ONTARIO ASSOCIATION FOR MATHEMATICS EDUCATION
ASSOCIATION ONTARIENNE POUR L'ENSEIGNEMENT DES MATHEMATIQUES

MINUTES OF O.A.M.E. BOARD OF DIRECTORS MEETING
Feb 7/8, 2003, Four Points Hotel

PRESENT:
Executive: Marg Warren(President), Shirley Dalrymple(Past President), Stewart Craven(President-Elect),
Judy Dussiaume(Vice President), John Dallan (Vice President), Kathy Kubota-Zarivnij (Vice President)
Chapter Representatives: Lindy Smith(CHAMP), Peter Lenczewski (COMA), Ed Haines (GOLDEN), Paul Fennell (GVMA), Brian Raaflaub (ISOMA), Greg Clarke (MAC2), Pauline Therrien (NOMA), Rona Doyle (NWOAME), Jacqueline Hill (PINE RIDGE), Robert Sherk (QSLMA), David Petro (SWOAME), Pat Margerm
(TEAMS), John Ferguson (WOMA), Rosey Mastrofrancesco (Y4MA).
Elected Directors: Dan Charbonneau, Gord Cooke, Ron Gaudreau, Anna Jupp, John Kersley, Dean Murray, Caroline Rosenbloom, Susan Stuart, Chris Suurtamm, Joanne Graham, Laurie Moher, John Rodger,
Lynn Strangway, Heather Boychuk, Kevin Maguire, Irene McEvoy, Marilyn Hurrell, Mary Bourassa
Other: Frances Schatz (Abacus, NCTM Rep), Sue and Dave Hessey (Exec. Directors)
Absent: Sumintra Koowar (SAME)
Regrets: Doug Evans (Website), Louis Lim (Gazette Editor), Bill Otto
regrets Sat only : Rosey Mastrofrancesco (Y4MA) attending OTF meeting as OAME rep, Pat Margerm (TEAMS) , Lynn Strangway, Susan Stuart

FRI, Feb 7, 2003

VISION COMMITTEE MEETING:

Call to Order: Time: 5:15 p.m
Updates on the Vision Project
• overview: Marg Warren reported that the exec added an extra meeting in late November to discuss the marketing of the project. This weekend the goal is to be productive around the PD component, focusing on each group's specific activities. the project is to be completed by Sept and will be piloted at the may conference. Groups need to multi-task and be working on all 3 components. The vision statement and principles was revised by a small committee and then by the executive. Further revision will be done by the board members at the Forum, with specific examples
•video and storyboard: Stewart Craven reported that he will meet with storyboard committee members over lunch on Sat. The video will use clips from TDSB footage as well as new footage to be gathered by the end of June in and outside of Toronto. Some concern was raised over a possible strike in TDSB. The difficult part will be fitting the video to the storyboard and creating a script. This will be done for in July/Aug.
•classroom activities: John Dallan distributed a copy of the activities completed by mid-Nov. and a time line for completion of activities. Each group should develop their own assessment tools but tasks should have common qualities. Discussion followed on how to use samples of student work.
ACTION: ALL project chairs to submit requirements by email as indicated on time line.
•PD module: Kathy Kubota-Zarivnij reported that Sat morning will be devoted to getting at the big ideas around PD. A subcommittee will then be struck to meet in March and April to develop the framework for a five hour PD plan and synthesize the board work. Groups should consider how to share their activities with others through PD. The PD component will be field tested as well. The subcommittee will meet again in June for final revisions. No summer work is planned.
Round Table Sharing: Brief Committee Updates
• Irene McEvoy reported that the grade 9/10 committee has both tasks ready to be field tested. They will use the CARE package for rubric models
• Ron Gaudreau reported that the pendulum task is being field tested and samples will be ready soon. Feedback is being received on how the writing/instructions, etc could be improved.
• Chris Suurtamm reported that an editor is needed for The Gazette
• Heather Boychuk reported that chapters are needed for OMO 2004 and OAME 2006
• Pat Margerm reported that the grade 5 task has been field tested and is ready for revisions
• Caroline Rosenbloom reported that the angle sum task is being field tested now and their carousel task is ready to be field tested
• Laurie Moher reported that their committee will refine details on Saturday

• Dan Charbonneau reported that the 11C committee worked during the day on Feb 7. Their summative tasks addresses 3 strands. They are trying to develop a flexible answer key on a spreadsheet.
• Rosey Mastrofrancesco reported that 7 chapters increased their membership >25% last year

FORUM

Call to Order: Time: 7:00 p.m.

Welcome: Marg Warren welcomed all board members

Forum Discussion

Using our beliefs and principles on the learning of mathematics, clarify our vision of math education by referencing relevant and practical examples of teaching practices and learning approaches.
Groups were asked to work with 2 principles to provide : a) wording changes, b) detailed explanation of what the principle means in context of elem/sec math education, c) an example of what the principle looks like in a math classroom
The following were suggested:
a) All students learn by building on prior knowledge and understandings, at a developmentally appropriate level, to construct new personal meaning.
•know curriculum and choose activities that are appropriate
•design tasks that have interest to students
•tasks allow for all students to begin to do the task so they can all move along
•teacher needs to know their subject
•need to get teacher to understand what the prior knowledge is
Elementary
•use manipulatives to work on the concepts so students can "experience" the concepts
•depending on age - things that are relative to their life - older CD, pop culture
•students like to learn through meaningful play at all levels
•need sustained quality inservice
•know where students are and give them tasks that suit where the are so students may be starting at different places
Secondary
•use contexts and examples that kids can relate to
•students need to have opportunities to collaborate and discuss problems
•use graphing calculators / computers for many tasks
•student may use different approaches to solve same problems
•students experience "ahha" moments
• tasks constructed with different entry points
Examples
• context is meaningful to age of student (eg use snow boarding in grade 9 questions)
• construct a mind map of what "geometry " means
• brainstorm different ways to construct a "corral"

b) The learning process is enhanced when new ideas are presented in variety of ways and all learners have access to “hands-on” and “minds-on” activities and opportunities to use mathematical tools such as manipulatives, computers, calculators, and hand held data collection devices
•change wording: "The learning process is enhanced when new ideas are presented in a variety of ways. ALL learners must have access to "hand-on" and "minds-on" activities and opportunities to use mathematical objects and resources."
• "...and all learners should have access to engaging, creative, thought provoking activities that employ a variety of mathematical resources"
•In elementary mathematics education this applies to all students in every grade in K-8, it applies to all strands, it applies to all students (i.e. ESL, SLD, identified)
Examples:
• Ten black dots (video)
•Marilyn Burns, Skip Fennell
Secondary:
• means reaching all students with diverse learning styles through a variety of methods
•examples
- discovery lesson using CBR's and graphing calculators
-students analyzing data to make informed choices using Fathom, internet

c) Learning is enhanced when students experience a variety of instructional approaches including inquiry-based learning, activities, and direct instruction.
•Wording change: Instead of "learning is enhanced" how about "Students should experience a variety . . . " or "Learning occurs when . . . "
Students should experience a variety of
•the use of manipluatives
•an active and interactive learning environment
•question posing by teachers and students
•good modeling
•a balance of instructional strategies as it relates to the content of the mathematics
•a lot of talk / discussion
•inquiry-based
•teacher is a facilitator and participant
•open-ended problems encourages the posing of questions
•requires exploration - students finding solutions by making their own plan and carrying it out
•enables kids to use a variety of tools / materials when solving problems
•sharing and discussing the experience, strategies and solutions and other
guided instruction
•good questioning - teacher asking probing questions
•focus on a conceptual idea i.e. area / perimeter
•providing experiences (opportunities that will enable students to learn / discover something specific
direct instruction
•a model is shared, followed, practiced and ?
•the teacher ensures that the model is communicated
•there is a specific end in mind with students working towards that at the same time eg. model of thinking, calculation, language
• more than "chalk & talk"
• students are active learners (exploring, discovering, doing)
Examples
- begin with open ended questions. allowing students to explore, make discoveries, find relationships
- guided discovery using GSP (eg discover that the perp. bisector of a chord passes through the centre of a circle)
- use direct teaching, spreadsheets, actual construction for max/min problems
- permutations- physically rearrange yourself in a line

d) Learners require opportunities to interact with each other during the learning process, to teach others and to explain and justify the processes of mathematics. Learning is enhanced when the learner can communicate their understanding.
•Elementary: possible changes - "teach" to "question", can communicate their understanding to clarify / challenge
A classroom environment allows students to:
•students working in works, talking about math
•explain, justify
•summarize / clarify to each other
•they model the thinking
•write about math
•oral reflection
Secondary
• group work
• teacher circulates, asks leading questions
• peer assessment
• students formulate questions to ask others
• create hypotheses
• communicate reflections, hypothesis, reasoning, conclusions, and justification
• communicate comfortably and effectively using math language, symbols and conventions

e) Learners are better able to transfer and to use knowledge meaningfully when new ideas are presented within rich and meaningful learning contexts, and they make connections both within and outside of school.
• wording:" Learners construct mathematical understanding and are able to apply new knowledge when new ideas are presented within rich and meaningful contexts"

Secondary
• meaning: new learning should begin with a worthwhile problem. Connections need to be made to prior knowledge and experience
• example
-use technology to help to determine how coffee cools, creating a model
-use a guitar to generate sinusoidal curves
Elementary examples
• make a pie graph to show the components of the cost of a CD
• connect area to multiplication and factors
• take a survey to determine if students want a pizza day and graph the results

f) Learning involves planned teaching, coaching, assisting, supporting, and providing feedback to the learner in order to improve specific learning and mental processing skills and to accommodate different learning styles and learning needs.
•change wording: Break into 3 sentences OR leave out part to read "Learning involved planned teaching, coaching, assisting, supporting, and providing feedback to the learner and to accommodate different learning styles."
•assessment needs to match instruction
•students need to know what is expected of them
•see variety, see kids doing and teachers encouraging
•not providing answers but asking questions, probing, getting kids to think for themselves
•teacher on the side encouraging students to keep at a task
•good professional dialogue between panels
•teacher reflection on practices
•pull out math from activities - debrief to help students to connect the concepts of the activity to more general concepts
• lead the student without giving it away

g) Effective Mathematics Education requires strategies that engage and motivate learners, that develop positive attitudes about themselves and learning Mathematics and that encourage learners to make positive contributions to the learning environment.
•change wording: Effective Mathematics education requires strategies that engage and motivate learners, that develop positive attitudes, seeing themselves as capable mathematicians, feeling successful with challenging
examples
• students explaining and discussing ideas in small and large groups
•taking risks
•activities of interest to the students - puzzling mathematics, purposeful, meaningful
•motivated to persevere, extend through "what if . . . "
•students make connections and see relationships
Secondary
• meaning: when an activity is constructed, background knowledge and prior experiences are considered. all students would have initial success to draw them into activity
• example
-use CBR to draw students in using a concrete activity
- draw an angle using GSP and then have freedom to discover properties

h) Learning is enhanced when students and teachers understand learning expectations and assessment standards and participate actively in assessing and evaluating personal growth.
•wording change: "Students and teachers should understand learning expectations and assessment standards and participate actively in the assessment and evaluation process."
Students
•aware of what they are going to experience / learn
• students know what they are expected to learn and how they are being assessed and evaluated
Teachers
•understand the curriculum for their grade and before / after
•know what's appropriate at their grade level

i) Learning is enhanced when all involved in the process act as active partners within a community of learners (eg. Parents, educators, students and the community)
•wording change: "Learning is enhance when all involved in the process **are**

Elementary
At the school level
•divisional meetings - developing a consistent program
•contact / programming with feeder schools - ex. looking at student samples, looking at curriculum across grades
•peer tutoring
•math awareness events to motivate or generate enthusiasm
•newsletters
Secondary
•guest speakers
•open house
•sponsors like Union Gas
•partnerships
•networking with colleges/universities and feeder schools
•Career Fairs
• newsletters
• 7/8/9 liaisons
• school improvement planning teams that include community partners

j) Learning should be structured around the key concepts of mathematics.
• looking for the big ideas and clustering them
• asking what the essential learnings are and putting them together to form a math program
• building a continuum of learning
• keep the key concepts "out in front"
• impacts assessment
Examples
• Volume of a prism = area of base X height. Use this to develop volumes of all prisms
• build an understanding of basic operations for use with all types of numbers
-eg: division means "how many ___ in ___?"
- 24/4 (how many 4s in a group of 24?)
- half divided by a quarter (how many quarters are in a half?)
• big idea in grade 9 is relationships

CHAPTER REPS MEETING:

Call to Order: Time: 8:10 p.m
1. Request for chapters to volunteer for future OMO's and OAME annual conferences from Heather Boychuk, chair of futures
ACTION: All chapter reps ask chapters and email Heather.
2. OMO 2003: John Ferguson distributed packages to all chapter reps. It includes information, reg forms, practice questions etc. A $50 deposit per team is required by Mar31 with balance owing by May 31
3. OMO 2004: S. Hessey reported that 2 reps from OMO 2004 are invited to attend OMO 2003 in London at that committees expense.
4. Chapter Reports and Chapter Rebates: Sue Hessey reported that all annual chapter reports and financial statements have been received and each chapter received their 2002 chapter rebate in their envelope. All chapters received an updates chapter list as of 021204. Any one wanting an electronic database in Excel, email Sue.
A discussion followed on "What is a chapter in good standing?"
• suggest that a reason be given if there are no chapter activities in a given year
• if membership is growing despite lack of activity-still in good standing
• difficult time right now for teachers
• many retiring and not being replaced
• what are they doing with the chapter rebate to support their chapter members?
5. Recognition of Chapters improving membership more than 25% over last year: Rosey Mastrofrancesco reported that the following increased their membership over 2001 by >25% and chapter reps received 10 memo pads to give out to potential new members: ISOMA, MAC2, NOMA,NWOAME,PRMA,QSLMA, Y4MA. Discussion followed about chapters receiving rebates and requesting information when no local activities are planned
ACTION: Exec to discuss whether personal information should be released for members who did not request to be a chapter member

6. Promotional Cases Requests: Chapter reps signed up for cases for Spring mini-conferences
7. Tentative Dates for next year: Sue Hessey reported that the following are the tentative dates for next year:
board meetings are: JUNE 6,7/03, OCTOBER 3, 4/03, FEBRUARY 6, 7/04
for Leadership 2004: FEBRUARY 19, 20, 21/04
for executive meetings are: MAY 23, 24/03, SEPTEMBER 12, 13/03, JANUARY 16, 17/04, APRIL 16, 17/04
Please consider who chapter rep is for next year and let Sue know if you are not continuing.
8. LAIM- Jr book: Sue Hessey reported that the Junior document is not being reprinted.
9. Restructuring chapters: Chapter reps identified their geographical areas and boards. Greg Clarke constructed a coloured map of the results.
10. Announcements from the floor
a) OAME 2003: J. Hill reported that her co-chair suffered a heart attack. she is overloaded and requests patience.
ACTION: EDs to request direct link to conference on front page of website
b) Pat Margerm thanked Doug Evans for posting the information about the TEAMS mini-conference. She had 3 direct emails
c) Visa and on-line registration on the website are being considered
d) Pauline Therrien requested ideas on how to help teachers in remote areas. Ideas generated were:
• our vision project
• asking publishers for sessions
• apply to be an EQAO marker
• board have an OMCA rep

STANDING COMMITTEES MEETING AND REPORTS:

Call to Order: Time: 8:10 p.m

Futures: Heather Boychuk went to the chapter meeting to look for volunteers for OAME 2006 and OMO 2004. Each chapter was asked to check with their group about holding one of these events. Several other individuals were asked to be a host and most gave a definitive no.The committee is quite concerned about the lack of support form the chapters.Heather Boychuk will also email each chapter rep and ask them to host an upcoming OMO or OAME conference.The committee discussed alternative methods for getting hosts and we drafted a letter to give to CHAMP.
ACTION:EDs email Heather a soft copy of the past OAME and OMO hosts

Promotions: Gord Cooke reported that the committee has decided to purchase and sell two promotional items:
• sticky note graphs
• T-shirts
Feedback was sought from the board on the T-shirt design and # 3 was chosen.
Costing will be completed by the end of February, designed and produced by mid-April, ready for sale at May conference
ACTION: All members of promotions

Publications : Chris Suurtamm reported that John Dallan and Dave Hessey used the publications previous meeting data to produce a "Website Wish list". Several interested parties are costing out the wish list. The June meeting will be used to view presentations from those interested in developing the website. The wish list will be reorganized and prioritized by John Dallan to reflect needs and recirculated to the committee for feedback. The committee discussed applying for an NCTM grant to defray costs
ACTION: John Dallan
The committee reviewed Louis Lim's report and discussed finding a new Gazette editor. Marilyn Hurrell volunteered to be co-editor/associate editor. she will contact L. Lim for editorial procedures. Other names were suggested and they will be pursued. Discussion followed on changing to 3 issues per year
ACTION: All
Frances Schatz presented her Abacus report and solicited help for the needs of elementary teachers around homework and home connections.
ACTION: Anna Jupp and Kevin Maguire to forward info to F. Schatz

Equity: Stewart Craven reported that all is set for the Equity Breakfast on May 9.

Constitution: no report

Awards: Stewart Craven reported that all directors of Education have received a letter inviting them to nominate up to one candidate for each of the three Union Gas awards by March 24.
The awards committee has selected the following for OAME awards (*confidential until recipients are notified PLEASE)*
• Life: Ron Sauer
• Elementary: Merilyn Fox, Toronto DSB
• Secondary: Mike Morin, York Region DSB
• Fryer: Centre Dufferin SS, Upper Grand DSB
• non math: Frank Schatz, NCTM

SOCIAL HOUR: Ambassador Suite, 9:30-11:00 pm

SATURDAY, FEB 8, 2003

Equity Breakfast: Chardonnay Grill.

VISION PROJECT

call to order: 9:15 am
Marg Warren reported that OAME had purchased a new data projector. The focus of the morning would be to develop PD around each group's activities. Tasks were understood not to be in final form but materials are needed for the may conference. Time was to be provided at the end of the day for groups to work.
Discussion of Key Questions: Kathy Kubota- Zarivnij led a discussion on the following:
#1 - What does effective professional development in mathematics look and sound like?
• add feel like too
• interactive- hands on and time to talk
• reflective component
• see it work with video clips
• concise, direct
• exciting, engaging
• not train the trainer model. Should be site based
• should look like/sound like/ feel like effective teaching
• ongoing- 3 part series
• have samples in hand
• flexible number of sessions to attend
• materials and math should be at various levels from awareness to expert (suit audience's needs)
• improve proficiency, not remediate deficiency
• Interaction amongst teachers (people having a good time discussing math)
•PD offsite
•Bottom driven
• Hear teachers talk, not just one person talking-lots of discussion
•Not just someone reading off an overhead
•Allows for opinions
•Open discussion
•Brainstorm

#2 - How do we know when math PD is effective?
• people come away with something
• results in the classroom
• reenergize
• confirms and challenges current practices
• enjoy
• passed on to others
• learning improves
• EQAO scores improve
• participants ask for more sessions
• area to grow
•"now I understand"
• need admin support- principal should also attend
#3 - What components should be in the OAME Vision PD package?

• video and materials match
• assessment component- formative, diagnostic
• workshops for teachers, administrators, parents
• scripted
• on-line workshops
• video clips on website
• lesson plans
• tips for extending activities to other grades
• resources, website links
• samples on web with the opportunity to level and compare with an expert opinion
• " what does this tell me about what a student knows or is struggling with?" feedback
• facilitate learning
• tone should be growth and improvement
• Who is the target? Lead teachers, department heads, coordinators, administrators? parents?
•Just mailing it out will not be effective-it usually ends up not getting to the right people.
• Not train the trainer!
• The package should be accompanied by an in-service component-maybe something like OTF summer institutes
•This package should be low cost

Video and Tasks Update– Stewart Craven reported that the storyboard has been prepared . Two more classrooms will be videoed soon. The video is based on the first draft of classroom activities.
ACTION: Chairs to inform Stewart of any revisions in tasks and complete blanks of storyboard as tasks are revised.
John Dallan reported that activities need some revisions but are progressing well. A time line was circulated. Field testing should work out small kinks and provide samples of student work. Assessment/ Instructional components are at the discretion of each group.
ACTION: Chairs to email John with materials to date and details of plans

PD Component Time line
February 2003 Developing PD Content and Implementation Strategies- board
March/April 2003 Writing Professional Development Guide- PD subcommittee
May 2003 Reviewing the PD guide at OAME- PD subcommittee
June 2003 Review and Revise PD Guide- board, subcommittee
September 2003 Publish PD Guide, Distribute PD Guide-publications
OAME Vision PD Development Parameters
•5 one-hour sessions organized in a developmental learning sequence
•could follow the themes of the video
•learning goals related to the standards of practice focusing on mathematics pedagogy as outlined in the OAME Vision statement
•mathematics content is not specified in the PD guide, as the participants can link mathematics to a grade specific math task and a grade specific portion of the video
PD Guide Subcommittee
•representative needed from each work group
Volunteers were: L.Moher, A. Jupp, K. Maguire, J. Graham, P. Margerm
•meet 3 times – dates: March 28/29; April 25/26, June 20/21, 2003 (4:00-9:30; 8:30- 4:00pm)
•develop a PD guide framework for writing
•synthesize board member's ideas to draft a PD guide that accompanies the curriculum tasks and video
•identify reviewers at OAME or elsewhere
•review and synthesize reviewer's comments from focus group surveys PD guide and revise
•complete final revisions during June board meeting and through email
Developing Content and Implementation Strategies for the PD Package
Goals - What can educators learn about mathematics (pedagogy, content) from our vision video and mathematics tasks? What do we want educators to achieve from our math pd package?
•when class is involved in an engaging activity
- develop a conceptual anchor for unit
- demonstrate formative assessment (feedback, prompting, learning skills)
- improve comfort with using technology/manipulatives
• demonstrate difference between a learning task and a summative evaluation task
• understand various forms of assessment and how to use
• understand how curriculum, instruction, and assessment fit together

• how to engage students
• how to facilitate group work
• how to use questioning techniques to prompt/extend student thinking
• to model OAME's vision
• see students actively engaged in constructing mathematical understanding
• show how it is different from how they learned mathematics
• what are the new skills we want students to have and how to use different delivery modes
• let participants express frustrations first
• identify key characteristics of effective mathematics practicer (interaction, concrete materials, student thinking, explaining, justifying)
• generate interest in continuing
• How to structure meaningful activities
• Want educators to feel comfortable with the new curriculum, both the content and the assessment

PD Content and Implementation Strategies – What ways can our vision video and mathematics tasks be used for professional development in mathematics? What implementation strategies are effective with 1 hour sessions?

• use themes like
a) using manipulatives/technology
b) have teachers do learning activity, debrief, talk about next steps, how it fits into context of whole unit and leads to summative activity (focus on formative assessment)
c) do summative activity, assessment of student samples
• samples of student work is used to modify instructional strategies
• through workshops via consultants
• show video- provide reflective questions
• before/during/after (hands on/discussion/reflection
• first session must motivate participating in future sessions
• structured questions to guide direction of session
• opportunity to talk about classroom experience
• things to look for as they watch video
• directions for parents on how they can help
• presenter poses a question/dilemma
• Used the video as springboard for discussion
• Enabling teachers to see what a good task looks and feels like.
• Strategies-use the video as an introductory segment, then break groups to focus on a specific component
• sessions could be:
a) overview of video, reflective questions, OAME Vision
b) teachers try task and then try with students
c) bring back samples and discuss what they learned about students

Linking PD to Classroom Work - How can our professional development sessions be related to a teacher and administrator's daily work in schools?

• As effective support structures
• Can show teachers how they can use this in their classrooms…have a lead teacher help another teacher
• Going through the task with the teacher with the teacher's notes ie: in the 11C the components can be used as 4 single tasks or 1 large assessment task
• Opportunities to discuss
• site based, easy access for teachers to communicate and work together
• use for PD in principals meetings
• scripted parents night session on what math looks like now and how they can be a partner in learning process
• identify key components of effective instruction for admin to reflect on when they visit classrooms
• try task in class after learning about it in earlier session. Bring back student work
• state prior knowledge required clearly

PD Writing Guide Framework – template features related to the PLP Proposal framework – goals, standards of practice, pd content, assessment – to be developed by subcommittee

• The PD guide
• Should include highlights of what each component contains
• Suggestions on how a presenter could present the information in a workshop setting, or at a school level etc…
• Do the planning for the presenter eg: time lines

• It should be comprehensive enough that the presenter does not need to do a lot of planning
• Post-secondary component
• powerpoint, video, chunk themes
• electronic version of activities
• outakes on CD of activity for extra pictures
• samples of work, some levelled, some not, for teacher discussion
• less wordy- use boxes, charts, graphics
• modules- PJ/JI/IS but have them available together too
• not visually overpowering
• short, bulleted, concise
• link to class- strategies to try out, mini-action research
• assessment throughout

NCTM Presentation:

David Decoste, the regional services NCTM rep. reported about the following current NCTM projects **:**
• Navigation Series will be available in the Spring for Grade 6-8 Probability, Grade 9-12 Data and Probability
• apply for PD funds
• grants for classroom teachers
• school membership changes: $95 for school for 1 journal, ind. teachers can get 20% discount on books
• regional conference in Edmonton, Nov21/22 (last one outside of Toronto and Calgary)
• check out : nctm.org for new on-line journal and lesson plans (Illumination link)
• looking for Canadians to serve on NCTM committees and/or board

David provided OAME with two $40 gift certificates to Marg Warren to use at our Leadership Conference.
NCTM annual conference: Frances Schatz requested volunteers (must be NCTM member) for a delegate and alternative to the annual NCTM conference on April 9&10 2003 in San Antonio, Texas. Duties and expectations were available from Frances. The delegate is Irene McEvoy and the alternate is Joanne Graham.

BUSINESS MEETING:

Approval of the Agenda
Moved by Jacqueline Hill , seconded by Dan Charbonneau "that the amended agenda be accepted." Carried

Approval of Board Meeting Minutes OCT 4/5, 2002
Moved by Peter Lenczewski , seconded by Heather Boychuk , "that the minutes of the Oct4/ 5 Board Meeting be approved ." Carried

Financial Report
Dave Hessey presented the current financial picture and balance sheet
Moved by Ed Haines, seconded by Greg Clarke that "the financial picture be approved". Carried

Awards Stewart Craven reported the committee recommendations for the 2003 awards (see earlier report)

Recognition of non-returning members: Marg Warren thanked Susan Stuart, John Rodger , Lyn Strangway and Shirley Dalrymple for their contributions as OAME directors (and executive members) over many years and wished them well.

Nominations: Shirley Dalrymple reported that Gord Cooke was acclaimed as President -elect and that the following 9 people were running for the 6 positions as a director: Kirsten Boucher, Marcia Charest, Mary Kielo, Laurie Moher, Dean Murray, Brian Raaflaub, Joyce Tonner, Lyn Vause and Jack Weiner. Ballots will be included with the March Gazette and are to be sent to Shirley by April 15.

Notice of Motions:
 # 1: Moved by Stewart Craven, seconded by Shirley Dalrymple
that the following revisions be made to TERMS of REFERENCE: Nominations/ Election Committee
2. Function
Changes of date

(a) Solicit nominations for candidates for the positions of President-Elect, Vice Presidents and Directors through the last two issues of the Gazette in the calendar year. Except for the President-Elect and President whose time expired at the end of the current OAME/AOEM year, members of the Board who wish to run in the next election may do so without nomination by signifying to the chair their intentions by **January 24** and by submitting a completed form including appropriate vitae.
(b) Receive nominations for all elected positions up to **January 24**, on which date nominations shall be closed.
Add new (g)
(i) Where the number of nominated candidates for a given position is less than or equal to the number of vacancies, those candidates nominated will be acclaimed to that/those position(s) on January 24th.
(ii) On January 24th, If there are still remaining vacant positions, then the Nominations/Elections Committee, with the approval of the Executive, will extend the nominations date in an attempt to find sufficient numbers of nominations for those vacant positions.
Renumber g to j, h to k
carried
#2. Moved by Stewart Craven, seconded by Shirley Dalrymple
that BYLAW 9 Terms of Office of Officers and Directors be amended as follows:
Add new #2
In order to preserve continuity, the Executive may assign a term of office less than three years to open Vice President Positions. When elections are held for more than one Vice President position, and one or more of the positions are designated a term less than three years, the candidates for Vice President will be assigned these positions based on the number of votes received. That is, the candidate receiving the highest number of votes receives the position with the longest term and continuing in descending order to fill the remaining positions.
Renumber #2 to#7, #3 to# 8
Revise old # 4, new #5
5. In the event of a resignation, termination or death of a Vice President, the Executive Committee shall be responsible for filling the vacancy***, for the duration of that individual's term,*** subject to ratification by the Board of Director
carried
#**3. Moved** by Stewart Craven, seconded by Shirley Dalrymple
that BY-LAW 16 Sources of Funds 1(b) be amended as follows and that it become effective September 1, 2003
1b Professional Development Fee of ***$35.00*** per paid delegate to the Annual OAME/AOEM Conference and prorated for partial attendance.
AMENDMENT: Moved by Dean Murray, seconded by Paul Fennell that motion # 3 be amended to read Sept. 1, 2004
carried
Amended#3. Moved by Stewart Craven, seconded by Shirley Dalrymple
that BY-LAW 16 Sources of Funds 1(b) be amended as follows and that it become effective September 1, 2004
1b Professional Development Fee of ***$35.00*** per paid delegate to the Annual OAME/AOEM Conference and prorated for partial attendance.
carried
#4. Moved by Stewart Craven, seconded by Shirley Dalrymple
that OAME contract an individual or group to develop a document to be marketed under the title Linking Assessment and Instruction In Mathematics: Junior Years Volume 2 and that up to $25 000 for development and printing be budgeted for the project. The contract will be awarded as a result of a tendering process managed by the OAME Executive.
Moved by Stewart Craven, seconded by Shirley Dalrymple
that the motion be tabled and reconsidered by the executive
#5 Moved by Anna Jupp, seconded by Caroline Rosenbloom
that the executive bring the following motion to the June board meeting "the number of issues of the Gazette be changed to three, entitled "Fall", "Winter" and "Spring" respectively, commencing in 2003-2004, Volume 42.
carried

ANNOUNCEMENTS AND SHARING:

Housekeeping:
Details were on the agenda.

1. Expense forms were returned to Dave. Cheques issued for expenses related to this meeting should be cashed as soon as possible.
Action: All
2. An address list was circulated. Corrections were noted and returned to Sue. EDs asked to be immediately advised of any change in email addresses since much of the communication of OAME is now carried out using that mode. A new list will be attached to the minutes.
Action: All
3. The Gazette Board list in the December issue was circulated. Changes were returned to Sue.
4. Chapter Representatives completed requests for the Promotion Packages
5. Chairs of committees were reminded that the EDs should be informed of any additional meetings held under the direction of the committee and the name of any additional people involved in such meetings, particularly when bills may be forthcoming re expenses or supply teachers. **Action: Chairs**
6. Any reports which were to be included in the minutes of the meeting were to be submitted in writing to Sue or Dave before the close of the meeting.
7. All motions that are not routine were to be provided to Sue or Dave using the Motion Form sheets on the tables.
8. Any complaints about the hotel accommodation or service were directed to be made through Sue or Dave rather to the staff.
9. Time was reserved for curriculum committees to make a 5 to 10 minute report at 3:30 pm on Saturday. Other Committees wishing time to report were to notify Marg Warren or one of the Executive Directors before lunch that they wished to make a report.

Other sharing:
1. Trent University: Brian Raaflaub raised a concern about the refresher course proposed by Trent for 4U students to meet their requirements. He requested a written response from OAME. No other universities checked (UoT, Waterloo) are doing this.
ACTION: Marg Warren to write a short letter of concern
2. A&E document: Judy Dussiaume reported that the development of this document, managed by Susan Orchard, was funded by CODE. It will be distributed to boards in March. It is for use by administrators to tell them how the math curriculum document works. It contains a scope and sequence and Learning Skills.
ACTION: Judy Dussiaume to email the math portion to EDs for distribution to board members
3. Cartoons and graph pads: John Kersley

PROJECT COMMITTEE REPORTS

JK-6: Laurie Moher reported that the committee is revising and piloting the K task in Feb/March. Work started on the second task is continuing. The grade 5 task is in the final stages of revision. Piloting is being arranged
7&8: Caroline Rosenbloom reported that the 2 tasks need minor revisions and are ready for field testing. The committee is planning to spend some of their budget to work with 4-5 teachers to introduce the task, do it with teachers, instructions for student samples, gather info for PD component. The team will send revisions by end of Feb.
ACTION: All
9&10: Irene McEvoy reported that the bungee task has been piloted but samples are needed.the popcorn task will be on the video and needs revision
11C: Dan Charbonneau reported that the committee met and worked all day on Feb 7. Their task is a summative assessment over 4 days that addresses 3 strands. It needs to be field tested.
11U/C: Ron Gaudreau reported that their two tasks are being revised and will be field tested in February. More piloting will occur in April and samples collected.

WRITTEN REPORTS

President's Report: no report
Field's Institute: no report
MoE: Shirley Dalrymple reported that the new unit planner has been distributed to schools. A call is out for resources for JK-3. There is an OSSAPAC survey to be completed at www.ossapac.org. Grade 11 exemplars are expected in May. SIT 10 "Success for All Students" training is Mar 27/28 (2 OAME reps-Judy Dussiaume, Irene McEvoy). The Early math strategy document will be released Feb 19 (OAME rep-

Pat Margerm). The Assessment and Evaluation document training will be Feb 28/Mar1 (2 OAME reps-John Ferguson?, Dan Charbonneau?)

OTF: no report

Executive Directors' Report : Dave and Sue Hessey reported that membership was 1265 as of Jan 24/03. The following chapters have not yet submitted their complete annual chapter report: ISOMA, MAC2, SAME and SWOAME. All other chapters received their annual chapter rebate at the Feb board meeting. The following chapters have increased their membership significantly(ie >25%) over 2001: ISOMA, MAC2, NOMA, NWOAME,PRMA, QSLMA, Y4MA(>90% increase). Congratulations to ALL chapters and board members for making an effort to increase membership!

INVENTORY

Document	Last Print Order	Aug 31	Dec 10
LAIM PR 3000	504	361	255
LAIM JR 4000	518	208	94
LAIM MS 2000	2135	1007	962

Profit shares of $38.40, $331.57, and $734.30 have been sent to CAPE, OAJE and OMCA respectively on Dec 15, 2002. Sales of all documents have been extremely slow this Fall (266 this year-1756 last year). Presidents of CAPE, OAJE, and OMCA have received two letters about the NCTM-LAIM project. The latest letter told them that only the middle years document is being linked to the NCTM Standards at the moment.The LAIM Junior document will not be reprinted. Instead the executive proposes a Volume Two be developed with new activities and assessment tools.

The website now is bilingual and contains French language links. Doug Evans is posting many current information items and links to chapter mini-conferences, and curriculum sites. We are looking into other ways to improve the website and expand its capacity to include on-line registration and membership by credit card.

We have 130 delegates(63 elem/67 sec) for L2003 and 3 publishers(Wintergreen, Harcourt, Spectrum) will contribute to the elem packages (note: only Spectrum will contribute to the sec pkgs). 15 publishers will be represented at the publisher's display and luncheon.

The OAME 2003 brochure was distributed with the Dec Gazette. Co-chair,Charles Wyszkowski, had a heart attack in Dec but is recovering nicely. All chairs were up to date on time lines at Dec meeting. Online registration on the website has been delayed.

Co-chairs for OAME 2004 are Dean Murray and Paul Fennell. The dates are Wed Apr 28- Sat May 1, 2004 at the University of Waterloo. Residences are booked.

We have received $40 000 from Union Gas in 2002. An article about the project was included in the Dec. Gazette.We have created some questions/puzzles for them for their webpage as well, centering on a snow camp theme

(www.uniongas.com. Look under Curious Minds in the residential section). The Union Gas award plaques have been designed and made and a rep invited to present them in May. Letters inviting nominations for each award have been sent to the 72 Directors of Education of Ontario school boards.

NCTM :

Frances Schatz reported that currently, NCTM e-resources are available to NCTM members. Individual members are able to take advantage of current journals, student math notes, mathematics education dialogues, archives, search, and contact information. If you are interested in a NCTM membership, please contact Frances for current price and how to get the 25% cap on the exchange rate. When your membership is processed you will receive a member login and password.

OAME now owns (with some seed money provided by Frances) all the items that are on display at the board meeting. OAME (and all affiliates who want to have NCTM materials available for their members) must purchase a minimum of $400 to get a 30% discount. Since October she has placed and paid for one of these consignment orders. The new system worked well. The books arrived promptly and the invoice was correct. The price on those copies is slightly below what you would pay if you ordered directly from NCTM. NCTM members who purchase materials from Frances will get the 20% member discount. NCTM has recommended that affiliates not give the member discount. She has a list of products/publications on hand with the Canadian price (at time of purchase). That price includes the 12.5% NCTM charges Canadian affiliates for GST and handling.

I Love Math Postcards are no longer available through NCTM. Frances is investigating the possibility of these being produced by OAME once she has permission from NCTM.

There were no entries received for the December Gazette e-mail scavenger hunt as of February 5, 2003. Deadline was January 31, 2003.

There is a call for a focus on grants that support mentoring in mathematics teacher development. Grant guidelines, application, and the position statement "Induction and Mentoring of New Teachers" are available from Frances.

The Regional Meeting, Edmonton, Alberta, 20-22 November 2003, is “Taking Mathematics to the Nth Degree” . Frances will be a speaker at this conference.
Frances' term as OAME’s NCTM representative will terminate in June, 2004.
OMCA : Judy Dussiaume reported the following:
November 14/15 – OMCA Conference – Toronto
- “On the Road to Changing how we Teach Mathematics – Supports for Effective Professional Development”
- presenter/facilitator Dr. John Ross, Ontario Institute for Studies in Education
- Key Questions:
  - What Are Some Effective Strategies To Support Change?
  - How Far Down the Road Are We?
  - What’s Our Destination?
  - How Can We Make The Trip Less Threatening and More Enjoyable?
- Participants:
  - Reflected on the characteristics of successful mathematics programs.
  - Examined the role of teacher reflection and lesson study.
  - Shared professional development strategies.
  - Enjoyed networking and sharing with colleagues
- Dr. Ross shared his research on teaching/learning mathematics

December 13 – Waterloo DSB
- Each OMCA meeting begins with round table sharing
- EQAO Report - Elementary/Pino Buffone, Secondary/Kelsey Saunders
  - EQAO results discussed - Provincial Report and data available from website: www.eqao.com
- Jeff Catania (Halton DSB) is working on changing the OMCA website and creating a First Class conference area
- Ministry Report - Elementary/Peter Sovran, Secondary/Myrna Ingalls
  - Grade 7, 8 and 9 Applied project called TIPS (Targeted Implementation and Planning Supports) is in progress – presentations will be made at district training in January and February
  - Elementary Expert Panel report should be distributed by late January as well as a parent’s Guide
  - A Technical Guide for Effective Instruction that links the Expert Panel Report to classroom practice is being developed – an E-Learning version will also be released
  - There will be significant training around the Early Numeracy and Literacy Initiative
- Double Cohort Report - Geoff Roulett (Queen’s University)

January 17 – Toronto Catholic DSB
- Ministry Report – Elementary/Peter Sovran, Secondary/Myrna Ingalls
  - Trevor Brown is presenting information about TIPS at district training session for OCUP (Ontario Curriculum Unit Planner)
  - Materials should be ready for use in June
  - Early Math Strategy Training will take place between March and June – 5 days of board level training followed by training of one lead teacher in every elementary school
- EQAO Report – Secondary/Kelsey Saunders
  - Electronic data will be available
  - Stressed importance of following protocol
- CMS (Canadian Math Society) session in Ottawa, December 8 – focus on technology and inquiry
- University of Waterloo Presentation – Peter Crippin/Enzo Carli
  - Significant changes to contests
  - Mathematical Growth Series (see www.cemc.uwaterloo.ca) problem solving course for Grades 5/6 and 7/8 teachers
  - Summer Institutes – workshops for secondary teachers
  - Conference for young women (Grades 9/10) in computer science in May – contact: Sandy Graham
  - OSS and OSIS marks will be treated equally – students will attend the same first year courses – material will be based on 12U course)

Next Meetings are Feb 14 (York), March 5 (Niagara), April 4 (London)

CHAPTER REPORTS

CHAMP-Lindy Smith- no report
COMA - Peter Lenczewski- COMA hosted their annual fall mini-conference on Sat. Nov. 9, 2002 at Ottawa University in their new computer studies facility (the S.I.T.E. building). The conference was a tremendous success with over 150 participants and many sessions filled to capacity. The sessions covered topics from the double cohort to Math Mayhem. Approximately half the attendees stayed for the luncheon hosted by the university and most of them were recipients of the many donated door prizes

This is the second year that COMA has joined with the University of Ottawa to host this conference and we hope to have an even bigger and better one next fall.
COMA will continue its popular series of Forums with two more this school year. The Forums will be held at the Adult High School on Mon. April 14, 2003 from 4:30 to 6:00 PM. The forum for the Elementary panel will feature Mary Lou Kestell (always very popular at COMA and a hit at the fall mini-conference) speaking on her latest research and its application to the classroom, while the forum for the Secondary panel (on some innovative ideas on assessment) is just being organized and the presenter is yet to be confirmed.
The Carleton-Ottawa Math Olympics (COMO) will be held this year at St. Mathews High School on Sat. April 26, 2003 and is expected to be a sold out event again (the contest can accommodate up to 58 teams of four and last year all the spots were taken). The top two teams from this competition will go on to represent COMA at the provincials.
GOLDEN - Ed Haines- Plans are being made to host the annual Spring conference in early April at Brock University. The workshops will include a range of topics from Grade 7 to 12.
GVMA - Paul Fennell- Upcoming conferences in 2003 are on April 10 and November 13 from 4 to 8:30pm. Planning for OAME 2004 is underway with co-chairs Paul Fennell and Dean Murray. It will be held at the University of Waterloo from April 28 to May 1. Residences have been booked.
ISOMA - Brian Raaflaub- St. Clement's School and Branksome Hall will be hosting the 2003 ISOMA Math Olympics on Saturday April 12, 2003. To register your team(s), email CDanard@branksome.on.ca or braaflaub@appleby.on.ca soonest for more information.Calling all members! Now that the final stages of the new curriculum have been implemented, please give consideration to actively running for office in the ISOMA executive to assist in the promotion and sharing of ideas among our members and the greater Math community. Please email braaflaub@appleby.on.ca with your nomination and current email address. Ballots will be distributed electronically, to members. There will be an ISOMA social at OAME for all ISOMA members. This will be an opportunity to meet and greet the new 2003 ISOMA executive and old friends. Please watch for the location postings at OAME 2003. The Spring ISOMA mini-conference will be hosted at Appleby College Thursday April 3, 2003. The format will once again be Round Table sharing of "Best Practices". Emails and/or faxes will be sent out to all Independent Schools and ISOMA members
MAC2 - Greg Clarke- Because of job actions earlier in the school year, our Fall Conference is now our Spring Conference - April 10th, 2003. There are six speakers lined up - attendees choose two sessions from the six Computer Workshops are : Geometer's Sketchpad in Elementary Schools and Fathom in Secondary Schools
This means that we will move the MAC2 South Junior Math Challenge to '03-03-26. We are planning it to be an Olympic style event with 16 teams competing from local area public and catholic elementary schools. We would appreciate any advice and resources from other chapters who have done this for Junior Division. If this goes well, we plan to expand it to all MAC2 next year. We are sending MAC2 members to the OAME conference in Durham, and one representative to the NCTM conference in Texas. Mac2 Website has been updated: **http://smcdsb.on.ca/secondary/MAC2/**
NOMA - Pauline Therrien- Our Annual Fall Conference held in Sudbury, October 18, 19 2002 at LaSalle Secondary School was a HUGE success! 313 speakers and participants came together focusing on math from Primary to Junior to Intermediate to Secondary strategies! Most notable this year was the 'added' French component in many of our presentations / workshops.Stewart Craven once again delivered a superb and thought-provokingkeynote address.We have been encouraging both elementary and french-speaking members to join NOMA.We have been in 'touch' with those who have NOT renewed their OAME membership (many stated that they are retired). OAME and STAO web links are now on the Sudbury Catholic DSB Web Site. NOMA is sending one Chapter member to attend the 2003 Leadership Conference. NOMA will hold 'NOMA Chat Nights' Feb. 12 and 18 for secondary and elementary .In the future we hope to participate in OMO in London June 13, 14 2003. We will hold a NOMA Math Olympics on May 14, 2003.
NWOAME- Rona Doyle- no report
PRMA- Jacqueline Hill- The PineRidge chapter is PRIMED for this years OAME 2003 annual conference. They are working on all of the fine tuning for the conference at this point in time. They will keep good records and notes for those chapters that have to follow in their footsteps,and would like to thank the Barrie Crew for the fine work they did on last years conference, and all the help they gave PRMA. They have only the junior math Olympics being held this year, and will send their usual teams.
QSLMA - Robert Sherk- On November 7th , our Fall mini conference occurred with sessions that covered many topics that were of interest to Primary to Senior division math teachers and will assist them are they incorporate the use of manipulatives and technology in the implementation of the new curriculum. It took place at McArthur Hall, Queen's University from 4:30 - 6:00 pm. It was another

successful conference with approximately 90 people attending. After the sessions, the executive and several other interested people met and discussed plans for the next year. One idea under consideration is an all day local leadership conference in the spring for area Department Heads and consultants. The executive will also promote the annual OAME conference in May through the use of our email network. The group will also support the organization of a local OMO with the assistance of Queen's.

SAME- Sumintra Koowar- SAME has a conference planned for Tuesday April 22 or 29.

SWOAME- David Petro- SWOAME had an organizational meeting in November to discuss the following initiatives: sending two teams to the OMO this year, planning to hold workshops on the use of Fathom, Sketchpad 4.0 and Assessment and Evaluation guidelines and trying to encourage more membership, especially in the elementary panel.

TEAMS- Pat Margerm- TEAMS' annual "Building Our Math Community" mini-conference was held on Thursday February 6, 2003 at Eastern High School of Commerce. Keynote speaker, Dr, Lynda Colgan presented a talk entitled, "When Bad Things Happen to Good Theories". She also presented a workshop called, "Moving from Assessment to Evaluation and Grading."The primary workshop titles were: Strategies to Develop Early Number Strategies, Hands On Activities and Classbooks for the Quest 200 JK/SK Mathematics Program, Ways to Use Appleworks to Teach Math to Primary Students, Lots of Cubes? Here are Some Great Ideas. The junior workshop titles were: Mathematics Is . . . . The Study of Patterns, Calculators in the Classroom: Using the TI 15 Calculator with Junior Students, What's Reading Doing in Math Lessons? The intermediate workshop titles were:78% of all Statistics are Made up!, Introduction to Geometers' Sketchpad, Using Fathom in Grades 9 and 10 Mathematics, Teaching for Success in Grades 9 and 10 Applied. The senior workshop titles were:Going Deeper: Proof in MGA4U With Geometers' Sketchpad, Using the TI83+ in Advanced Functions and Introductory Calculus.

A newsletter is in the works for distribution in late February. The plan is to include summaries and photographs of the mini-conference presentations, and information about O.M.O. events.

The local Ontario Math Olympics competition is scheduled for April 12, 2003. A fee of $10.00 per student will be charged to cover the cost of running the event.

WOMA - John Ferguson- In November, WOMA successfully hosted a 3 part workshop series titled "Dinner and a Manipulative", with an audience of elementary math teachers. The cost was $10 per person. Math enrichment continues in WOMA through the efforts of Tom Griffiths and Marg Kemp. Once again, a team of students will go to ARML, a math competition at Penn State University. Final preparations are under way to host the Union Gas/OAME Ontario Math Olympics, under the leadership of Tom Griffiths. It will take place at Huron College, UWO on June 13 and 14. See the OAME website for details.

Plans are underway for the Spring Conference. It is to take place at the UWO Faculty of Education on April 10. Look for details on our website: http://www.math.uwo.ca/woma/.

Y4MA - Rosey Mastrofrancesco- In October, Y4MA hosted their annual fall conference at Earl Haig Secondary School, it was extremely well attended. We continue to update our website with resources and our monthly prize winners. We will be meeting soon to discuss possible ideas for our next event.

Adjournment: 4:00 p.m.