

President's Message

Marshmallows and Mathematics Education in the New Year

Dear LHMA Membership:

This message will arrive in your inbox circa Valentine's Day. I am, however, penning it less than 100 hours into 2016. It is a time of great optimism and resolve. Yet, we all know how very easy it is to make resolutions, but how incredibly difficult it is to keep them. In fact, statistics from the [University of Scranton Journal of Psychology](#) indicate that just 8% of people are successful in achieving their resolution.

Maintaining a resolution, more often than not, boils down to the delay of gratification. This means saying "no" to things that bring immediate, but short-lived pleasure: highly caloric, nutritionally void foods; alcoholic beverages; nicotine; and more screen-time come to mind. It also means saying "yes" to things requiring fortitude, tenacity and discipline: completing chores, working out, studying, and going to bed and getting up early to name a few.

Enter the marshmallow. In the 1960s and 70s Walter Mischel, a clinical psychologist from Stanford University, performed a series of studies now famously referred to as "the marshmallow experiment." In each trial, a child in an empty room was given one marshmallow by the researcher. The child was informed that he or she could eat the confection, but if they resisted the lure until the researcher returned 10-15 minutes later they would be rewarded with a *second* treat. Certainly interesting and amusing were the actions undertaken by the children to distract themselves from the temptation—covering eyes with hands, turning their back away, tugging on pigtails, even petting the marshmallow! Just one-third of the children succeeded in delaying gratification long enough to receive the reward. Significantly, in follow-up studies, these children tended to do better than their counterparts in categories such as SATs, educational attainment, and body mass index (BMI).



The study is not without fair criticism. Nor can I do justice, in this short column, to describing its overall complexity. I think, however, the premise provides wonderful food for thought (pardon the pun) for reflecting on important themes of resolve in mathematics teaching and learning. Here, I share two ideas I have been chewing on.

Perseverance It turns out that just making a resolution is not enough. Intentions alone will only get us so far. A plan for action coupled with a measure of accountability is necessary for success. To me, this reads like the first, and arguably most important, [Standard for Mathematical Practice](#): *Make sense of problems and persevere in solving them.* We know that successful mathematical thinkers "plan a solution pathway rather than simply jumping into a solution attempt. They

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consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary.” In other words, successful problem solving often means turning your back on the marshmallow (stepping away for greater perspective), tugging on your pigtailed (or perhaps scratching your head), and petting the marshmallow (exploring the problem from many angles). Over the last year and a half, many teachers in our region have been trained in formative assessment through the [Mathematics Design Collaborative](#). They know that giving feedback to students in the form of thoughtful *questions* rather than *answers* is one powerful way to encourage student perseverance in problem solving. As teachers, we have a responsibility to provide students with opportunities to practice the mathematical marshmallow wiggle, jiggle, and jive. That is, we must teach them the tools for problem perseverance, *how* to delay gratification in the mathematical sense. When it comes to the life outcomes of our students, it might be the very most important thing we could ever do. It is not sufficient to desire that our students will be perseverant problem solvers. We must act! *What concerted steps can you take in 2016 in your classroom to teach students the mathematical habits of problem solving?*

Principles to Actions

A resolution of daily running, for example, will not in and of itself get us out the door and logging the miles. Once again, what is needed is a plan of *action* and accountability. Those successful at maintaining the running habit have many tactics to keep them on track. They promise to meet a running partner at the same time each day, they sign up for a race 2 months in advance, they lay out their running clothes and shoes the night before an early morning run, they keep a running log to track their progress. A similar wisdom prevails in this educational era—principles are not enough, action is needed!

Over the past twenty-five years, we have learned that standards alone—no matter their origins, authorship, or the process by which they are developed—will not realize the goal of high levels of mathematical understanding by all students. More is needed than standards. For that reason, NCTM has developed “[Principles to Actions: Ensuring Mathematical Success for All](#),” the next in its line of landmark publications guiding mathematics education into the future. “Principles to Actions” describes the conditions, structures, and policies that must exist for all students to learn. It addresses the essential elements of teaching and learning, access and equity, curriculum, tools and technology, assessment, and professionalism. Finally, it suggests specific actions that teachers and stakeholders need to take to realize our shared goal of ensuring mathematical success for all (P2A, 2014, vii).

We are thrilled to shine a spotlight on *Principles to Actions* at the **4th Annual LHMA Mathematics Educator Mini-Conference** to be held Saturday, March 19th. Our keynote address, delivered by Dr. Melissa Boston (Duquesne University), will “engage participants in analyzing effective mathematics teaching” and foster ideas for using the [Principles to Actions Toolkit](#) to start conversations and engage in professional learning with colleagues and administrators in your district.

Won’t you “lace up your shoes,” so to speak? Won’t you join us for the conference and take the next collective step in realizing the goal of high levels of mathematical understanding by all students in the Laurel Highlands region? (Please see pages 8-10 for more information!)

Yours in mathematics and marshmallows,
Kate

Mischel, W. *The Marshmallow Test: Mastering Self-Control*. Boston, MA.: Little Brown and Company, 2014.
National Council of Teachers of Mathematics (NCTM). *Principles to Actions: Ensuring Mathematical Success for All*. Reston, Va.: NCTM, 2014.

SAVE THE DATE

February 13, 2016

Mathcounts (Johnstown chapter)

University of Pittsburgh at Johnstown
almiller@pitt.edu

March 19, 2016

**LHMA 4th Annual Mathematics Educators
Mini-Conference**

University of Pittsburgh at Johnstown

March 18-19, 2016

Mathcounts (state competition)

Hershey, PA

April 1-2, 2016

MAA Allegheny Mountain Section Meeting

Gannon University
Erie, PA

April 13-16, 2016

NCTM Annual Meeting

San Francisco
<http://www.nctm.org/annual/>

August 4-5, 2016

65th Annual PCTM Conference

Seven Springs Mountain Resort
Seven Springs, PA

PCTM/NCTM Report

Nina Girard, University of Pittsburgh at Johnstown
NCTM/PCTM Representative

PCTM's first Annual summer conference was a success and garnered a lot of positive feedback. No more need to write plans for a substitute for a missed day with your students while you attend a conference. And so, we are looking forward to the next summer Annual Conference which will be held August 4-5, 2016 in our region at Seven Springs! Start planning now to do an in-service trade day(s) with your school district. The conference will prove to be a useful way to prepare for the new school year, while earning hours of professional development and hearing from renowned leaders in mathematics education. Speaker proposals are now being accepted until March 14th and information on submitting is contained in this edition of the newsletter. The early bird registration deadline is June 15th. More conference details can be found on pages 5 and 6 of this newsletter and at PCTM's website: www.pctm.org.

I also need your help at the PCTM Annual conference: I am chairing the Hospitality and Meals & Events Committee. If you plan to attend the conference and can give an hour to help staff the Hospitality Desk or help me with plans for meal events, that would be greatly appreciated. Please let me know via email: nina@pitt.edu if you can assist! Each LHMA volunteer at the conference provides LHMA 'credit' towards receiving a share of any conference proceeds.

PCTM is seeking a Western PA Regional Representative to their Executive Board. The term runs from July 1, 2016 to June 30, 2018. This representative will be expected to attend PCTM Board meetings every three months in Harrisburg; aid for travel expenses is provided. If you would like a voice in PCTM and are interested in this position, please self-nominate, or nominate a colleague with their permission, and send the nomination to President Elect Lynn Columba (hlc0@lehigh.edu). Nominations are due by January 31, 2016.

Every year PCTM awards talented and promising graduating high school seniors with the Annalee Henderson Student Achievement Award. It's time to nominate a graduating senior for the 2016 Award. This award honors a high achieving high school senior whose future plans include mathematics or a mathematics-related field. The award rubric is on the PCTM website: www.pctm.org. The deadline for nominations is April 1, 2016. If you do not teach high school seniors, then please consider forwarding this announcement to teachers of graduating seniors. Nominations may be sent to jkinsey@dasd.org.

Did you know that NCTM has a referral program for membership? NCTM's member referral program is an opportunity for you to refer colleagues and friends for NCTM membership—and, in return, receive great gifts and prizes. With your help, your nonprofit membership association can grow to the next level, help more people, serve you even better, and be a stronger advocate for mathematics education. Your very first referral (and every one thereafter) enters your name in a prize drawing for a free trip to NCTM's 2016 Annual Meeting in San Francisco or an Apple iPad. With your second referral, you'll receive \$5 in NCTM bucks to spend on resources, conferences, or membership renewal from NCTM. This year's program runs through June 30, 2015. Consult the NCTM website at: <http://www.nctm.org/referral/>

IU8 Math Network

Rita Buhite, the new Math Curriculum Specialist at Appalachia Intermediate Unit 8, has created the IU8 Math Network. The first meeting, held in November, had 25 teachers and administrators in attendance.

Participants shared ideas and reviewed LearnZillion.com, an open, cloud-based curriculum for Math and ELA for grades K-8. Topics for future meetings include CRA Math, curriculum alignment, the use of manipulatives in the classroom, and best practices in the math classroom. For more information and to participate in future meetings, contact rbuhite@iu08.org

Curriculum Issues and the PA Core/CCS-M Standards

Pennsylvania continues to work on clarifying and updating the PA Core. Information regarding resources for textbook that contain “rigor” necessary to meet the PA Core/CCS-M Standards. While the CCS-M was first published in June 2010, the PA Core wasn't finalized until March 2014. To date there hasn't been enough time for most publishers to revise and print an entire series of textbooks that aligns with the Standards. While some textbook series are making strides in this area, it will probably be a while before some are properly aligned.

PCTM has identified some resource links that might help provide information regarding how particular textbooks align with the PA Core Standards. One of the links actually pinpoints areas that are weak in each textbook series and provides links to resources that address the weaknesses.

<http://education.msu.edu/csc/>

<http://www.edweek.org/ew/articles/2015/03/04/most-math-curricula-found-to-be-out.html?cmp=ENL-EU-NEWS2>

<http://www.edweek.org/ew/section/multimedia/math-programs-how-they-rate-on-common-core.html?cmp=ENL-CM-NEWS2>

NCTM News

The Hunt Institute and NCTM

NCTM and [The Hunt Institute](#) have produced a series of videos to enhance understanding of the mathematics that students need to succeed in college, life, and careers. Beginning in the primary grades, the videos address the importance of developing a solid foundation in algebra, as well as laying the groundwork for calculus and other postsecondary mathematics coursework. The series also covers the Standards for Mathematical Practice elaborated in the [Common Core State Standards for Mathematics](#) and examines why developing conceptual understanding requires a different approach to teaching and learning.

<http://www.nctm.org/standards-and-positions/common-core-state-standards/teaching-and-learning-mathematics-with-the-common-core/>

NCTM Illuminations

Illuminations is a project designed by NCTM and supported by the Verizon Foundation. NCTM serves as a content partner for Thinkfinity, the Verizon Foundation's free online professional learning community, where Illuminations is the primary contributor of resources for teaching and learning mathematics for grades pre-K—12.

Illuminations lessons and interactives are searchable by NCTM's [Principles and Standards](#) and by the [Common Core State Standards](#). The site offers more than 700 [lesson plans](#) and more than 100 [activities](#), including virtual manipulatives, applets, and games. [Illumination lessons are not just for students](#)—see how Illuminations lessons are used for professional development too!

Let's work together to build a well-connected mathematics education community!

<http://illuminations.nctm.org/>

PCTM Annual Conference
August 4-5, 2016
Seven Springs Resort
The Summer Math Summit



After this past summer’s successful conference, we hope you will join us for the second annual PCTM Summer Conference.

Interested speakers: please see next page for submission requirements in the Call for Proposals.

Program Highlights

- Keynote addresses by our own renowned scholars in mathematics education, including:
 - Christopher Brueningsen, The Kiski School
 - Peg Smith, University of Pittsburgh
 - Rose Zbiek, Penn State University
- Panel discussion by representatives from the PA Department of Education
- Designated sessions and activities for Pre-Service Teachers
- Sessions and workshops for Teachers of Math, PreK-16
- PCTM One-Read book discussion meeting
- Awards ceremony recognizing outstanding teaching across the state at all levels
- Meals, functions, and social activities

Speaker Proposals Do you have a great activity or lesson you do with your students that you would like to share? Speaker proposals will be accepted from Jan 1st to Mar 14th 2016.

Conference Registration Rate

- Early bird registration
 - Member/non-member \$70/\$85
- Regular registration
 - Member/non-member \$85/\$100
- Speaker Registration
 - Member/non-member \$40/\$55
- On-site registration
 - Member/non-member \$100/\$115

Conference Location

- Seven Springs Resort
<http://www.7springs.com/>
- Conference room rates (includes a bountiful breakfast buffet):
 - 1 person \$157 2 people \$175
 - 3 people \$193 4 people \$211

Important Dates

- Jan. 1st to Mar. 14th 2016 Submission of presentation proposals
- April 15th 2016 Speakers will be notified on acceptance of proposals
- May 15th 2016 Speaker registration deadline in order to appear in program
- June 15th 2016 Early bird registration deadline
- July 4th 2016 Hotel registration deadline
- July 27th 2016 On-line registration deadline
- August 4-5th 2016 PCTM Annual Conference

Pennsylvania Statistics Poster Competition – Call for Posters

The Pennsylvania Statistics Poster Competition is sponsored by mathematics teacher organizations across the state, including LHMA, and hosted by Saint Francis University. The competition offers cash prizes and certificates for first, second, third, and fourth place in each grade level category (K-3, 4-6, 7-9, and 10-12) along with certificates for honorable mentions. The winning posters from the Pennsylvania Competition are then submitted to the National Statistics Poster Competition. Teachers from across Pennsylvania are encouraged to incorporate the Statistics Poster Competition into their classrooms. Collaborative efforts between subjects can be an exciting way to show how mathematics relates to other subjects such as health, geography, history, science, etc.

Online registration for the Call for Posters will be available in January 2016. All posters MUST be registered online and postmarked by midnight **on February 29, 2016**. Judging will take place in March 2016 and winners will be announced in April 2016.

General information along with the rules and guidelines for the Pennsylvania Statistics Poster Competition can be found at www.francis.edu/pa-statistics-poster-competition or by emailing ScienceOutreach@francis.edu. Pictures of winning posters from previous years are also available on the web site.

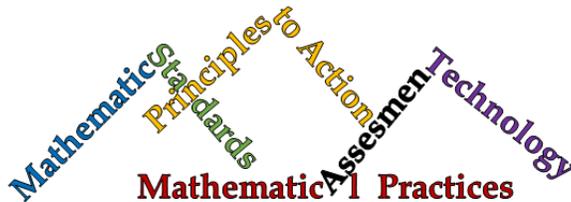
Submit A Proposal to speak at the

PCTM Annual Conference

August 4-5, 2016

Seven Springs Resort

The Summer Math Summit



Online registration is now open for submission of proposals for:

- 20 minute burst sessions
- 45 minute sessions
- 75 minute workshop sessions

The online Call for Proposals is open from January 1st until March 14th, 2016. Submit a proposal [here](#).

You will need to submit:

- Title of presentation (10 word maximum)
- Description of presentation (45 word maximum)
- Learning outcomes (15 word maximum)
- Workshop activities (for workshop presentations only—60 word maximum)

Please distribute this call among interested colleagues! If you have any questions in the meantime, please contact [Cynthia Taylor](#) or [Tyrone Washington](#).

Call for Nominations for LHMA Officer Positions

LHMA is searching for individuals who would like to become more actively involved with our organization and hold an officer position. Nominations are now being accepted for the following officer positions: President-Elect and Secretary. If you or someone you know are interested in these positions, send your name and nomination(s) to Nina Girard (nina@pitt.edu) no later than February 26th. The Nominations Committee will then put together a slate of candidates and elections will take place electronically in early March.

Sincerely,

LHMA Nominations Committee
Nina R. Girard, NCTM/PCTM Representative
Sherri Ritenour, Historian

LHMA Executive Board members at a meeting in January.



Left to right: Ken Balough, Brianna Gillin, Kate Remillard, Anna Balouris, Jessie Minor, Jackie Baird, and Dawn Cable.

Left to right: Sherri Ritenour, Kristin Wilson, Ken Balough, Brianna Gillin, Kate Remillard, Anna Balouris



4th Annual
Mathematics Educator Mini-Conference
 Saturday, March 19, 2016
 Pitt-Johnstown

8:30-9:00	REGISTRATION : Biddle Hall Lobby
9:00-10:15	CONCURRENT SESSIONS: Biddle Hall
Session A (early childhood)	<p><u>Making the Most of Open (Empty) Number Lines</u> by Dr. Margaret Stempien, Indiana University of PA</p> <p>Participants will learn about and create open number lines. This strategy helps children record and enhance their mental arithmetic, and deepens their mathematical reasoning. We will also look at how open number lines can be used for more than whole number addition and subtraction. Finally, ten-frames and strategies such as “up over ten” and “down over ten” will be investigated as early foundations for reasoning with open number lines.</p>
Session B (teachers of grades 4-8)	<p><u>Population Education: Teaching Mathematics for the Global Family</u> by Jessie Minor, Central Cambria Middle School and Dr. Kate Remillard, Saint Francis University <i>Population Education Trainers</i></p> <p>This highly interactive session will introduce mathematics teachers to <i>PopEd</i>, the leading source for K-12 curriculum about human population trends and their effects on the environment and society. Population dynamics are a natural fit for teaching about growth, percentages, ratios, and other mathematics concepts! Participants will engage in activities that adhere to the Common Core requirement, and NCTM’s recommendation, to bring real-world data into the classroom. Leave with free lessons and resources on CD-ROM.</p>
Session C (secondary)	<p><u>Add Sparkle to Your Classroom with the “Flipping Queen”</u> by Trisha Kaylor, Blairsville High School</p> <p>This session will explain the steps, pitfalls, and many successes that I have experienced in my flipped classroom as I have transformed it into a flexible learning environment. You will learn how to use technology to easily differentiate learning, increase student engagement and rapport, and create authentic learning opportunities for your students.</p>
Session D (learning support)	<p><u>Engaging Differential Learners through Cooperative Learning</u> by Dr. Elizabeth Harkins and Dr. Bethany McConnell, Pitt -Johnstown</p> <p>Cooperative learning provides opportunities for students at all levels to develop positive interdependence, individual and group accountability, and interpersonal and group collaborative skills. Cooperative learning also allows for students to increase their self-esteem - critical when teaching female students, minority students, or struggling learners. Compared to students learning on their own, students who are engaged in cooperative learning perform better on tests, especially with regard to reasoning and critical thinking skills. In addition, they are more able to actively participate in the learning process, enjoy learning more, and are more likely to trust other students.</p>
10:30-11:30	<p>Brunch and LHMA Annual Business Meeting (Student Union, Cambria Room)</p> <p>Enjoy brunch and conversation with your colleagues in the region!</p>
11:30-12:30	<p>Keynote Session: Moving to Action: Implementing <i>Principles to Actions</i>’ Effective Mathematics Teaching Practices, Dr. Melissa Boston</p> <p><i>(see next page for more information)</i></p>

2016 LHMA KEYNOTE SESSION

11:30-12:30 Student Union, Cambria Room

Moving to Action: Implementing *Principles to Actions*' Effective Mathematics Teaching Practices by Dr. Melissa Boston



Session Description:

NCTM's *Principles to Actions* identifies eight research-based effective teaching practices necessary for promoting equitable and ambitious mathematics teaching and learning. NCTM has also developed the online *Principles to Actions Toolkit* to provide images and examples of these practices. This talk will engage participants in analyzing effective mathematics teaching using video cases and resources from selected modules in the Toolkit, with hopes of fostering ideas for using the *Toolkit* to start conversations and engage in professional learning with colleagues and administrators back in your districts.

Speaker Biography:

Dr. Melissa Boston is an Associate Professor in the School of Education at Duquesne University (Pittsburgh, PA), where she teaches mathematics content and pedagogy courses for preservice secondary mathematics and elementary teachers. Melissa is the lead developer of the Instructional Quality Assessment (IQA) Mathematics Toolkit, a set of rubrics for analyzing mathematics teachers' instructional practices via classroom observations and collections of students' work. Melissa was awarded the Association of Teacher Educators' 2008 Distinguished Dissertation Award for her dissertation research on teachers' learning and instructional change following participation in a professional development workshop. Melissa has published articles in *Elementary School Journal*, *Journal of Mathematics Teacher Education*, *Journal for Research in Mathematics Education*, *ZDM: International Journal of Mathematics Teacher Education*, *Journal of Mathematics Education Leadership*, *Urban Education*, and *Mathematics Teaching in the Middle School*. She has also published several book chapters connecting research to practice, and she assisted in developing the professional development materials, *Improving Instruction in Mathematics: Using Cases to Transform Mathematics Teaching and Learning*. Melissa has served on the NCTM "Student Explorations in Mathematics" committee (member, 2007-2008; Co-Chair, 2009), Editorial Panel of the NCTM *Annual Perspectives in Mathematics Education* (2015), Associate Editor of *Mathematics Teacher Educator* (2012-2015), and on Advisory Boards for research in mathematics education. Melissa is currently Series Editor for the 2017-2019 NCTM *Annual Perspectives in Mathematics Education* and an external evaluator for two Mathematics-Science Partnership (MSP) grants. In her research, Melissa continues to examine instructional quality in mathematics through classroom observations and students' work, with current interests in the intersection of cognitive demands with 1) instructional technology and 2) equitable mathematics instruction.

LHMA Mini-Conference Registration & Membership Form

Name _____ Date _____

Email _____

School District & Building or University Enrolled _____

Preferred Phone Number _____ It is a ___ cell ___ work ___ home

Preferred Mailing Address _____

Are you a current member of PA Council of Teachers of Mathematics? ___ Yes ___ No

Are you are current member of National Council of Teachers of Mathematics? ___ Yes ___ No

Teaching/Professional Responsibilities: (check all that apply)

- | | | |
|---|--|--|
| <input type="checkbox"/> Pre-K/Early Child | <input type="checkbox"/> Special Education | <input type="checkbox"/> Pre-Algebra |
| <input type="checkbox"/> Primary (grades _____) | <input type="checkbox"/> Alternative Education | <input type="checkbox"/> Algebra |
| <input type="checkbox"/> Intermediate (grades _____) | <input type="checkbox"/> Administration | <input type="checkbox"/> Geometry |
| <input type="checkbox"/> Middle (grades _____) | <input type="checkbox"/> Math Coach | <input type="checkbox"/> Trigonometry |
| <input type="checkbox"/> High School (grades _____) | <input type="checkbox"/> Remediation/Tutoring | <input type="checkbox"/> Statistics |
| <input type="checkbox"/> College/University Professor | <input type="checkbox"/> Curriculum Director | <input type="checkbox"/> Calculus |
| <input type="checkbox"/> Pre-Service Teacher | <input type="checkbox"/> Substitute Teacher | <input type="checkbox"/> Integrated/Consumer |

Conference Registration and Membership Fees:

_____ \$25 **Professional Rate:** Mini-conference Registration (includes all materials and brunch buffet) and Membership (good through August 2017)

_____ \$15 **Pre-Service Teacher Rate:** Mini-conference Registration (includes all materials and brunch buffet) and Membership (good through August 2017)

If you cannot attend the mini-conference this March, but would like to initiate or renew your LHMA membership you may do so here:

_____ \$5 **Membership Only** (good through August 2017)

With my LHMA membership, I am interested in serving on following LHMA committees:

___ Membership ___ Nominations/Elections ___ Conference Planning ___ Try-Math-a-Lot

Check made payable to **LHMA** and **must be postmarked by March 9, 2016**. (There is no on-site registration.)

Please send registration form and payment to: Ms. Rebecca Weible
113 Seneca Street
Johnstown, PA 15904

For Conference Attendees: Please refer to conference program and indicate your preference for a Session.

_____ Session A (Open Number Lines) _____ Session C (Sparkle . . . Flipping Queen)

_____ Session B (Population Education) _____ Session D (Cooperative Learning)

Please list any special needs we can assist with during the Mini-conference:

Laurel Highlands Mathematics Alliance Officers and Executive Board

as of April 2015

POSITION	TERM (years)	NAME	TERM BEGINS	TERM ENDS	E-mail
Past President					
President	2	Kate Remillard	March 2013	March 2016	kremillard@francis.edu
President Elect	1				
Secretary	2	Marie Klein	March 2014	March 2016	mak@whsd.org
Treasurer	2	Ken Balough	March 2015	March 2017	kbalough@altoonasd.com
PCTM/NCTM Rep		Nina Girard	March 2014	March 2016	nina@pitt.edu
Historian		Sherri Ritenour	March 2014	March 2017	sriten@sasd.us snritenour@gmail.com
Early Childhood Representative		Brianna Gillin	March 2015	March 2017	GillinBL@pcam.org
Middle Level Representative		Jessie Minor	March 2015	March 2018	jminor315@gmail.com
Secondary Representative		Kristin Wilson	March 2015	March 2017	kristin_wilson@tigerwires.com
Special Education Representative		Anna Balouris	March 2014	March 2017	annahoffman1@gmail.com
Higher Education Representative		Dawn Cable	March 2015	March 2018	dcable@pitt.edu
Pre-Service Teacher Representative		Kayla DeCriscio	March 2015	March 2016	kbd11@pitt.edu

Committee Chairpersons

Contest Committee	Jessie Minor Brianna Gillin	jminor315@gmail.com GillinBL@pcam.org
Membership	Jackie Baird	jbaird@pitt.edu
Publications (Newsletter Editor)	Victoria Czarnek	vcc1@pitt.edu
Program	Kate Remillard	kremillard@francis.edu
Nominations & Elections	Nina Girard	nina@pitt.edu
Webmaster	Becky Piscitella	bpiscitella@richlandsd.com

*Interested LHMA members are encouraged to consider filling open positions. For more information, please contact Dr. Nina Girard at nina@pitt.edu.

Laurel Highlands Mathematics Alliance (LHMA), an affiliate of the Pennsylvania Council of Teachers of Mathematics (PCTM - <http://pctm.squarespace.com/>) and the National Council of Teachers of Mathematics (NCTM - <http://www.nctm.org/>), gives mathematics educators the opportunity to grow professionally and interact with colleagues in Bedford, Blair, Cambria, Fulton, Huntingdon, and Somerset Counties. Members can have a direct impact on state and national policy decisions in areas of certification, curriculum changes, and graduation requirements.

Information about membership can be found on p. 10 and at <https://lhma.wikispaces.com/Home>.