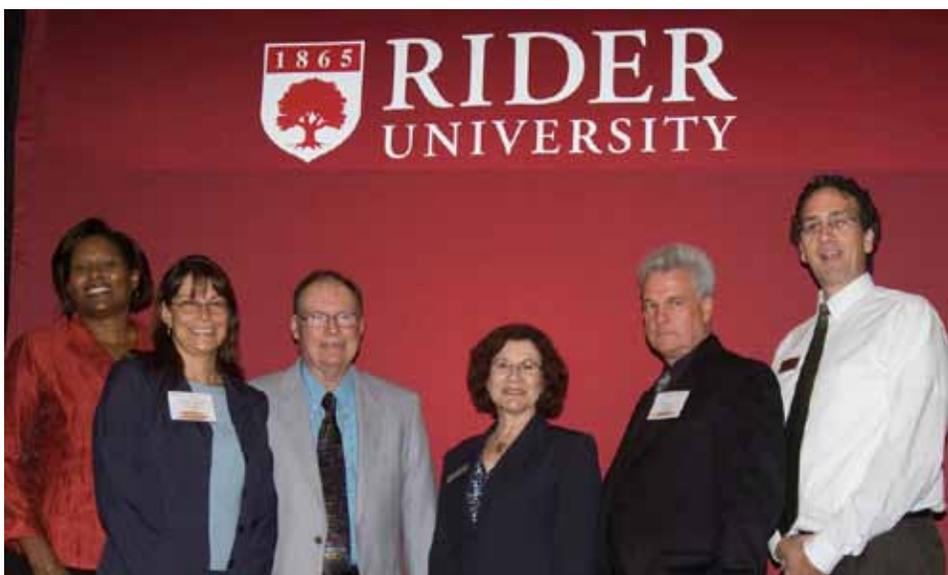
Math Supervisors' Conference

by Ken Maskell

Over 90 supervisors, coaches, administrators and math specialists turned out for the September conference. We owe a special thanks to Rider University and their Dean of the School of Education, Dr. Sharon Sherman, for graciously providing the venue and personally welcoming the attendees.

The speakers included Dr. Cathy Liebars (Co-chair, Department of Mathematics and Statistics, The College of New Jersey), Dr. Robert Riehs and Dr. Michael Luke (NJ Department of Education), and Mr. Stan Semones (Texas Instruments).

Their presentations included the transition from New Jersey Core Curriculum Content Standards (NJCCCS) to the Common Core State Standards (CCSS); the development of assessments by PARCC (Partnership for Assessment of Readiness for College and Careers) and New Jersey's commitment to use those instruments; the New Jersey Association of Mathematics Teacher Educators (NJAMTE) effort to support a state endorsement for elementary education math specialists; and using



Left to right: Cresenda Jones (AMTNJ), Cathy Liebars (TCNJ), Robert Riehs (NJDOE), Sharon Sherman (Rider), Michael Luke (NJDOE), and Stan Semones (Texas Instruments)

Texas Instruments calculators to address the CCSS for mathematical practice. Several of the presentations are available online at our web site: <http://www.amtnj.org>.

Kudos for organizing the conference go to Cheryl Giordano, AMTNJ member, and Director of Instructional Services, and Director, Mathematics, Science, & Engineering Academy in the Morris Hills Regional District.

President's Message

continued from page 5

instruction already established in districts throughout the state.

Lastly, I'd like to mention the new assessments that are scheduled to begin during the 2014-2015 school year. The Partnership for Assessment of Readiness for College and Careers (PARCC) will have additional information on their website (www.parcconline.net) as we move closer to implementation. There is a bit of information on the "In the classroom link" on their web page. Please keep watch for future AMTNJ conferences that will focus on supporting math educators through this transition.

If you are in need of local professional development, we now have **Math PD on Demand** (see page 1) with acclaimed facilitators. I hope to see you at the NJEA Convention, and our Special Education Conference in December. Additional information can be found on www.amtnj.org.

The test of the morality of a society is what it does for its children. — Dietrich Bonhoeffer

Peace and blessings,
Cresenda Jones

AMTNJ “Net Works”

by Brian Rawlins

Welcome back to school! One of the exercises I do at the beginning of the year is have my students fill out a brief questionnaire regarding their feelings about math, areas where they struggle, and anything they want me to know about them to help me be a better teacher to them. Already, I have several students who bravely and honestly admitted that they haven't mastered some of their fundamentals such as multiplication, division, etc. My goal this year is to proactively target these problem areas early in the year. Many of the sites below are dedicated to helping students master basic math facts and vocabulary. Some of them may be helpful to parents supporting their kids at home. I hope you find these sites as useful as I have, and of course, if you come across a valuable site, please share it with us. My sincerest gratitude goes to Cresenda Jones, who found many of these gems. I wish all of you a productive and rewarding school year!

Basic Math Facts: <http://www.xtramath.org/>

For students who need extra support learning and retaining basic math facts, this program is a great way to get that student the extra help they need for free. It also provides friendly progress reports for teachers and students to monitor progress. This is a great supplement to the classroom and/or at home.

Interactive Math Games: <http://www.dimensionu.com/math/>

DimensionU is a video game-based learning resource for K–12 students. In DimensionU, students can access 3D multiplayer educational video games that help them hone their math and literacy skills, connect with friends, and compete and collaborate while learning.

Math Vocabulary: <http://www.spellingcity.com/math-vocabulary.html>

Vocabulary Spelling City has compiled comprehensive math vocabulary lists to make those tricky math words, a snap! Math Vocabulary words help students



understand the foundational principles taught in each math concept. Of course, students need to know the meaning of basic math terms before they can learn how to apply them to math principles. From addition words and elementary math to geometry vocabulary and every type of number word in between

(algebra vocabulary and statistics definitions are introduced in almost every grade), students can find the right list right here with all the math definitions they need to be successful in math.

Access to the basic site is free and there is a paid premium account available that allows teachers to automatically capture grading.

Math Worksheets and Printable Aids (K-8):

<http://www.helpingwithmath.com/>

The math worksheets, the printable multiplication tables, the math charts, the multiplication games, and our other resources are completely free and easy to use. All these resources are formatted for easy printing and are categorized by type and by grade level.

Interactive Math Games:

<http://www.mathplayground.com/games.html>

Geared for elementary and middle school students, Math Playground has grown to include a wide variety of math topics, from problem solving and mathematical art to real world math. There is also a well-developed library of helpful videos addressing many of the basic math facts.

Do you have a favorite website you use and would like to share with other mathematics teachers in NJ? Send us the URL with a short paragraph explaining how you use the site. Send your name, school address, and email to Brian Rawlins, AMTNJ Technology Liaison, brawlins@spfk12.org. AMTNJ will publish your best ideas in upcoming editions of the Newsletter. Please let us know if we may publish your contact information.

Tips for New Teachers

by James Clayton

This month's teaching hint comes from Dr. Nicole Luongo, an education professor at Saint Peter's College and a former elementary teacher.

Nicole says:

Be early. As a new teacher, you must be aware of punctuality. As a rule, be early—for everything. Show your supervisor and students that you are prepared and eager to teach by arriving early to school. This proactive behavior will allow you time to get organized and greet the students as they enter. You can plan your lessons, set up your materials, talk with other teachers and administrators, catch up on emails, and even have a cup of coffee! If you arrive right on time, you may be rushed and not be in the right state of mind to calmly start the day. Also, you will be setting a bad example to the students. If you are early, you will have time to prepare for a successful day!

Thank you to Dr. Luongo. And best wishes to all for a successful school!

Jim Clayton, Ed.D.

Do you have a favorite idea or classroom strategy to share with a new mathematics teacher? Send us a short paragraph and (if possible) a picture of you using the strategy in the classroom. Send your name, school address, and email to James Clayton, Ed. D., St. Peter's College, Jersey City, NJ. jclayton@spc.edu

AMTNJ will publish the best ideas in upcoming editions of the Newsletter. Please let us know if we may publish your contact information.

AMTNJ Winter Conference

February 14, 2012



Keynote speaker, NCTM President, Michael Shaughnessy

You will be “loving math” if you choose to attend our annual Winter Conference, February 14, 2012, at the Crowne Plaza in Monroe Township, New Jersey. Our Keynote Speaker will be J. Michael “Mike” Shaughnessy, the current President of the National Council of Teachers of Mathematics (NCTM).

The theme for the day will be, “Preparing for Assessments Under the Common Core.” The new testing program is scheduled for implementation in 2014-2015. It is never too early to prepare your classrooms, lessons, curriculum, and assessments to align with the upcoming national tests.



*Celebrate
Valentine's Day
with
AMTNJ!*



A “Save the Date” Flyer is available at the AMTNJ website, and a registration form for the conference is also available as a download at: <http://www.amtnj.org/conference/index.php>. Please print a copy for yourself as a reminder, and please make copies of the registration form to share with your colleagues.

February 14, 2012
Crowne Plaza, Monroe Township

A few openings are still available. If you would like to make a presentation at this conference, please contact Neil Cooperman at neil.cooperman@millburn.org.

Special Education Corner

by Dr. Julie Norflus-Good

And I thought I was prepared

By the time you read this, the first days of school will be a distant memory. Your bulletin boards already have paper on them; you have had several faculty meetings; and you have reviewed last year's work with the children.



However, it is never too late to remind educators of one important class preparation that needs to be completed. Regardless of your grade level, academic focus, or your specific area of concentration, many times the one important preparation that teachers forget to do is to actually sit down and read the Individualized Educational Program, commonly referred to as an IEP.

An IEP is the “centerpiece” of the federal regulation, Individuals with Disabilities Education Act (IDEA). This special education law clearly states that any child between the ages of birth and 21 will be entitled to a Free and Appropriate Public Education (FAPE). In New Jersey, the county monitors and maintains services for birth through age three while the school district is responsible for ages 3-21. Ultimately, in a school district, any child who is eligible for special education services and who is receiving academic and/or related services from the Child Study Team (CST) will have an IEP.

The IEP is designed and created by a multidisciplinary team. Their charge is to document how to meet the unique educational needs of children who are struggling academically while creating appropriate educational environments for them. The parent is an active member of the team that discusses the student's strengths and areas of need. The team sets goals and objectives and ultimately develops a game plan for his or her education.

As a document, the IEP serves as a plan for the student's daily instruction, support, and related services. An IEP will vary in length and complexity depending upon the severity and specific needs of each student.

Most importantly, an IEP is a legal and binding document with the parent/child and the school district (or for birth to age three, the county). Therefore, there are significant ramifications for educators. School personnel who work with students with disabilities must understand their responsibilities. They must make sure that they are striving to meet the goals and objectives, maintain accurate records, and implement all modifications as delineated in the IEP.

All school districts have procedures to ensure that any individual who is responsible for implementing a service, accommodation, modification, or educational program have access to the IEP. It is essential to make sure that the students' specific needs are being met. Unfortunately, many school personnel are not actually doing this. Some teachers say:

- They want to get to know the student first.
- They do not want any preconceived notions.
- They do not understand the document.
- It is not their responsibility as they are not the special educator.
- They do not know where to get a copy of the IEP.

Regardless of your role and responsibility, if you are working with a child with special needs, you need to clearly understand what the IEP states and what you need to do.

If you are a general education math teacher and there is a child in your class who only receives services for reading, you still need to read and understand the IEP.

A suggestion that I make to educators is to read the IEP, and then ask for clarification and assistance.

We have only begun to touch the basic premise of an IEP. Please let me know if I can help in any way. Have a rewarding and successful school year!

Questions, Comments, Ideas? Contact Dr. Julie Norflus-Good, Ramapo College, jgood@ramapo.edu

AMTNJ 4th Annual Special Education–Mathematics– Language Arts–Science Conference

PREPARING FOR COMMON CORE STATE STANDARDS & ASSESSMENT

Implications for Instruction - Update 2011

A Conference for ALL Grades PK-12

Crowne Plaza, Somerset, NJ

Notice it is a **NEW LOCATION**

Tuesday, December 6, 2011

Breakfast & Exhibits 8:15 AM–9:00 PM

First Breakout Session 9:00 AM–10:00 AM

13 sessions, including:

My Special Education Student's Family is Suing the District. Now What? The Legal Opinion. Elizabeth Farley Murphy, Esq., Bauch Zucker Hatfield LLC

The Common Core Standards & Students with Disabilities: Access & Accountability, Roberta L. Wohle, Learning Disabilities Program, Fairleigh Dickinson

Second Breakout Session 10:15 AM–11:15 AM

13 sessions, including:

Teaching Mathematics to the Internet Generation. Eric Milou, Professor of Mathematics, Rowan Univ.

There's Practice and There's Deep Practice...Choose the Route That Pays the Highest Dividends for Your Students and Helps Them Become More Proficient With Their Math Fluency & Competency. Robert Sun, President Suntex, Inc & Inventor of the 24 Game

Grab & Go Lunch Available 11:15 AM–1:15 PM

Third Breakout Session 11:30 AM–12:30 PM

12 sessions, including:

Meeting Reading Common Core Standards Through Effectively Preventing and Correcting Reading Difficulties. John J. Pilulski, University of Delaware

Fourth Breakout Session 12:45 PM–1:45 PM

12 sessions, including:

Middle School Assessment – NJ ASK 6, 7, and 8; Transition to the Common Core State Standard Assessments 2012-2015. Michael Luke, NJDOE

Fifth Breakout Session 2:00 PM–3:00 PM

11 sessions, including:

Working Toward a Balanced Math Program - Computation, Problem Solving & Conceptual Understanding. Janet Caldwell, Rowan University

Implementing the New Common Core Standards in Mathematics. Nancy L. Schultz, College of Science & Mathematics, Montclair State University

Closing Session 3:00 PM–3:10 PM

Descriptions of the individual sessions and registration forms are available online at www.amtnj.org

The registration form is also included in this newsletter on the following page.

Special thanks to Joan J. Vas for coordinating this comprehensive event.

The Association of Mathematics Teachers of New Jersey

Presents

4th Annual Conference Special Education – Mathematics - Language Arts - Science

PREPARING FOR COMMON CORE STATE STANDARDS & ASSESSMENTS

Implications for Instruction - Update 2011

Conference for ALL Grades PK-12

NOTICE – NEW LOCATION: Crowne Plaza, Somerset

Tuesday, December 6, 2011 8:15am-3pm

Registration forms received before November 15th will be mailed confirmations with name badges and meal tickets. All other name badges and meal tickets will be picked up on site at the Crowne Plaza Hotel registration table. If you are pre-registered all you have to do is pick up your badge holder.

I. Participant Information

Name: Last _____ First _____ MI: ____

Home Address: _____

City: _____ State: __ Zip: _____

Home Phone: _____ Home County: _____

Fax: _____ e-mail _____

School Name: _____ District: _____

School Address: _____

City: _____ State: __ Zip: _____

School Phone: _____ School County: _____

Please Check Position: Teacher- Chairperson - Supervisor - Administrator – Professor- Student - Retired

Grade Level(s): _____ Preferred AMTNJ Mailing Address: -Home or School

Previous Member (Y/N) _____ Interested in Volunteering _____ Interested in speaking _____ Interested in donating to the AMTNJ scholarship fund \$ _____ enclosed (tax deductible receipt will be sent if requested)

Please confirm all faxed registrations by emailing amtnj@juno.com

II. SELECT CONFERENCE FEES, and PAYMENT METHOD

1. Select Registration Option: Checkmark in selected box

Member \$119.99

Non-Member \$149.99

Please note: all non-member fees include membership for the upcoming 2011 year.

2. Please select payment option: Personal Check or Purchase Order PO# if available _____

Please note: if payment option is NOT checked- your school will be invoiced for a PO – but the responsibility lies with the participant registering.

AMTNJ reserves the right to limit registration according to the fire codes set by the hotel limitations.

PLEASE NOTE: AMTNJ POLICY DOES NOT ACCEPT CANCELLATIONS AFTER ONE WEEK PRIOR TO ANY CONFERENCE

Remember to get your registration into your board early for board approval

Save your raffle ticket - DOOR PRIZES at the conclusion of the program.

Visit the Exhibits:

Please be so kind as to visit our exhibitors. They not only provide our wonderful door prizes but have much to offer in keeping AMTNJ and its members up to date on the latest materials available in our classrooms.

III. RETURN to:

AMTNJ PO Box 7 Glassboro, NJ 08028 Or Fax to: 856-358-4374 (feel free to email for fax confirmation)

or ...Email them as attachments or for more information email: amtnj@juno.com

IV. Participants requesting overnight accommodations at the Somerset Crowne Plaza should use the code of "RPL" for the reduced conference rate of \$99.00 when calling the hotel for reservations. Please note the under NJ state regulations, PO's cannot include the hotel rate and individuals should register with the hotel separately.

Math Contest

35th Annual Mathematics Contest for New Jersey High School Students

Sponsored by AMTNJ

Testing: December 7, 2011

- Open to NJ parochial, public, and private institutions.
- Registration is \$30.00 per school.
- One 45-minute working session with calculators.
- Material from PreAlgebra through Precalculus.

Registration Deadline: November 9, 2011

For complete information visit: www.amtnj.org

Outreach

Rethinking Algebra I Lessons & Preparing Your Students for the Common Core Algebra Standards

AMTNJ's new, three-day series Outreach Program will be hosted in the southern region by **Stockton College, Pomona, NJ** on Nov. 29, Dec. 14, and Jan. 7, 2012 and in the central region by **Wall High School, Wall, NJ** on Dec. 1; Dec. 13, and Jan 7, 2012.

It is a series, plan to attend all three sessions.

For details and registration, visit www.amtnj.org

Button Contest

Have your students design a simple button that is catchy and creative illustrating:

Geometry in the iGeneration World
using pictures, numbers, words and/or symbols.

Maximum 10 entries per school

Deadline for entry: **May 15, 2012**

Rules and individual entry forms for the
20th Annual Button Contest
are available online:
www.amtnj.org

WebPD

WebPD consists of online, interactive, professional development workshops offered by AMTNJ. To participate, you need simultaneous access to the Internet and a telephone.

The below listed, upcoming sessions are \$25 for members and \$30 for non-members. You must register at least 48 hours prior to a session. These are the single sessions offered through the end of the year. There are also workshop series available, but by the time you read this, all of them will have already had their first session. More details on registration and payment are available on the AMTNJ website: www.amtnj.org.

Sessions are normally limited to twenty-five participants on a first-come, first-served basis and are usually offered at convenient times after the school day.

Making Sense of Fractions

Presenter: Jane Hannon

Grades: 3-6

November 15, 2011

Session #: 4

Time: 3:30–5:00 PM, Limited seating

Interactive Whiteboards, Manipulatives & Total Student Involvement-Essentials for CCCS Computational Success!

Presenter: Paul Lawrence

Grades: 3-6

December 13, 2011 (Part II)

Session #: 5

Time: 3:30–5:00 PM, Limited seating

Backpage Problem

continued from page 12

To enter the contest, submit your answer to:
Dr. Bruce Bukiet

Associate Professor of Mathematical Sciences
New Jersey Institute of Technology
Newark, NJ 07102

or e-mail him: bukiet@adm.njit.edu

Backpage Problem is © 2011 Bruce Bukiet, NJIT



Association of Mathematics
Teachers of New Jersey
PO Box 7
Glassboro, NJ 08028

Non Profit Org
US Postage
PAID
Permit #128
Bellmawr, NJ

Back Page Problem Contest

Many Hands Made Quick Work!

An elementary school teacher wants to teach children that time can be saved by working together, rather than working separately for a certain task. John can perform the task in 72 minutes on his own and Rachel can do it in 36 minutes on her own.

Bob helped them do it and together they completed the task in 15 minutes. How long would it have taken Bob to complete the task on his own?

Assume there was no special advantage (value of having more hands available) or disadvantage (from groups of students wasting time) from working jointly.

The winner of the Spring 2011 Backpage problem is Rich Pepe Director of Curriculum & Instruction in the Freehold Borough School District. Rich will receive a one-year free membership in AMTNJ.

The answer: The maximum number of questions Jessica could have been asked on day 2 was 25 questions.

A winner will be randomly selected from AMTNJ members who submit a correct entry before December 31, 2011. See page 11 for how to enter the Back Page Problem Contest.

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