

Intersection Points

The Newsletter of the Research Council on
Mathematics Learning

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The Research Council on Mathematics Learning seeks to stimulate, generate, coordinate, and disseminate research efforts designed to understand and/or influence factors that affect mathematics learning.

Visit us on the Web at: web.unlv.edu/RCML

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PRESIDENT'S COLUMN



Changes on the Horizon

By Juliana Utley

We find ourselves in a time where schools are being encouraged to incorporate more and more technology into their classrooms. Teachers are encouraged to use electronic whiteboards, scientific or graphing

calculators, computer tablets, and the list goes on. In 2000, NCTM made technology one of its six guiding principles suggesting that technology will influence the mathematics that we teach and deepen student learning through allowing them to investigate, problem solve, reason, reflect, and make decisions. We are seeing more and more schools that are no longer purchasing textbooks because they are using a 1 to 1 technology environment where students access all of their textbooks online. Recently, the National Council of Supervisors of Mathematics (NCSM) (2015) published a white paper related to this increase in

technology in our schools – *Mathematics Education in the Digital Age* (<http://www.mathedleadership.org/resources/position.html>) They point to this transition of our schools moving from paper-based to a technology-rich learning environment and focus on technology in what they refer to as two pillars of mathematics education – student learning and professional development.

Not only are we seeing our public schools moving to a technology rich environment but higher education is moving in that direction as well. How many of us have a course website such as blackboard or D2L where we are being encouraged to post our course syllabus, handouts, links to articles in our library, use online quizzes, etc. all in an effort to save on the rising costs of printing? Additionally, our libraries are moving away from buying print journals towards purchasing electronic journals.

Professional organizations such as RCML are not immune to the digital era. We rely on technological resources such as maintaining a vibrant website, professional looking emails, online membership renewals and conference registrations, and maintaining a social presence (e.g. facebook, twitter) to stay in touch with our membership and publicize what is happening in our organization. While at one time electronic journals were seen as less rigorous and not as valued as print journals, many organizations are moving to either giving members a choice of a print or electronic version of their journal or to a strictly electronic version.

This year will mark a variety of changes for our RMCL publications. First, RCML members will be introduced to a new editor for *Investigations*, Drew Polly. This change in editorship will bring about changes to streamline and better facilitate the submission and review of manuscripts for *Investigations*. The executive board voted to move from 3 to 4 manuscripts per journal issue and Drew will pursue in-house formatting and copyediting. Second, we are re-introducing the publications committee that will serve as reviewers for proceedings manuscripts, reviewers for 2-3 *Investigations* manuscripts each year, authors for a connections point article for the RCML newsletter, *Intersection Points*, and as an advisory committee to the VP for publications. Third, your RCML executive board is exploring ways to potentially provide the membership with a choice of a print or electronic version of the journal. Which leads to a fourth area that we are exploring, a website host that would allow for a members only section and making some changes to the website. Stay tuned!

I want to sincerely express the RCML executive board's appreciation for all that Sheryl Maxwell has done for the publications of RCML. She has worked tirelessly with the needs of RCML always in her sight. So at the spring conference please express your appreciation to Sheryl. At the conclusion of the RCML conference this spring she will be turning over the reins as VP Publications to Gabriel Matney.

TREASURER'S REPORT

by
Kerri Richardson

As of October 1, 2014, we have the following amounts on hand in our organization

| | |
|----------------------------|---------------------|
| General Account | \$ 25,955.06 |
| Publications Account | \$ <u>26,753.25</u> |
| Total RCML Accounts | \$ 52,708.31 |

RCML Conference 2016

February 25 — 27, 2016

Double Tree by Hilton Orlando at Sea World, Orlando, Florida

The RCML 2016 Conference is gearing up for your attendance in February 2016! Rooms are ready for your reservation, sessions are approved, and the Mouse is waiting for you! Orlando is an exciting venue for our meeting as Double Tree Orlando at Sea World (see link below) has a sprawling campus with pools, restaurants, and comfortable surroundings for enjoying Florida in the winter. Its location is not only near Sea World, but minutes from great restaurants, shopping and museums. Definitely something for everyone when the conference sessions conclude for the day. Looking forward to seeing you in Orlando!

Double Tree Orlando Sea World
10100 International Drive
Orlando, FL 32821
Tel: [+1-407-352-1100](tel:+14073521100)
Fax: [+1-407-352-2632](tel:+14073522632)

Room Rates: Double or King \$129 per night; King Junior Suite \$349 per night
All rooms are Non-Smoking

Reservation link for Research Council on Mathematics Learning (Code: RCM) -
http://doubletree.hilton.com/en/dt/groups/personalized/M/MCOSRDT-RCM-20160221/index.jhtml?WT.mc_id=POG

Nancy Cerezo
Conference Chair 2016

RCML Memorial Scholarship Honoree/Award 2016

The RCML Memorial Scholarship Award, in honor and memory of the organization's longtime members who are living or deceased, was established in 2013 to provide its **non-tenured faculty** financial support to attend the RCML annual conference. Each year **one** non-tenured faculty member at a college/university employed in a tenure track position, will received \$1,200 to offset the cost of attending the annual RCML conference. In 2013, the first recipient was Dr. Summer Bateiha in honor of Dr. Jean Schmittau. In 2014, the second recipient was Dr. Jonathan Bostic, in honor of Dr. David Davison. This is the **third year** that the organization will award the scholarship that is given in December 2015.

The RCML Memorial Scholarship for 2016 will honor a long-time member of RCDPME/RCML, **Dr. Robert B. Ashlock**. Dr. Ashlock is best known for his book about mathematical error patterns made by students in computation. According to the book's current advertisement "This is the only supplemental text of its kind that guides teachers to identify children's common mathematical error patterns and to gain insight regarding why a child may have adopted an incorrect mathematics procedure." The many editions have been revised to link content to the new NCTM Standards, with the last edition emphasizing the meaning of operations and appropriate methods of computation. As in previous editions, the book retains its focus on placing paper and pencil instructional activities within the context of problem solving.

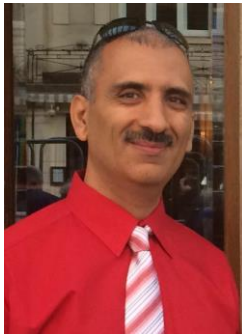
Dr. Robert Ashlock began his career in 1957 as a fourth and fifth grade teacher with a bachelor's degree in elementary education. He later received a master's degree in elementary school administration from Butler University and a doctorate in elementary education from Indiana University. He became a graduate assistant and teaching associate at Indiana University in 1964 and went on to teach at several institutions including the University of Maryland, Reformed Theological Seminary, Belhaven College, and finally, Covenant College in Lookout Mountain, Georgia. Dr. Ashlock came to Covenant in 1988 to fill the need for a specialist in elementary education who could also teach on the graduate level. He directed the Master of Education Program, taught both undergraduate and graduate education courses, and coordinated the process necessary for the teacher education program to be approved by the Georgia Professional Standards Commission.

He is known throughout the education community for his book, *Error Patterns in Computation: Using Error Patterns to Improve Instruction*, which is currently in its tenth edition. A Korean edition has also been published.

Application information for candidates as well as the assessment rubric can be found at <http://web.unlv.edu/RCML> under Memorial Scholarship. All applications for consideration are due by November 1, 2015.



A Journey in Teaching Mathematics



by Ryad Ghanam

Associate Professor of Mathematics
Virginia Commonwealth University in Qatar

One of the most fundamental beliefs I apply in my teaching is teaching is a two-way street. I developed this idea at a very early stage of my teaching journey when during my first semester of teaching after receiving my doctoral degree, a student stopped by my office and told me that she had dropped my class because of an issue that she would like to bring to my attention. She told me that one time she asked me a question and the facial expression I made when she asked it made her feel that her question was stupid. I apologized to her and explained that it was never my intention to make her feel that way. That incident took place in the year 2000 and up until today, I still remember my drive home after speaking to that student. It was during that ride that I reflected for the first time on what it truly means to be a professor of mathematics.

I have known since I was a kid that I wanted to become a mathematician because this was where my heart was. I studied mathematics at the graduate level and achieved this goal I always dreamt of. BUT

upon completing my degree, I began to ponder some questions: Did my graduate student years prepare me to become a teacher? Was I required to learn anything about math education? Would I be able to pass my knowledge along to students and share my passion for math in a way that would help them love math too?

Unfortunately, the answer to these questions was 'NO.' I did not have any professional training in math education. I received my bachelor's degree in Jordan where all my classes followed the dictation method; they were teacher-centered and uncommunicative. The realization that teaching my students in the same way was not working was the biggest eye-opener for me. I realized then that I have to teach myself how to teach others. And as a man on a mission, I set off to develop strategies and principles that I would apply in my teaching, from then on.

Since my biggest issue was that I did not receive professional training, my first step was to join the Mathematical Association of America Project NExT (New Experience in Teaching). Through that association I was able to attend teaching workshops led by well-known professors such as Joseph Gallian and many others. I also became more exposed to math education journals and publications, and from the very first workshop I attended, I made it a point to read research published in math education; not just research in pure mathematics. The more I read, the more I realized how important math education was both for my students and myself. With every class I taught I improved my teaching philosophy

and added more to my teaching principles, evaluating myself and revisiting my teaching philosophy every chance I got. Within the first few semesters, I arrived to the conclusion that my biggest challenge and goal was not only to tell about mathematics but also make it comprehensible and accessible to my students. While this seemed simple in theory, it was a monumental goal to achieve in reality. Although I knew it would be challenging, I also understood the significant effect it would leave on my students. With that goal in mind, I started holding very interactive classes where students got their hands dirty with math. I started applying the saying "Tell me and I will forget; show me and I may remember; involve me and I will understand". In each and every class I had students go to the board, give presentations, hold discussions, ask questions, play games, and participate in group projects, thus becoming active participants in the learning process. And it was during those first few transformative semesters that I realized that I was a born teacher; I just did not have the guidance and support to bring out the teacher in me.

I have been teaching now for more than fifteen years, and I still reflect on my teaching and still believe that there is always room for improvement and there is something new to learn. While my teaching journey got off to a bad start, it has progressed into a wonderful and rewarding adventure. Today I see my students becoming pilots, engineers, doctors, and math professors.

My hard journey to better teaching led to several accomplishments for me. I received

a couple of teaching awards, was chosen to join a STEM (Science, Technology, Engineering, and Mathematics) grant as a consultant at NASA where I was asked to train teachers how to teach certain mathematical topics to school-aged students, was invited and still receive invitations to teach challenging math principles at schools to students of all ages, and have students who still come up to me and tell me that because of my classes they now love math and look at it differently - that they no longer have math phobia.

Today I can proudly say that I have become the math educator that I always strived to be; the math educator that I wish I had when I was a student; the math educator that can influence students and change their lives. I have come to the understanding that teaching math is a very delicate and complex endeavor. If there is one thing I could emphasize to my fellow mathematicians, it is the importance of taking the field of Mathematics Education seriously, if we want to develop a new generation of mathematicians. Alongside learning more about our own fields, if we truly want to affect change in our students, we must continually study our own teaching practices and learn from the research of others who have already done so. And while one of my principles in life is not to dwell on the past, I still hope that one day I will meet back up with that student from my first semester of teaching and thank her for gathering up the courage to tell me about the mistake that I made back then and have never made since.

MEMBERSHIP REPORT

Greetings from your Membership Coordinator. In 2015, we now have **182** members! This is fantastic, up from 154 at the end of last year. Thank you! All members should receive the first issue in newest volume of *Investigations in Mathematics Learning* (in September). If you are a member but have not yet received the journal, please let contact the Member Coordinator so your address can be verified.

The new method for membership is now completely online, and this seems to be working very well. We hope that you will contact any one of the RCML Board if you have any input regarding this process.

If you have any questions about the status of your membership or wish to update your contact information, please email Dr. Sarah Pratt: rcmlmembercoordinator@gmail.com. Thank you for being a part of RCML – and look for renewal messages to come your way soon!

MEMBERSHIP FOR 2015

Membership dues are \$40 for full members, \$34 for students, and \$55 for international members. Payment is due on **January 1st** for the calendar year **2015**. Included with membership is one year's subscription to *Investigations in Mathematics Learning*, with issues being distributed in fall, winter and spring. The RCML membership form can be found at this web page: <https://rcmlconference.wufoo.com/forms/membership-form/> Payment is accepted through this form using PayPal. *One does not have to have a PayPal account to use the secure PayPal system.* If, however, anyone joining or renewing wishes to pay using a check, the check should be made payable to **RCML** and mailed to the RCML Treasurer, Dr. Kerri Richardson, UNCG-TEHE Dept., PO Box 26170 SOEB, Greensboro, NC, 27402.

Please consider recruiting your colleagues to become members. You may direct them to the RCML membership page to sign up online.

Preparing for Elections

Current 2015 members of RCML will receive an email message during the week of October 26th that will contain information that will allow both on-line and mail-in participation in the election. Voting will end on December 1, 2015. The candidate information is provided for your use as you prepare to mark your ballot. Thank you for taking time to vote!

Thank you to Darlinda Cassel, Megan Che, Melfried Olson, and Kay Wohlhuter for their work as members of the Nominations Committee this year. If there are any questions or if further

information is needed, contact **Mary Swarthout**, Nominations Committee Chair at swarthout@shsu.edu.

PRESIDENT-ELECT: Serves a four-year term, President-Elect (1 year), President (2 years), Past-President (1 year). Executive Committee Member.

- ◆ Aids the President with executive responsibilities
- ◆ Presiding officer in the absence of the President
- ◆ Assumes the office of President should the office be vacated

CANDIDATES for the position of President-Elect: (The two candidates for the one available position are presented in alphabetical order.)

Name: **Daniel Brahier**

Institution: **Bowling Green State University**

Why do you want to be considered for this office?

I am deeply indebted to RCML for all that the organization has given me throughout my college teaching career. The people I have met and experiences I have gained have significantly helped me to develop my research agenda, interact with colleagues, and build partnerships that have shaped my work. I believe this would be a good time to “give back” to the organization by leading in the role of president. I stand ready to work with the membership to strengthen the organization over the next four years.

What do you believe are the challenges for RCML for the next two years?

Membership seems to be the hot topic at the moment. In a climate where so many organizations are tugging mathematics educators in several directions, yet resources to support travel and research are limited, it is important for RCML to define itself more clearly in terms of mission and purpose, to focus publications and conferences on those purposes, and to attract new members into the fold. We need to build on the strength that we are a smaller group that emphasizes relationships and collaboration. However, the organization also has to be large enough to include a variety of research agendas and experience levels of its members.

How would you seek to accomplish these challenges if you are elected to this office?

First and foremost, RCML needs to clarify its purpose and work through the current members to attract new members. I would like to conduct a survey of the current members to assist in finding ways of building the membership. Second, I recognize that the success of the annual conference is essential for building a strong membership. I would work with the Conference Committee to build attendance levels and strength of the program to attract attendees. Finally, the publications of RCML are excellent but not as well known as I believe is possible. I would like to develop new ways of promoting the journal, newsletter, and website to reach out to people who might not have heard of the organization, as well as to consider other publication venues such as writing monographs on topics of interest.

Describe your participation in RCML.

I attended my first RCML conference almost 25 years ago in Las Vegas. Since that time, I have attended almost every conference (there were a couple of years when travel was not possible). During those years, I have served as Vice President for Publications, which involved providing input, copy editing, and serving on the editorial panel for the journal. I also created the current format of the newsletter, including giving it the name of “Intersection Points” that is still used today. I also served on the Conference Committee, was Editor of the Newsletter, served as Archivist, and

have presented at almost 20 RCML conferences around the country. The RCML conference is always the professional development highlight of the academic year for me – I return home inspired and connected to new people and ideas.

Describe other related experiences that you believe qualify you for this office.

I served as one of three lead writers on an NCTM document *Principles to Actions: Ensuring Mathematical Success for All*, which was released last year, charting the course for mathematics education in the U.S. for the next 10-15 years. This is NCTM's best selling publication as it is resonating with educators around the country. I have also served on the Editorial Panel for *Mathematics Teaching in the Middle School* for NCTM and for five years I served as author of *The World's Largest Math Event*. I am a reviewer for the RCML journal, as well as *Journal for Research in Mathematics Education*. In Ohio, I have served as President of the Ohio Council of Teachers of Mathematics and as President of the Ohio Mathematics Education Leadership Council. I was a lead author on the last two Standards documents in Ohio and have served on countless committees for the State, from developing assessments to designing standards for endorsement programs. Locally, I have served as President of the Greater Toledo Council of Teachers of Mathematics and have run the past three State-level mathematics conferences, attracting between 1,000 and 1,500 teachers to each event. I have served as Advisor for a student mathematics education organization on our campus with a membership of about 200 students and currently direct a scholarship program called Science and Math Education in ACTION at our university that involves over 100 undergraduates, some of whom I have brought to an RCML conference. I have authored four books and served as editor of the NCTM Yearbook four years ago.

Name: **Eileen Faulkenberry**

Institution: **Tarleton State University**

Why do you want to be considered for this office?

RCML is an organization that is near and dear to my heart. It is the organization that has been a consistent part of my research career so far, providing nurturing support, while pushing me further. Through RCML, I have had the opportunity to share ideas and collaborate with colleagues across the nation. As president-elect, I hope to foster the nurturing aspect of RCML while exploring ways to expand the reach of the organization.

What do you believe are the challenges for RCML for the next two years?

RCML is currently in a phase of growth. Our membership is growing. Attendance at our annual conferences is increasing. Proposals submitted to our conference, and submissions to the Proceedings of the conference are increasing. As we seek to increase our reach, we need to find ways to integrate the vibrancy of the new with the richness of our history.

RCML is facing the critical challenge of embracing the available technology in order to reach further than before. As we examine the future directions of our journal, *Investigations*, as we plan future conferences, as we seek to carve out our place in the landscape of research in mathematics education, we need a steady vision for the future that is grounded in our history.

If you were elected to this office, how would you seek to overcome these challenges?

It is short-sighted to focus on growth for growth's sake. Instead, we should look to focus on our strengths and use them as a springboard into the future. RCML has a deep and rich history that can provide a lens through which we can view present issues. As we seek to preserve this history, we can reflect on the treasure we have in our remaining early members. In addition, we can celebrate the diversity of our incoming members and the energy they bring.

I have always felt that one of our biggest strengths is the nurturing atmosphere of the conferences. Young researchers can bring in ideas and early findings and receive guidance in shaping their research. Collaborations are encouraged and connections are made through common interests. I would like to see the organization grow through the expansion of the poster presentations begun last year during my term as VP for Conferences. The poster presentations are an excellent tool for graduate students to begin shaping their research agenda, with input from experienced researchers. In addition, we can easily expand the conference into the afternoon on Saturday to allow for additional presentations. Through these minor changes, we can expand the participation in the conference, which boosts membership.

Our web presence will be undergoing a shift over the next few years. Technology that is available now will allow us to expand our reach even more. I plan to create a task force to determine the most judicious way for us to expand our digital footprint, while maintaining our expectations of high quality access and information.

Describe your participation in RCML:

I first attended RCML as a newly graduated, newly employed Assistant Professor. I quickly found support and a network of colleagues as I navigated through the early years of finding a balance between scholarship, teaching, and service. I have presented at the past eight conferences, gleaned as much, if not more, from the conversations occurring between the sessions as I disseminated in the sessions I presented. I served on the Conference Committee for 4 years, and then served as the Program Chair for the 2014 conference in San Antonio. I was elected as Vice President for Conferences, beginning in 2014, and I am finishing up my term with the conference in Orlando this February.

Describe other related experiences that you believe qualify you for this office:

As a former department head, I learned that it is best to determine the strengths of those working with you and to delegate tasks accordingly to maximize the collective involvement. In addition, effective communication is crucial to advance toward our common goals. As a full time professor and mother of three young children, I have elevated multi-tasking to an art form. :)

VP for CONFERENCES: Serves a two-year term. Executive Committee Member.

- ◆ Responsible for coordination of conferences
- ◆ Works with Conference Committee members on activities related to conference proposals, planning, and implementation for the annual conference

CANDIDATES for the position of VP for Conferences: (The two candidates for the one available position are presented in alphabetical order.)

Name: **Nancy Cerezo**

Institution: **Saint Leo University**

Why do you want to be considered for this office?

I have been a member of RCML for over 6 years and had the opportunity to serve on the Conference Committee during 2012-14. This experience led to me being asked to serve as the RCML 2016 Conference Chair in Orlando. The insight I have been able to obtain from these various roles has allowed me the perspective for knowing the many aspects necessary to guide others to successfully

chair future conferences. Having leadership qualities as well as collaborative ones to work as a team is vital to a successful conference. I believe these experiences make me a good candidate to serve as the Vice President of Conferences for the organization.

What do you believe are the challenges for RCML for the next two years?

As with all national organizations, maintaining and increasing membership is a challenge. This combined with the need to keep conference costs within a manageable amount compounds this challenge.

If you were elected to this office, how would you seek to overcome these challenges?

Some solutions to membership is to continue to move the annual meeting/conference to various locations around the country, providing exposure to faculty at the surrounding colleges and universities. Additionally, encouraging graduate students to attend and present at the annual conferences exposes the organization to possible new members.

Describe your participation in RCML:

I have presented at the annual meeting/conference most years since 2006. I have also served as a member of the Conference Committee during 2012-14, and currently serve as the Conference Chair for the 2016 Orlando Conference.

Describe other related experiences that you believe qualify you for this office:

I believe that collaboration is a vital skill to anyone who serves on the board, as well as having leadership qualities. I have served in leadership roles throughout my teaching career whether it was as chair of the School-based Leadership Committee, grade level, department chair or SACS co-chair at various times in the K-12 arena. University committee chair roles have also been a part of my service as well as managing the Middle/Secondary programs at Saint Leo University or as department chair at University of Pembroke. Each of these roles have required me to work collaboratively with the faculty as well as work on the leadership team with the dean, associate dean and other chairs.

Name: **Kanas Conrady**

Institution: **University of Oklahoma**

Why do you want to be considered for this office?

I would love to give back to the community by providing conferences that serve as a foundation for greater opportunities to promote RCML's Mission Statement. Conferences that not only maintain the friendly and nurturing environment for which RCML is known, but also provide space to build both friendships and collaborative partnerships that extend beyond the time and location boundaries of the annual conference.

What do you believe are the challenges for RCML for the next two years?

Challenges faced by RCML in the next two years are not necessarily new or unique. Recruitment, retention, and visibility of the organization will be critical as RCML members continue to face shrinking budgets and difficult decisions when prioritizing conference participation. An additional challenge will be maintaining the unique supportive nurturing environment as conference participation and membership numbers continue to grow.

If you were elected to this office, how would you seek to overcome these challenges?

Working collaboratively will be imperative for maintaining a friendly and intellectually stimulating environment that will encourage and foster professional connections before, during, and after the conference. This starts by selecting locations that are efficient and cost effective for both RCML and conference participants.

Additionally, I would use social media, email, and other established networks to increase our digital presence and share not only important upcoming dates, but also monthly member experiences. A monthly social media blast would provide personal experiences about the important role RCML plays in the mathematics education community. This member spotlight would be shared alongside additional information about the upcoming conference including dates, travel information, coffee locations, dinner locations, fitness facilities, and other points of interest that will create excitement and facilitate planning pre/post conference activities.

Retention is also an important factor to consider. To facilitate connections, I would provide a First Timers Session that precedes conference events and would work collaboratively with the conference committee to finalize details of what should be included in this session. Further, special communications would be sent to first time participants to provide additional information about the established conference norms, people to find and connect with, possible conversation starters, and other information to feel more relaxed and comfortable upon arriving at the conference.

Describe your participation in RCML:

The RCML Conference is like coming home to family. Oklahoma City in 2008 was my first experience at a research conference and I knew immediately that I was moving in the right direction. The next year, I gave my first of many presentations at Berry College in Rome, GA and haven't stopped talking about this organization since. In 2013 I became a member of the Conference Committee and also serving as a reviewer for Investigations. I love this organization and would love the opportunity to pay it forward.

Describe other related experiences that you believe qualify you for this office:

In addition to my experiences with the RCML Conference Committee, I am also a member of the SSMA Convention Committee and have served as a faculty advisor for multiple student organizations. I am an active participant on the Board of Directors for the Oklahoma Council of Teachers of Mathematics and participate in the organization of events outside academic communities. Lastly, I am the creator and organizer for the Conference of Future Oklahoma Mathematics Educators, a statewide conference helping pre-service and first year secondary mathematics educators network and grow in the profession. These experiences in combination with attendance at several other professional conferences provide breadth and depth in event planning and I look forward to working with RCML to continue promoting RCML's Mission.

TREASURER: Serves a two-year term. Executive Committee Member.

- ◆ Maintains accurate financial records
- ◆ Collects dues and other monies owed to RCML
- ◆ Works with the VP for Publications on financial matters related to the journal

CANDIDATE for the position of TREASURER: (The candidate for position of treasurer is presented below.)

For the position of Treasurer, the nomination committee and the board decided that in a time of transition with the VP for Publications position which includes acting as the business manager for the journal and working closely with the treasurer on financial matters, that Kerri Richardson's name would be the only name on the ballot. Thus, the vote for treasurer will be a vote for or against supporting Kerri Richardson to remain for an additional two years as treasurer of RCML.

Name: **Kerri Richardson**

Institution: **The University of North Carolina at Greensboro**

Why do you want to be considered for this office?

I enjoy serving the field of mathematics education on a national level, particularly in an organization such as RCML. I've been a member since 2004 and have always felt we do an excellent job in supporting both new and experienced scholars and practitioners. Helping keep RCML organized and streamlining processes related to finances is a strength I can offer.

What do you believe are the challenges for RCML for the next two years?

The challenges are all exciting because they include strengthening access to our journal, maintaining a yearly conference that is of high quality, and making general improvements to how our organization functions as a whole.

If you were elected to this office, how would you seek to overcome these challenges?

If elected, I dedicate my time to streamlining any payments needed to make improvements to journal access, payments needed for our yearly RCML conference, and any other financial transactions. Our organization uses online banking and a debit card is available for use to help speed up the aforementioned areas of activity for the treasurer.

Describe your participation in RCML:

My participation in RCML includes presenting my research and practitioner ideas at the yearly meeting, writing and reviewing for the proceedings and for the IML journal, and I served as the 2012 conference chair and treasurer in the past.

Describe other related experiences that you believe qualify you for this office:

I have and will continue to prioritize RCML as the main organization in which I choose to participate in for my mathematics education scholarship. I feel my dedication is an important quality because I genuinely believe in the mission of our group.

Conference Committee Members: We will fill **two positions**; each serving **three-year term**

- ◆ Works with VP for Conferences and Committee
- ◆ Works with the Annual Conference Committee, the Conference Chair and Program Committee Chair
- ◆ Assists with Annual Conference activities, particularly reviewing proceedings submissions

CANDIDATES for the position of Conference Committee Member: (The four candidates for the two available positions are presented in alphabetical order.)

Name: **Rachel M. Bates**

Institution: **Redlands Community College**

Why do you want to be considered for this office?

I was initially introduced to RCML (2011) as a graduate student. During this time I participated in reviewing proceeding submissions for the Annual RCML Conference. I found reviewing proceedings as an excellent opportunity to familiarize myself with current mathematics education research and best practices in undergraduate mathematics. In an effort to continue providing assistance, I have continued serving RCML by reviewing proceeding submissions. I would like to

be considered for the RCML conference committee in order to have the opportunity to work with fellow mathematics educators in promoting mathematics education research. Actively participating on a committee promotes the development of numerous skills.

What do you believe are the challenges for RCML for the next two years?

As with any organization, membership is essential. RCML should look at ways to increase membership but also encourage active participation from all members. Despite the amount of scholarly research regarding mathematics education, it fails to reach the front lines of the classroom. RCML should look at ways to inform educators who are in the PK-12 and post-secondary classrooms.

Increase RCML's online presence that includes an updated website, and creating a conference app. With professional development budgets being reduced for all institutions, traveling to annual conferences can be difficult. I would like to see monthly webinars be offered by RCML. We could increase our overall exposure to many more professionals.

If you were elected to this office, how would you seek to overcome these challenges?

- Increasing RCML membership could be improved by implementing various social media outlets (i.e., creating a Face Book page, Twitter account, and updating the website).
- Active membership requires creating ways for members to participate. Numerous roles are needed to effectively manage any organization. Using members is just one way to involve them in the organization.
- With an increased social media presence, and active members all promoting mathematics education research, more information will reach classroom educators. As active members of RCML, we all should be actively disseminating information to our fellow educators.

Describe your participation in RCML:

I have been a member and attending RCML conferences since 2011. During this period, I have been a Reviewer and Presenter.

Describe other related experiences that you believe qualify you for this office:

Having attending and presented at RCML Annual Conferences, I would like to continue providing assistance with the Annual Conference. I have experience assisting Conference Chairs at other regional conferences (Oklahoma Council Teachers of Mathematics-2014 Tulsa Conference-Stacy Reeder and Juliana Utlej). Additionally, I am qualified in various aspects of the responsibilities:

- Well organized and capable of working with strict deadlines
- Effective communicator
- Effective collaborator and overall team player
- Believe in the mission and purpose of RCML

Name: **Melanie Fields**

Institution: **Texas A&M University-Commerce**

Why do you want to be considered for this office?

I would like to be considered because I genuinely want to be more involved with a community of educators who share similar goals and interests in preparing future mathematics teachers and research of mathematics learning. The last few years, I have attended the conferences as a guest and eventually a presenter. Your community of professionals have supported me during the very early part of my career in research, listened to my dissertation ideas, and helped me stay the course to graduate with my doctorate. Now, I would like to draw on my experiences to work collaboratively with the conference committee.

What do you believe are the challenges for RCML for the next two years?

Two challenges I believe RCML will continue to encounter are continued enrollment and new membership.

If you were elected to this office, how would you seek to overcome these challenges?

Providing opportunities for young professionals to present and collaborate, as you did for me, is a vital part of this organization. I will actively solicit new mathematics educators to present their research and help generate awareness of potential collaboration among other RCML members.

Describe your participation in RCML:

For the last four years, I have attended each conference. Also, I have been able to present research conducted during my years of graduate school. During the upcoming conference, I hope to share my research on high school mathematics teachers' instructional practices.

Describe other related experiences that you believe qualify you for this office:

During my last year of graduate school at the University of North Texas, I was the Doctoral Student Association (DSA) Vice-President. My primary job was to organize and delegate various job assignments for the annual DSA conference. Last year, I served on the Bill Martin Jr. conference planning committee at Texas A&M University-Commerce. My primary function was to organize and obtain donations for door prizes and 'goody bags' for the attendees. Between the two experiences, I have gained a high appreciation for the organization and responsibility of planning a conference.

Name: **Ryan Fox**

Institution: **Belmont University**

Why do you want to be considered for this office?

RCML—in a brief period of time—has provided me opportunities to grow as a mathematics educator. In addition to the presentations and publication mentioned below, interacting with many mathematics educators throughout the country has been a wonderful resource to me. I believe holding this office will only continue that trajectory of professional growth. I also see this work as a way to serve an organization that has already supported me so much.

What do you believe are the challenges for RCML for the next two years?

I see the primary challenge is to sustain the growth in membership and conference participation. I first participated in the RCML conference because of the connections I developed through the STaR program for early career mathematics educators. I see the annual conference as a wonderful opportunity for many interested individuals—particularly graduate students and young faculty members like myself—to present research. Such presentations should lead to publications—both with and beyond RCML—that will help grow the field of mathematics education.

If you were elected to this office, how would you seek to overcome these challenges? Because I envision the challenges RCML faces in a positive light, I am not sure I am comfortable using the word "overcome": I believe RCML should embrace these challenges. How can RCML support the growth in membership and conference participation while maintaining high standards for presentation and publication? I believe the answer to this question exists in spreading the word. Coming to Belmont University allows me the opportunity to work Master's degree-seeking candidates. In this capacity, I have the ability to work with graduate students, some of whom are interested in pursuing research and advanced studies. I can connect these students to RCML to encourage and cultivate their interests in research and study. Additionally, continuing to network and build professional connections provides me additional opportunities to explain the mission of RCML and advocate for submissions to both the conference and journal.

Describe your participation in RCML:

I have recently joined RCML. My first conference was in 2014, where I presented at the annual conference and had a paper published in the proceedings. In 2015, I presented twice. Outside of presenting at these conferences, I reviewed submissions for the conference and the proceedings. I have also reviewed a manuscript for *Investigations*.

Name: **Cynthia Orona**

Institution: **University of Arkansas**

Why do you want to be considered for this office?

I would like to be considered for Conference Committee position because I want to give back, in the form of service, to an organization that welcomed me and has helped and continues to help me navigate the research arena in mathematics education. I would like to be more active in RCML as I feel that is one way in which I could show my appreciation for such an inviting an open organization.

What do you believe are the challenges for RCML for the next two years?

I believe that the small nature of the RCML Conference will continue to be a challenge in regards to getting other mathematics educators involved in the organization and attending the conference. It will definitely be a challenge to increase membership numbers while ensuring the close-knit community environment is not compromised.

If you were elected to this office, how would you seek to overcome these challenges?

If I were elected, I would actively recruit other mathematics educators to become involved in RCML by joining as members and proposing to present at the annual conference. The community feel provided when attending the RCML conference is one that cannot be replicated by mass media, but by word of mouth. Typically personal recommendations of an organization or its conference are the best ways to get others involved.

Describe your participation in RCML:

I was introduced to RCML as a graduate student and welcomed with open arms from the members. I have been presenting at the RCML Conference for the past 3 years and intend to continue presenting and becoming more involved in RCML. I have also reviewed proposals for the conference a couple of times.

Describe other related experiences that you believe qualify you for this office:

Although my experience to this position is limited, I do have other relevant experiences and skills that I believe qualify me for this position. As a graduate student, I helped in the organization of a local SSMA conference at OSU and helped as needed with the RCML Conference in Tulsa. In addition, I have had experience in leadership roles in other organizations throughout my educational career, but have yet to get the same experience in my professional organizations. In addition to coordinating fundraising events, I have been a team player in the local parent teacher organizations of my children's schools. In RCML, I have reviewed conference proposals in the past and feel that experience along with my organizational skills would allow me an opportunity to serve RCML through this entry-level position.

Publications Committee Members: We will fill **two positions**; each serving **three-year term**

- ◆ Works with VP for Publications
- ◆ will work cooperatively with the journal editor, newsletter editor, proceedings editors and others on activities related to the publications of RCML

CANDIDATES for the position of Publication Committee Member: (The four candidates for the two available positions are presented in alphabetical order.)

Name: **Keith Adolphson**

Institution: **Eastern Washington University**

Why do you want to be considered for this office?

I value RCML for its emphasis on being a caring, collaborative, and supportive professional research community, as well as, a source of personal renewal. I feel an on-going obligation give back to the organization that has nurtured me.

What do you believe are the challenges for RCML for the next two years?

I believe that the greatest challenge facing RCML is continuing to expand our membership and national voice while remaining a vibrant organization that advocates positive developments in mathematics education and maintaining a nurturing environment for emerging researchers.

If you were elected to this office, how would you seek to overcome these challenges?

Basically, we need to inform and communicate. We must inform all mathematics education programs and professional organizations about RCML, its mission, and the opportunities we afford. Moreover, we need to communicate our desire for new active members, as well as, reclaim lapsed members. Word-of-mouth can be an effective means of recruiting new members while preserving the quality of our conferences and our proceedings and *Investigations* will help keep them around. Another means of addressing our challenges could be to form partnerships with other state, regional, and national professional organizations at such as state mathematics councils, NCTM, AMTE, or AERA. This could include a range of activities from the sponsorship of research forums, presentations/lectures or manning an RCML convention booth. I believe that raising the visibility of our conferences, its proceedings, and *Investigations* will help attract new members and enhance the organization's stature. We might want to think about how we advertise and how our publications are accessed via academic databases. We may also want to consider expanding our conference venues to other regions of the country in order to avoid being characterized as a regional organization.

Describe your participation in RCML:

I have been an RCML member since I was a grad student. I have attended and presented at most conferences since then. I have served two terms on the conference committee and as assistant editor of our conference proceedings last year. I am the proceedings editor this year.

Describe other related experiences that you believe qualify you for this office:

I have participated and presented at numerous regional, national, and international conferences including: PME, PME-NA, the Northwest Mathematics Conference, and NCTM, in addition to RCML. I believe that I bring many strengths to the publications committee position such as: resourcefulness, organizational skills, the ability to be a collaborative team member, some facility with technology, and an excellent sense of humor.

Name: **Rachel Bachman**

Institution: **Weber State University**

Why do you want to be considered for this office?

I fell in love with *Investigations in Mathematics Learning* and its predecessor *Focus on Learning Problems in Mathematics* while I was a graduate student at Binghamton University. I served as the Editorial Intern for these journals while Dr. Jean Schmittau was the editor of the journal. I so enjoyed reading the newest research on the learning of mathematics and miss being involved with the journal now. I would very much appreciate the opportunity to reconnect with the journal and help it continue informing our choices in mathematics learning.

What do you believe are the challenges for RCML for the next two years?

RCML had the good fortune of being founded by educators and researchers who were passionate about furthering the conceptual understanding of mathematics and researching effective methods for developing such understanding. Over the years, these founding members contributed tremendously to the body of research on mathematics learning and helped shape RCML as a powerful organization focused on stimulating, generating, coordinating, and disseminating research efforts designed to understand factors that affect mathematics learning. However, many of these founding members have or are in the process of retiring from their work in academia. While the organization is now also blessed with many early career members, I see the most significant challenge currently facing RCML is keeping the founding principles of the organization alive through the transition of the organization from its founding members to its new members. Related, the organization has the opportunity to expand its vision according to the interests of the new membership. Balancing the continuation of these founding principles with new ideas is indeed an exciting challenge awaiting RCML.

If you were elected to this office, how would you seek to overcome these challenges?

I believe it is important to know, remember, and honor the foundational people and principles of RCML. While working as the Editorial Intern for IML and FOCUS, I had the tremendous opportunity to read many of the past issues of these journals. I learned about the founding members and new members from their writing and from interacting with them as reviewers. This organization is truly blessed with researchers and research that can further mathematics education internationally. If elected to the Publications Committee, I would advocate for the publication of manuscripts and articles that build on the past work of the members, align with the vision of RCML, remember the work of founding members, and celebrate the work of the new members.

Describe your participation in RCML:

After serving as the Editorial Intern for five years with IML and FOCUS, I joined the organization two years ago and have attended both national conferences since becoming a member.

Describe other related experiences that you believe qualify you for this office:

Not only did I learn volumes about mathematics education research from my experience working as the Editorial Intern for IML and FOCUS, but I also learned a lot about the publication process and hope to bring these experiences to my service on the publications committee. In addition to being a member of RCML, I am also a member of NCTM, AMTE, Utah Mathematical Association of Two Year Colleges, and the Utah Council of Mathematics Teachers. For each of these organizations, I attend and present at relevant conferences, read publications from the organizations, and am preparing manuscripts for many of these publications. Additionally, I am currently involved in two research projects to improve mathematics education at Weber State University and in the local school districts.

Name: **Tyrette Carter**

Institution: **North Carolina Agricultural and Technical State University**

Why do you want to be considered for this office?

I am interested in serving in this position because I have been a long time member of RCML, and I appreciate the opportunities the organization holds for Mathematics Educators and future Educators. I also want to get more involved in the organization, and I believe this is a great way to get involved.

What do you believe are the challenges for RCML for the next two years?

The challenge for most organizations is to ensure that the organization maintains high quality and stays abreast of the constant changes faced within mathematic teaching and learning. Also, continuing to provide a rich conference with the budget/economic concerns the nation, to ensure that the organization is constantly growing and that membership maintains at a reasonable cost to keep the organization vibrant.

If you were elected to this office, how would you seek to overcome these challenges?

My goal is to recruit individual to publish and to provide calls that increase the interest and readership of the journal through the various calls. I would also recruit more of the faculty from my University to become members or publish in the journal.

Describe your participation in RCML:

I have been a member for at least 5 years, and I have presented each year since being a member, as well as publishing proceedings. It is probably one of my favorite conferences. I enjoy the comradery, and learning more about mathematic education research.

Describe other related experiences that you believe qualify you for this office:

I served as the chair of the Editorial Panel for Teaching Children Mathematics. I also reviewed articles for TCM, MT and MTMS. I have also reviewed for the conference presentations for RCML and the NC-ACTE. Finally, I have also served as a reviewer for the NCTM pre-session. I have reviewed textbooks and various other publications to continue to stay abreast of the current research in mathematics education.

Name: **Sarah Ives**

Institution: **California State University, Sacramento**

Why do you want to be considered for this office?

I have been a member of RCML since 2010 and attended the annual conference each year. I believe it is time for me to give back and serve the organization in more of a leadership role. I also believe I can bring a positive attitude and strong work ethic to the committee.

What do you believe are the challenges for RCML for the next two years?

I believe there are two challenges currently facing RCML – 1) membership and 2) publications subscriptions. Although I am pleased to see membership has nearly doubled over the past few years (78 members in 2012 to 152 members in 2014) – I believe there is still room for growth and increasing membership for this organization. As past president Anne Reynolds stated, “The health of our organization depends on the strength of our membership.” (Intersection Points, Oct. 2009)

If you were elected to this office, how would you seek to overcome these challenges?

If I were elected to this office, I would seek to overcome these challenges by continuing to spread the word about the advantages of membership to fellow mathematics educators, graduate students, and classroom teachers in my networks. I will also commit to working with the organization leadership to actively increase journal subscriptions (both individual and institutional) and proposal submissions.

Describe your participation in RCML:

To date my participation in RCML has been primarily attending the annual conference each year for the past five years. I also contributed to the conference proceedings. I have to say however, the relationships I made through this organization are the most important advantage of my participation – there are several fellow mathematics educators that provided me with support, mentorship, and guidance. For these experiences I am excited for this opportunity to serve such a nurturing and important organization.

Describe other related experiences that you believe qualify you for this office:

I have been an assistant professor of mathematics education for several years during which I served on several committees at my institutions. Prior to coming to Sacramento State, I taught at Texas A&M University, Corpus Christi, where I served as President of the Coastal Council of Teachers of Mathematics. In that capacity I helped lead the annual professional development conference “MEa by the SEa” (Mathematics Education and Science Education) for about 100 – 150 local math and science teachers. I welcome the chance to bring my experience and ideas to the publications committee at RCML.

The Pulse of Investigations in Mathematics Learning

by Sheryl A. Maxwell

The “pulse” of this important area of the Research Council on Mathematics Learning (RCML) has been figuratively at about 120 beats per second. WOW, we’ve been busy! Since you received your last newsletter in April 2015, we have developed and established a series of procedures to secure a new editor, initiated a 45-day “call for editor search,” created a five person search committee, analyzed the applications, managed individual and general discussions about the candidates, conducted telephone interviews, and made the decision to offer Dr. Drew Polly the editorial position. Thank you to ALL who were candidates . . . a welcomed response!

We are currently near the end of the transition period where the files of Dr. Vicki Schell, former editor, and the new files of Dr. Drew Polly have been integrated. Drew’s appeal for more reviewers was initiated through e-mail, with exceptional results. During this hectic time, the securing of worldwide payments for Volume 8 continued, as well as the issue processing so that Vol. 8 No. 1 issue of *Investigations in Mathematics Learning* was mailed to subscribers the last week of September. Financially, we are in terrific shape and looking into the future with anticipation.

Because of Drew’s experience in handling manuscripts, reviewers, and compiling the results with the assistance of graduate students, we expect an increased number of submissions, a 6-8 week review time, with decisions and suggestions made about manuscripts promptly. Additionally, we are currently brainstorming ways to increase awareness of our excellent journal and its format. As we develop new and exciting ideas about *Investigations in Mathematics Learning*’s format and platform, we will keep you informed. Soon, you’ll be asked about your opinion of the journal through a membership survey, so be looking for it!

Welcome, DREW POLLY, The New *Investigations in Mathematics Learning* Editor

Drew Polly, an associate professor in the College of Education at University of North Carolina – Charlotte, became the new *Investigations in Mathematics Learning* editor in August 2015. His desire to become a teacher was fostered during the summer of his college experience working as a camp counselor at a Christian sports camp in Branson, Missouri. Since he enjoyed those three summers working with elementary-age children, he decided to become a teacher, graduating in 1999 from the College of William and Mary with a B.S. in Elementary Education, Kinesiology.

During his second year of teaching elementary school, he was invited by a few professors at the College of William and Mary to assist in workshops teaching current teachers and college students desiring to become teachers. Due to this positive experience he decided to get a Master's Degree in Education (2001) in Instruction and Curriculum from Old Dominion University in the Hampton Roads area of Virginia.

His dream to become a professor became a reality as he enrolled in the University of Georgia, Ph.D. program. While there his focus became two-fold: Instructional Technology and Mathematics Education. Additionally, he enhanced his research skills in both qualitative data from classroom observations, interviews, and document analysis, and published studies with quantitative data from test scores and surveys using ANOVA, ANCOVA, chi-squared, and Hierarchical Linear Modeling techniques. His dissertation involved reform efforts in mathematics education. It was titled *Examining the Influence of Learner-Centered Professional Development on Elementary Mathematics Teachers' Instructional Practices, Espoused Practices, and Evidence of Student Learning*. He graduated in 2006 with a Ph.D. in Instructional Technology with a focus in Mathematics Education. He joined the faculty of the University of North Carolina at Charlotte in Fall 2006 on a tenure track teaching courses in mathematics education, instructional technology, and designing interdisciplinary instruction.

Dr. Drew Polly focuses on supporting teachers' use of learner-centered (student-centered) instructional strategies and reform-based pedagogies in the mathematics classroom. Most of his work has "specifically focused through professional development workshops, in-class coaching and support, and investigating how coursework influences teachers' knowledge and skills." Additionally, he examines "how technology influences teachers' use of learner-centered pedagogies with an emphasis on the knowledge and skills related to technology integration."

As a scholar, Dr. Polly has published extensively in a multitude of journals such as *Journal of Research in Childhood Education*, *School Science and Mathematics*, *The Mathematics Educator*, and *International Journal for Technology in Mathematics Education* to name just a few. Furthermore, he has obtained editorial experience as he is currently serving as an editorial panel member and digital liaison for *Teaching Children Mathematics*. He has edited or co-edited at least four books with more projects in the making.

In his “spare time” [is there any?] he and his wife, Angela, enjoy their 6-pound Pomeranian dog, Shatzi. You’ll even find Drew coaching competitive youth soccer and involved with church activities.

Welcome aboard, Drew! We look forward to the innovations that you’ll bring to our journal, *Investigations in Mathematics Learning* in the coming years and getting to know you better!

Submitting a Manuscript to Investigations: What to Expect **By Editor, Drew Polly**

I am excited to serve you and RCML as the Editor of *Investigations in Mathematics Learning*. One of the questions that always comes up is the focus or goal of the journal. The goal of the journal remains:

RCML seeks to stimulate, generate, coordinate, and disseminate research efforts designed to understand and/or influence factors that affect mathematics learning.

As you begin to design your study, ask yourself these FOUR big Questions when deciding to submit a manuscript to Investigations.

1. Based on the research and literature, how does my study address a need in the field of mathematics education?
2. How has my study been designed and carried out in a way that the findings are trustworthy and easy to understand?
3. How do the findings of the study extend the research about the topic?
4. What recommendations can be made based on my study for researchers and practitioners?

My goal is to aim for a 6-8 week turnaround for manuscript decisions using the standard double-blind peer review process. Processes for submitting manuscripts are on the RCML website.

In order to meet our goal of timely responses, we are in need of reviewers who share in our commitment to review a manuscript and give thoughtful feedback in a 4-week timeframe. If you are interested in reviewing you may complete the survey here- <http://uncc.surveymshare.com/s/AYAMERA> or scan the QR code.

Feel free to contact me at investigatorseditor@gmail.com if you have any questions.

Thanks,

Drew Polly



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