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

MINUTES OF O.A.M.E. BOARD OF DIRECTORS MEETING
Oct 20/21, 2006, Holiday Inn Select, Toronto Airport

PRESENT:
Executive: Kathy Kubota-Zarivnij (Past President), Dan Charbonneau (President), Jacqueline Hill (President-Elect), Anna Jupp, Kevin Maguire, Mary Bourassa (Vice Presidents)
Chapter Representatives: Lynda Ferneyhough(CHAMP), Ron Gaudreau (COMA), Laura Tonin (GOLDEN), Andrew Morrison (MAC2), Pat Margerm (TEAMS), Sue Melville (NOMA), Robert Sherk (QSLMA), Debbie Drape (SAME), David Petro (SWOAME), Ann Michele Stenning (WOMA), John Colledanchise (NWOAME), Sandra Price (PINE RIDGE), Keith Auyeung (Y4MA), Diane Lang (ISOMA), Amy Scales (GVMA)
Elected Directors Connie Quadrini, Silvana Simone, Anne Yeager, Charlotte Cutajar, Merilyn Fox, Bill Otto, Laurie Moher, Anna D'Armento, Anna Dutfield, Paul Gautreau, Duncan Leblanc, Walter Whiteley, Tara Zwolinski, Blanche Thomas, Louis Lim
Others: Sue and Dave Hessey (Exec. Directors), John Kersley (NCTM rep), Greg Clarke (Webmaster),
Regrets: Bev Farahani, Fred Ferneyhough, Shawn Godin, Marilyn Hurrell (Gazette Editor), Heather Boychuk
Sat: Anna Jupp (at OTF to represent OAME), Sat pm: Anna Dutfield
Absent: Trevor Brown (Abacus Editor)

FRI Oct 20, 2006
Chapter Reps Meeting (2:00-6:30 pm)

1. Greg Clarke welcomed new/visiting chapter reps (NWOAME, SAME, GVMA, Y4MA) and returning reps.
2. OAME Business: Sue Hessey reported that
a) Lists of lapsed members from Aug 2006 were distributed for followup by chapters as they see fit. Chapter updates are available in Excel at any time. Just email Sue or chapter reps can get their own list, available from the OAME Website – in the Members Only section – List Chapter Members.
b) Annual chapter reports, including names of OMO co-ordinators for OMO 2007 are due by Nov 30. A hard copy was distributed. To receive chapter rebate in Feb, report must be received by Dec 31. Also note – chapter executive members must be listed, and all executive members must be current OAME members.
ACTION: EDs to email an electronic copy by Oct 30.
ACTION: All
c) The role of the OMO co-ordinator and names from 2006 were distributed. Recommendations from the OMO 2006 report that was distributed were discussed. The biggest concern is communication. It is important for students (and teachers) participating to KNOW who their chapter is and for co-ordinators to follow up to be sure forms and money are submitted on time.
ACTION: All: Send to EDs the name and email of 2007 OMO co-ordinator by Nov 30.
d) The complete OAME 2006 report was distributed. Chapters are needed to host OAME 2009 and OAME 2010.
e)Information on Project Grants for 2007/08 was distributed. Chapter reps were reminded that the deadline is May 15 to request funds for the following year.
ACTION: All
f) The request for promotion cases was circulated or contact Sue Hessey.
ACTION: ISOMA and QSLMA to return their boxes in Feb, TEAMS to return by Purolator.
3. Chapter round table –
CHAMP – Lynda – "Calculus: The Musical" – it was hilarious – just great – really worthwhile

SWOAME – David – laptop died, all good ideas on that
GOLDEN – Laura – shared a neat activity "Extreme Numeration"
WOMA – Ann Michele – taking a course on Assessment – talking about reliability and validity – assessment should be objective, and representative of course actually taught, and to use others tests with great care
QSLMA – Robert – miniconference coming up Nov 9th – and best yet ! Local teachers group doing a mini-musical as part of conference. Hoping for a good conference. OMCA developed grade 11 materials – really good stuff (using 11C materials) – real timesaver.
GVMA – Amy – miniconference – went well – focus on elementary, better attendance – also using OMCA materials (using 11M materials)
MAC2 - Andrew – planning OAME2007 – planning a Parents Conference as part of OAME – parents will be invited on Saturday - $15 – refreshments / two sessions / lunch – focus on activities that can be done in the home (not a classroom focus / avoid conflict with what's going on in children's classroom, or not going on)
PRMA – Sandra Price – mini-conference last night went well, but attendance down (conflict with many parent nights). Attempting to coordinate common PA days with surrounding boards for next year, and hoping to be part of PA day program.
ISOMA Diane– resurrected chapter – hosting a miniconference – setup an email list, members feel connected. Diane also shared a problem. Five matches to make a reindeer – move 1 match to make a similar reindeer.
SAME – Debbie Drape – OMO very successful –great turnout and great work with kids. Postponed having a fall miniconference – recuperating from OMO – building time in SAME. Planning a miniconference in February (Agincourt) and local OMO competition. Also talking with TEAMS about supporting each other and supporting all Toronto teachers.
NWOAME - John – Bill Otto has become Thunder Bay CDSB Curriculum Coordinator – congrats Bill !
COMA – Ron – just hosted first social gathering – appetizers and drinks, keynote talk by Chris Suurtaam – great response from teachers – do this again. Minconference coming up in November
NOMA – Sue – just had miniconference on Fri Oct 13th – "Taking the Spook out of Mathematics" – closed hwy AFTER most arrived – only 1 in the ditch (and it wasn't keynote spkr Jack Weiner). Approaching two local French school boards requesting rep from their boards so that sessions could be offered in French to NOMA members at miniconferences
Y4MA – Keith – just had miniconference two weeks ago – turnout was better than thought – few pre-registrations – lots of walk-ins. Planning OAME2008 and local OMO
MAC2 – v2 (Greg) - Mini Conference "Making Connections" – very successful – tried a new format this time – followed one strand from primary through senior (reverse operations → addition/subtraction, multiplication/division, solving equations, inverse operations) – all attendees experienced all four workshops, and so saw connections from what they do in their class to what comes before and what happens afterwards. (Also plugged OAME'007 and requested volunteers !) Format worked out well (some timing tweaks would be helpful), will try it again – positive feedback

4. **PD Session** - Greg led chapter reps in an exploration of Geometer's Sketchpad, from using basic tools, menu commands, creating a custom tool (for a square), then exploring work done at GSP summits. The UberSketch of Virtual Manipulatives was looked at and every participant created a cool sketch that simulated a Yahtzee roll of Numbered Cubes (the manipulative formerly known as "dice"). Two folders of GSP files were distributed – fnUberToolFolder → a set of 7 files to place in the Sketchpad/Tool Folder (so the custom tools would be available upon startup of GSP), - GSP3Files → a set of files created this past summer for use in revised gr 11 math courses (but with other uses too probably) as well as the UberSketch and a fnUberSketch (collection of Authoring tools and Function tools)

5. Dinner at 5:45.

Board of Directors Meeting

Call to Order: Time: 7:06 pm

Welcome and President's Remarks: Dan Charbonneau welcomed all and introduced new board members. He promoted the newest OAME "Sticky Graph Pads" and encouraged sales. Members present were given a free sample. Dan is very interested in environmental issues. He noted the Clean air Bill will not take effect until 2050 and encouraged all educators to find stats on global warming to use in the classroom.
ACTION: Dan Charbonneau to bring links to Feb board meeting.

OAME 2006 report: Cathy Lynch, co-chair, presented her report to the board by telling the story of WOMA applying to host OAME 2007 in 2004. Most of the small committee of 9 were retired or on-leave. The venue was booked at Fanshawe College but then the conference co-ordinator there left. And then the bombshell! OAME requested WOMA host 2006 instead! The theme became "Every 1 Counts". Keynote Red Green was booked, but then decided to retire, but only after 3M had donated 1200 rolls of duct tape for delegate bags. Delegates were enthusiastic about keynotes Jack Weiner and Cathy Fosnot. The program was developed, registration began and then the college informed us they were going to do construction and only a few rooms would be available (later postponed). Then the college strike! It was resolved in time. The South Football team was a great help as student volunteers to both speakers and exhibitors. MCIS crashed but onsite registration was done by hand. In all there were 1050 participants, with most prepaid, and about 35 walkins. Social events of wine and cheese with beautiful music and the banquet with line dancing and casino were enjoyed by all. Unfortunately only about 20 of the 250 who signed up came to the Trivia night. Sessions went well and only 2 of 212 presenters did not show up. Cathy presented a cheque for $40 000 to OAME for their share of the profit.
Dan Charbonneau presented Cathy and Heather Summers with plaques to thank them for their outstanding contribution to OAME.

Equity Speaker: Pamela Toulouse: Honouring and Respecting First Nation Learners: Imbuing Equity in Education: Pam highlighted the importance of honouring First Nation learners through an inclusive curricular approach. We examined the unique learning styles of First Nation students that impact and enrich our educational environments.

Curriculum Committees discussions/updates: Discussions on issues, and sharing were held in 3 curriculum groups, led by the indicated facilitator:

JK-6: Laurie Moher reported that the committee met all day on Oct 20 and discussion followed on the format of the literature resource as well as the intended audience. Focus will be on on multiple points of access (novice math teacher to highly informed math teacher).
Sharing of Math Literature: Discussion of title. Math and Literature Connections, 5 Quick Math Ideas for 10 different picture books.
Discussion of format: CD Rom or text based? Differentiated Instruction (Anna D'Armento), how to involve all students. Suggestions of how to structure a Family Math night using any of the activities. Start of year newsletter to inform parents of the activities and their intent. Chart showing connections between strands, books, expectations. 5-10 minute launch of the activity (activating the schema of the lesson). Same question to start the activities with different expectations of product. Emphasis on making strong connection between literature and the math activities (setting a context for the learning). Each page would be presented in two ways, one way with the question and a blank section for student work, one page with the question and a structured fill-in format for student work. All of the pages would identify the type of learning (e.g. guided), materials needed, curriculum connections. Some of the activities would be intended for before the book, some activities would be done after the book had been read. There would then be a parent page that can be used in the home environment. At the back the book would have the exemplars, the curriculum connections and suggestions for class structure, student movement charts (how to improve the work), how to read any book to find mathematical ideas (blurb for a newsletter).
Suggestion that classroom math board be created for the parent pages (gr 2-6) as an option.
Taking 5 books that are readily available. Discussion with Scholastic to set up a deal on the books we are using in the package.
Identifying market of individual teachers, Board math consultants, Early years/Middle Years Numeracy, Librarians, Parents.
Parents (different packages for the home environment). Exemplary tasks, expectations, classroom practice for Teachers, Home activities, curriculum for parents.
5 activities for the school, one parent page that can go home. Should be simple to read and easy to use. Should connect to the book but does not rely on the book to do the activities. Short story summary and description of what can be done at home.
Primary:

"Jim and the Beanstalk" – Raymond Briggs
"One Hundred Hungry Ants" – Elinor J. Pinczes
"The True Story of the 3 Little Pigs" – Jon Scieszka
"Anno's Magic Seeds" – Mitsumasa Anno
"Anno's Mysterious Multiplying Jar" – Masaichiro and Mitsumasa Anno
"Shape Up" – David A. Adler
"My Map Book" – Sara Fanelli
"The Wing on a Flea" – Ed Emberley
"Don't Let the Pigeon Stay Up Late!" – Mo Willems
Junior:
"I'm Coming to Get You" – Tony Ross
"Counting on Frank" – Rod Clement
"A Remainder of One" – Elinor J. Pinczes
"If You Hopped Like a Frog" – David M. Schwartz
"If the World Were a Village" – David J. Smith
"The Grizzly Gazette" – Stuart J. Murphy
"Coyotes All Around" – Stuart J. Murphy
"Tight Times" – Barbara Shook Hazen
"Among the Odds and Evens" – Priscilla Turner
"How Much is a Million" – David M. Schwartz
"If You Made a Million" – David M. Schwartz
"The Warlord's Puzzle" – Virginia Walton Pilegard
"A Cloak for the Dreamer" – Aileen Friedman
"The Patchwork Path" – Bettye Stroud
"The Seasons Sewn" – Ann Whitford Paul
"Knots on a Counting Rope" – Bill Martin Jr. and John Archambault
All:
"The Grapes of Math" – Greg Tang
"Ben Franklin and the Magic Squares" – Frank Murphy
"One Grain of Rice" – Demi
"The King's Chessboard" – David Birch
"I'm Coming to Get You!" – Tony Ross
"Marvelous Math" – Lee Bennett Hopkins
The meeting continued at 8:45.
Provide four student samples and show the progression of math skills (identify the math concepts/skills required). Highlight key mathematics strategies. Provide ways to promote the mathematics skills desired. Annotate the samples.
Idea of a ten frame linear model being used. 100 hundred hungry ants – multiplication resource, concept of multiplication sentences that are available and relationship to division.
Provide grade ranges and 'big ideas' for curriculum coverage. Look at the concept instead of a specific grade (e.g. commutativity).
Discussion of the level of focus that should be provided by the resource. Should there be specific direction to the resource, or should the resource provide more overall 'big ideas' and 'rich learning tasks'?
Discussion of whether or not there should be a lesson for each grade level for each book. Discussion of the use and need of blackline masters. Discussion of inclusion of how to plan the blackboard for the lesson.
One problem that should illicit a range of solutions that provide achievement range for each grade level.
Decision that sample questions should be created and be tested by the curriculum group for mathematical content.
Committee members will consider mathematically rich questions for each picture book.
Resource Book Outline – Literature Connections

NSN	DMP	GSS	PA	M
100 Hungry Ants* -- Elinor J. Pinzes Very Hungry Caterpillar – Eric Carle	The Button Box* Or Liz Sorts It Out* If the World Were a Village – David J. Smith	3 Pigs, 1 Wolf, 7 Magic Shapes*	Rooster's Off the See the World* Anno's Magic Seeds 1 Grain of Rice The King's Chessboard	Actual Size* – Steve Jenkins Measuring Penny Jim and the Beanstalk If You Hopped Like a Frog How Tall, How Short, How Far Away? – David A. Alder

A sample activity "Anno's Magic Seeds" was circulated.
ACTION: All: committee needs another full day meeting to field test questions: Feb 2

7-9: Connie Quadrini reported that on **Oct 10**, the committee met for the day and discussed:
Brainstorming (lessons, Grades 7-9)

- What topics / concepts do we want to explore?

Integers (_ / ÷), Scatter plots, Differentiated instruction, Gaps in TIPS4RM resources, Proportional reasoning

- How might these resources be used?

As a portion of a unit; For a PD session within a Family of Schools / Transitional meeting;For teachers who may want to use parts of the lesson in their classroom (e.g. "setting the stage"); hyperlinks could be used to link a video clip for the portion of the lesson delivered in a classroom.

- How will teachers access these resources?

To be sold? On OAME's website (members only section, or open to all)? CD to be burned for each board?
Lesson template
It was agreed that we would use the MATCH template as teachers would be familiar with it, and is closely related to GUM's phases of learning. A preamble could be included to make the connection between the two
Theme – paper airplanes / flight

- Setting the stage activity
  → make paper planes and have students fly them; what does flying this paper airplane have to do with math?; students record their ideas on the paper airplane (NML frisbee activity)
  → DVD – Leonardo Davinci's *Inventions*;
- Data management strand – using sticky notes with data collected and recorded on it (e.g. distance); have students organize data by rearranging the sticky notes in a way that will bring meaning to the numbers shown; TinkerPlots or spreadsheets can be used by students to organize the data;
- Merilyn shared her Paper Airplane investigation; data that was collected: area of the wing; wing span length; distance traveled, time aloft;
- Some cross-strand connections to Measurement and Geometry, as well as cross-curricular connections to geography, language, etc.;
- Charlotte has some exemplars of graphs and reports from grade 7 & 8 students who took a remedial math program during the summer;

Curriculum continuum, Grades 7 to 9

- The continuum of learning for expectations in the Data Management & Linear Relations strands was created using a colour-coded legend:

- Pink → collecting and organizing data;
- Green → selecting an appropriate graph to represent the data (specific to grade);
- Orange → interpreting the data/graph;
- Yellow → plotting points;
- Red → Measurement – real life applications, composite shapes
  → Geometry – paper folding
- Pear → central tendencies

It was agreed that the curriculum continuum would be created and organized using a table format.
Suggestions for lessons (ie. expectation-based) to be developed:

- Grade 7 → create a variety of graphs (1-variable data, e.g. distance) using technology (TinkerPlots); central tendencies
- Grade 8 → create a variety of graphs, including histograms and scatter plots (possibly data collection may include wing span, wing area, time aloft, distance traveled); central tendencies
- Grade 9 → investigate, pose problems, create a conjecture/hypothesis; scatter plots with line of best fit

Next steps

- Present curriculum continuum, and minutes from Oct 10th, to entire committee on Oct20th;
- Create workgroups, Grades 7, 8 and 9;
- Begin lesson plan development

On **Oct 20**

1. Updates from October 10th meeting at St. Jean de Brebeuf (Minutes and "Math in Flight" continuum of expectations attached)
   - Discussion of work accomplished at meeting;
   - Feedback by committee members who were not present at October 10th meeting;
   - All committee members agreed to use the theme *Paper Airplanes*, and continuum of expectations selected, for their product development.
2. Grade-level groups formed, and product development started
   - Grade 7 → Charlotte, Silvana & Kevin
   - Grade 8 → Merilyn, Debbie & Sandra (+ Pietrina)
   - Grade 9 → Connie, Greg (& Keith)
3. Grade-level groups reconvened and debriefed progress (including focus)
   - Grade 7 → will choose a cluster of expectations from "Math in Flight" continuum to create a culminating task
   - Grade 8 → created a skeleton of the Data Management unit, based on "Math in Flight" continuum ; will create a lesson that focuses on collecting data
   - Grade 9 → have chosen a cluster of expectations for Data Management, based on "Math in Flight"; have begun 2-3 day lesson development
4. **ACTION: All: <u>TO DO FOR FEBRUARY 2ND BOARD MEETING</u>:**
   - **It was agreed that each grade-level group would create <u>one lesson</u> using the MATCH template for the focus outlined above.**

   (PLEASE NOTE: No committee meeting will be scheduled for February 2nd at the Holiday Inn Select, however grade-level groups will meet separately, if needed, to complete work for <u>next board meeting on February 2nd</u>. Committee members are reminded to check the budget for monies allocated for meals and supply coverage, listed under the February 2nd date.)
   - **<u>Please bring 14 copies</u> of your group's grade-level MATCH lesson for sharing and feedback during the February 2nd board meeting.**

10-12: Mary Bourrassa reported on

a) Math is the Path

Idea is good, especially pages 3 and 4, but there are too many items that are currently up in the air. Information will be gathered before the next meeting when we can decide if we want to produce such a document.

ACTION: All chapter reps are to poll their board(s) to see if similar documents exist and send any documents to Mary Bourassa ,Beverly Farahani. EDs

ACTION: All members are to look for the version that Mary Howe created and send the electronic version to Mary Bourassa and Beverly Farahani.

b) Developments that could be shared from Ministry meetings on Oct 20

MDM4U

- Fairly similar to what we currently have
- Use secondary data, don't conduct your own data.
- Assessment: move to permitting 2 project – one on probability, one on statistics.
- Reduced number of concepts to make them more coherent.
- Concern: will students coming from 11M course be able to be successful in this course?
- Overall the course is less procedural, more conceptual.

MHF4U

- When should students take it? Same year as 11U??? It will likely be a prerequisite for the Calculus & Vectors course.
- Should double angle & compound angle formulas and trig identities be part of this course?
- In the study of functions – should tan, and reciprocal trig function be included?

MCV4U

- 1/3 vectors and 2/3 calculus

There will be feedback sessions on Nov 2.
Anthony Azzopardi will be here on Oct 21 to answer further questions.

SOCIAL TIME: OAME Suite # 1111, 9:30-11:00 pm

Saturday, Oct 21, 2006

Equity Committee Breakfast: Jacqueline Hill reported :

1.Review of Minutes from Previous minutes (check for action items)

a) Tara Zwolinski reported that the pictures that were going to help with Global issues in Mathematics

b) Equity Lunch update:

a. Speaker Update – The speaker for Feb 2007 Equity Luncheon is Nazneen Dindar. She is the Equity and Race Relations Facilitator at the Durham District School Board. . Jacqueline e-mailed the Blurb and her photo to Greg Clarke so he could send them along to the appropriate committee.

b. A Speaker list was generated for future Equity lunches: Edward DooLittle, Pam Toulouse, Louise Carron.

b) Other topics to keep on the radar screen are;

Looking at connecting with an on-going Math Camp (Kathy KZ went to one this summer. She will bring us an overview). **ACTION: Kathy will bring this to our Feb meeting.**

2. Raising the Equity Profile

a) Jacqueline provided an article around "Equity and Equality"

a) Taking on A Charity (ideas were generated…. Salvation Army, Big Brothers and Sisters, Unite Way, Breakfast programs (clubs), Soup Kitchens, Habitat for Humanity, Toscan foundation contact Tara.Tasker@tel.tdsb.on.ca or zwolinski@rogers.com, Save the children, MVS society for genetic orders.

3. Other: Kevin mentioned a 1989 publication "Every body Counts" a report to the Nation on the future of Mathematics Education. It brings up the myths and then refutes them.

Standing Committees

Publications: Lynda Ferneyhough reported

- Abacus editor application. MOTION: Kathy Kubota-Zarivnij and Mary Lou Kestell be appointed co-editors of the Abacus for a 2-year renewable term beginning with the Sept. 2007 edition
  Moved: Mary Bourassa and Lynda Ferneyhough Carried. **ACTION: To be sent to Board.**
- Ad for the editor of the Gazette was circulated and wording approved. Ad to be placed in the Dec. Gazette. (Encourage especially retired persons to apply.) **ACTION: EDs, All**

- Reviewers for the Gazette should be members in good standing of OAME. All current reviewers should be checked for standing and if necessary, more reviewers should be searched out. The OAME vision statement should be printed on the review form. **ACTION: Constitution Committee**
- There was some concern that columnists should be members also. There was some question as to the membership of one of the columnists. Should she be approached and offered an honorary membership, encouraged to become a member, left as being behind the vision anyway? Should we grandfather this? Discussion followed. . **ACTION: Decision that all new reviewers or columnists should be members.**
- Website Report: "Interesting" changes have been going on. There have been some problems with the host company. This caused some problems with the MCIS system. The chapter websites were also inaccessible for changes. Greg is trying to work through the issues and is hoping that their new test server will solve many of these problems. In consideration of these problems, we should get an external harddrive to keep a backup for emergency purposes. **ACTION: Greg will submit a bill for that.**
    - Lately there have been requests for posting research articles or requests that come in for surveys etc. How will we handle this? Requests will have to prove they have been approved by an ethics committee or have standing from a university review board. Who should get this proof and make the decision? **ACTION: Greg will set up a procedure to e-mail committee members when requests come in for links, or research from academic institutions.**
    - The home website seems very busy. Is there a way to clean this up? Greg will tighten up the latest News section (putting only a few sentences and providing a link to more information) and the buttons on the right. It is too complicated to make wholesale changes at this time. And it would be too difficult to divide links etc. into curriculum levels. There are too many overlaps and this would restrict information and make it harder to find. We looked at other organizations' home pages (NCTM, STAO). **ACTION: Greg will work on some of these suggestions.**

Futures: Silvana Simone reported that committee members began working on their individual subcommittees.
•The Futures Committee approached Paul Gautreau of COMA and Robert Sherk of QSLMA to host the OAME Conference for 2009 and 2010**. ACTION: Paul and Robert will report on their chapter's decision at the next Future's Committee meeting in February.**
• PRMA is willing to host the Ontario Math Olympics (OMO) for 2008, 2009 and 2010. However, MAC2 is willing to host OMO 2009**. ACTION: Both chapter reps from MAC2 and PRMA will negotiate which chapter will host what years and formally apply through EDs.**
• New information on conference planning was shared as a result of the OAME Conference Planning Meeting. New changes included the creation of a chart that identified the scope and sequence of conference planning details and plans to hyper-link certain duties with letters and background information. Everyone agreed that past, current and future co-chairs of the OAME conference and OMO should continue to meet on a yearly basis to share planning ideas and suggestions.
• **ACTION: The OMO Planning sub-committee will meet on February 4, 2007 to revise the OMO Planner.**
•OAME fundraising was discussed and desired goals were identified. Any money raised could go to the OAME Conference, the Ontario Math Olympics and writing projects such as OAME's GUM (growing up mathematically) project. Committee members suggested that sponsors be thanked by OAME's president in the Gazette and at the sponsored venue. **ACTION: The fundraising subgroup was asked to electronically contact one company by the end of the morning session.**

Promotions: Sue Melville reported

1. **Elementary sticky note design:** Ideas include 12 _ 12 multiplication table, 10 _ 10 grid, isometric dot paper, geoboard paper. The 10 cm _ 10 cm grid appears to have the most versatility. Recommended size would be 12 cm wide by 13 cm high. Suggested uses: percents, decimals, fractions, multiplication arrays, area, perimeter, bar graphs, scatter plots (secondary), supports all Learning Carpet activities, geometric relationships, coordinate geometry, hundreds charts, and ten frames. Suggested colour scheme: black lines on white background with two-colour OAME logo in top left corner. Space for student's name in top right corner. **ACTION: Sue Melville to investigate costs of production.**

2. New shirt design: Suggestion for better quality shirts, perhaps polo shirts or V-neck fitted ladies' sizes in addition to men's sizes. The best design will be humourous, appeal to a mass audience and cross education panels. Suggestion: Sponsor a province-wide contest for students to design a math-related shirt design.
ACTION: Committee members to select 2-5 favourite math comics, scan them, and send out to Sue Melville by e-mail by November 8th .
3. Numeracy/literacy t-shirt: Suggestion that we create posters with the same design.
ACTION: Robert Sherk to ask Sue Hessey to investigate costs of producing 2' _ 3' posters.
4. Potential suppliers for promotional items:
1. www.scienceteecher.com: Math and science t-shirts, tees, scarves, jewelry
1. Café Express
5. New item: There was a request for PD for teachers who wish to engage in more in-depth discussion about mathematics and the teaching of mathematics. It was suggested that the local chapters can offer PD sessions at their monthly meetings to fulfill this requirement.
6. Roadshow: Target audience: I/S pre-service teachers as a first step. Make CD available to professors of P/J and J/I pre-service teachers. Additional desired contacts are the instructors of Additional Qualifications (AQ) courses in mathematics. Suggestion: Require each chapter mini-conference to make a presentation promoting the benefits of having an OAME membership.
ACTION: Sue Melville to make suggested changes to roadshow content and send revised draft via e-mail to Promotions Committee members and the OAME Executive. Following feedback, Sue to burn CDs and distribute them to Chapter Reps at February, 2007 board meeting. We will also post the PowerPoint presentation on the OAME website.
6. ACTION: Recommendation to OAME Executive that the annual conference fee includes a one-year OAME membership or renewal.
7. ACTION: Direction to Executive to look at approaching the Ontario College of Teachers to engage in dialogue pertaining to Faculties Education to increase the time allotment for pre-service mathematics.
8. ACTION: Direction to Executive to approach the Ontario College of Teachers to ensure that Additional Qualifications (Mathematics) to include knowledge of subject associations.
9. Growing Up Mathematically (GUM): Pat & Charlotte's 30-minute presentation to promote GUM to pre-service teachers. There was also a 1-hour presentation to promote GUM to classroom teachers.
ACTION: Pat & Charlotte to write descriptions for the workshops they designed. Charlotte to resend files to Sue Melville with the descriptions. Pat & Charlotte to provide overview of presentations to the Chapter Reps (10 minutes maximum, promoting a "presentation in the can.")
10. ACTION: Laura Tonin to speak about Promotions at the next Chapter Reps meeting.
11. New Business: OAME should sell a stuffed animal wearing an OAME t-shirt. Suggested uses: Thank you gift for local conference presenters, top math students, classroom use, and Family Math Night.
ACTION: Louis Lim to investigate costs of producing an OAME promotional stuffed animal.
12. Non-renewals: There was some discussion about reasons why members do not renew OAME memberships. Discussion will resume at the February, 2007 board meeting.
ACTION: Request samples of non-renewal cards from EDs.

Constitution: Bill Otto reported that
1) Dave and Bill reported on the work that was accomplished at their Friday Oct 20 meeting as it connects to # 3 below.
1) An overview of where we have come from (electronic elections, by-laws, and constitution)
1) The committee worked on the wording and questions that will arise from the following topics
    - Creating a new chapter from an existing chapter
    - Amalgamating two chapters
    - The dissolution of a chapter
    - The by-law around reviewers to the Gazette

CREATING A NEW CHAPTER FROM AN EXISTING CHAPTER

Note: This means that there will be one less Director on the Board because there will be one more Chapter Rep? (ie. There is a total of 40 directors)
Note: Adjust OAME's insurance coverage.
Who in a chapter gets to decide whether this can/should be done? (note: there are two possible scenerios for this: one is the agreeable situation like the territory is too large. The second is if there is a faction of the membership that is not happy.)
What is the process to be followed in seeking permission to split a chapter?
How can a reasonable poll of existing members be taken to assure consensus? (possible AGM, or electronic poll via OAME website)
How will the new boundaries be determined?
What happens to the funds in the existing chapter's bank account? How are the existing funds distributed/dispersed?
Are we going to entertain some sort of division of assets and liabilities? If so, how will this be done?
Do we expect an financial statement? If so, audited by whom?
Do the old and new chapters bear the costs of OAME created by this split? (eg. Website, membership pamphlets, etc.)

AMALGAMATION OF TWO EXISTING CHAPTERS

Note: This means that there will be one more Director on the Board.
Note: Adjust OAME's insurance coverage.
Does the amalgamated chapter get more than one Chapter Rep? If so, what is the criteria (eg. Geographic areas, no. of members, etc.)
Should the amalgamated chapter assume Financial liabilities? (Process???)
Should the two chapters general memberships be made aware of and receive financial statements indicating assets and liabilities from both chapters?
Should the amalgamation of two existing chapters be regarded as the dissolution of two chapters followed by the creation of the new chapter?
Can there be a guarantee of the service across the entire newly–formed chapter?

DISSOLUTION OF A CHAPTER

Note: This means that one more Director will be added to the Board.
How does OAME provide service to abandoned members?
How can a reasonable poll of existing members be taken to assure consensus?
What happens to the funds in the existing chapter's bank account?
How are we going to ensure that OAME's best financial interests are preserved? (ie. To make sure that money is spent legitimately.)
How are we going to cover existing financial liabilities of the chapter?
Do we expect a financial statement? If so, audited by whom?
What is the process to be followed (to OAME) in seeking permission to dissolve a chapter?
Does the old chapter bear the costs of OAME created by this dissolution? (eg. Website, membership pamphlets, etc.) For example: ie changing all the membership pamphlets etc.
How does OAME limit its liability to chapter members for temporary loss of services. (ie. Conferences, etc.) e.g. if the chapter folds how are the members compensated for not getting their newsletters from the chapter.
Note: Constitution Committee needs to look at ByLaw 12 regarding the number of Directors.

Editor of the Ontario Mathematics Gazette

Section 3 b
What are the qualifications to become a Reviewer of OMG?
Do their reviews have to be a reflection of the philosophy of OAME? YES!!!
Discussed a Motion to amend Terms of Reference "Editor of the Ontario Mathematics Gazette" Section 3 "Function" (b) to add (b) (i) & (ii) …
(i) A reviewer for the Ontario Mathematics Gazette must be either a current or past member of OAME/AOEM.
(ii) Articles submitted for review will be sent out to reviewers in a package including a review form which contains a copy of the vision statement of OAME/AOEM, and a checkbox that indicates that this article meets the current OAME/AOEM vision statement.

ACTION: Send to exec for consideration
Elections
ByLaw 12

GPS: Kevin Maguire reported on
1. Mathematics Resource database.
- Committee members spent a few minutes assembling different pieces of the database, and discussing improvements. Members will complete the provincially-produced resource items by the Feb. meeting. Note for February meeting – bring quality commercially-produced resources that can be itemized for the database
2. Items that have come up since our last meeting:
a) Publisher display criteria
- Should OAME develop criteria or guidelines for publisher displays associated with mini-conferences, annual conference, etc.?
- The committee thought that a sample publisher display form, with appropriate rider/disclaimer, should be developed. The committee will bring ideas to the next meeting, probably coming from the OAME vision statement. Kevin will contact Y4MA exec. To determine if they have taken any action on this item. Kevin will also bring the idea to OAME Executive to determine whether any other committees' mandates would involve this item. Kevin will contact OMCA to see if they have anything like this.

b) Curriculum revision cycle: The Committee thought that a group should work separately to start with. Initial questions to consider:

1) Which direction to go? Grade 12 backwards, Grade 1 forwards, or something else?
1) What other additions/extensions that could be added? (e.g., the new Language document has "Teacher Prompts" which are very popular.)
1) Deeper look at technology across all grades.
1) Look at formatting – visual – make it easier to read.

c) NCTM affiliation: John K. surfaced the question of the value of OAME's affiliation with NCTM. John gave our committee some background on the benefits of NCTM affiliation. **ACTION: GPS recommends to the OAME Executive that OAME retain its affiliation with NCTM, and review the position of NCTM rep.**

Ministry of Education/EQAO Reports

Myrna Ingalls reported that she appreciates the working relationship with OAME and the speed of posting teacher resources by our webmaster. The following documents will be ready for distribution for K-6 teachers on the date indicated (2 copies plus 1 CDROM to be shipped to each school):

Guide to Effective Instruction in Math K-6 Pedagogy	Nov, 2006
Guide to Effective Instruction in Math K-3 Data Management	March, 2007
Guide to Effective Instruction in Math K-3 Measurement	March, 2007
Guide to Effective Instruction in Math K-3 Patterning and Algebra	March, 2007
Guide to Effective Instruction in Math 4-6 NSN	Dec, 2006
Guide to Effective Instruction in Math 4-6 Geometry	March 2007
Guide to Effective Instruction in Math 4-6 Measurement	March 2007
Guide to Effective Instruction in Math 4-6 Data Management	March 2007
Guide to Effective Instruction in Math 4-6 Patterning and Algebra	March 2007

Myrna showed an electronic map of timelines for Implementation supports for 7-12. The CSC website will migrate resources to a LMS Ministry website: http://www.edu.gov.on.ca/eng/studentsuccess/lms/. They are posting resources ASAP for 7-9, GSP Summit III, Prism II, etc. A new concept is CLIPS (Critical Learning Instructional Paths Supports). Myrna showed a grade 11 interactive Sample.

Anthony Azzopardi reported that he works on curriculum issues and we are in the last year of the Senior Math review, in the final stages of grade 12. Feedback will follow this Fall, with editing in the winter and training /support with a late March release date. Student Success in Math is not the same as in English. They are looking at factors that contribute to success. The curriculum is focused on emphasizing the process skills, multiple representations,

and being developmentally appropriate. Issues have been raised around the dense curriculum. The MoE has responded by transferring some curriculum from MCB4U to MGA4U and creating a new MHF4U. Some pathways have changed as well. It is hoped that the pathways and course descriptors will be released in the very near future.

Sandy Dilena reported that grade 3 results have been improving. This year males did better than females. Students are still struggling with measurement units and mode. Grade 6 results were lower but still improving, with females better but the gap is widening. Problem areas were area units and order of operations. Grade 3&6 dates are May22-June8/07. IIR's are on secure school sites. In grade 9, males are outperforming females. Dates are Jan 10-14/07 and June 5-21/07. Open responses are changing to seven 1 part open response questions.

Kathy Kubota-Zarivnij reported that the Literacy and Numeracy Secrtariat was created 2 years ago. She announced that all of its archived webcasts are now available to all educators at http://www.curriculum.org/secretariat/literacy_en.html. Please check the archives section of this site for links to streaming video and additional resources from past presentations including the most resent character development webpage, where you will find resources such as keynote presentations, workshop sessions and support material from the *Finding Common Ground: Character Development in Ontario Schools, K-12*. Your director of education also has a CD you can copy that contains all past webcasts and related information. She also suggested looking at www.inspirelearning.ca.

General Meeting of Board of Directors

Approval of agenda
moved by Bill Otto, seconded by Mary Bourassa that "the agenda be approved". carried

Approval of Minutes , June 9&10, 2006
moved by Jacqueline Hill, seconded by Louis Lim that "the minutes of the June 9 & 10, 2006 board meeting be approved". carried
ACTION: EDs to post on the website.

OMO 2006 Report: Merilyn Fox reported with a powerpoint of pictures that OMO was successful, despite the lack of monetary donations. Spectrum donated goods as well as TDSB. The photographer donated his time, Debbie Drape got prizes and the committee was very committed and keen. This is an important event for math geeks to get recognition and meet other kids in kind. She suggested it be expanded outside Ontario. The chapter reps received a detailed report and other board members a brief one. SAME appreciated the help of NOMA and PRMA with templates and advice. Se also expressed thanks for the EDs help.

Financial Picture Aug 31/06: Dave Hessey quickly presented the financial picture and balance sheet for Aug 31

The Proposed Budget, 2006-07 was presented by Dave Hessey.

Motions:
1. moved by Kathy Kubota- Zarivnij, seconded by Jacqueline Hill that "the financial picture for 2005/06 be approved". Carried

2. moved by Robert Sherk, seconded by Pat Margerm that "the Chapter rebate for 2005-2006 to Chapters be 30% of the annual fees paid by full members and retirees with no rebates for student members." Carried

3. moved by Jacqueline Hill, seconded by Anna Jupp that "the Executive Directors fees of $25 000 for 2006-2007 be approved." Carried

4. moved by Jacqueline Hill, seconded by Kathy Kubota- Zarivnij that "the budget for 2006/07 be approved". Carried

5. moved by Bill Otto, seconded by Jacqueline Hill that bylaw 12 and the Terms of Reference for the Nominations Committee be amended as follows:

" **By-Law 12 Elections**

1. Annual elections *shall normally* be conducted *electronically via the OAME/AOEM website*. *Any member in good standing whose membership does not lapse before the election deadline, may request in writing a written ballot. The deadline for requesting to vote by written ballot will be provided annually in the December Issue of the Ontario Mathematics Gazette. Should secure access to the OAME/AOEM website become compromised, the election may be conducted by written ballot.*

2. The Chair of the Nominations/Elections Committee shall be responsible for preparing the ballots and accompanying information *to be posted*. The Executive Directors shall be responsible for *ensuring that the ballot and information is correctly posted in the "Members Only " section of the OAME/AOEM Website and that each member is notified (via the Ontario Mathematics Gazette) of the voting period for the election. If there is a need for a written ballot,* the Executive Directors shall be responsible for mailing one ballot to each voting member of OAME/AOEM.

3. The OAME/AOEM Website shall provide the following safeguards:

each member will be assigned an unique "Voter Registration Number" that is different from their OAME/AOEM membership number,

each member will be allowed to submit only one ballot within a defined time period,

each member will view an electronic confirmation, which may be printed, indicating their choices and listing their "Voter Registration Number",

the Chair of the Nominations/Elections Committee will have access to the following information:

i) the total number of members who submitted an electronic ballot

ii) the total number of votes for each candidate

iii) a printout of each ballot cast identified only by the "Voter Registration Number".

4. a) Any OAME/AOEM member may run for President or Vice-President

b) OAME/AOEM members running for Director will declare their intent to work on either grade JK-6 or grade 7-12 issues based on their personal experience, expertise and interests.

i) The election ballot will indicate the number of grade JK-6 and grade 7-12 Directors to be elected.

ii) In a year when six Directors are required, three grade JK-6 and three grade 7-12 Directors shall be elected.

iii) In a year when seven Directors are required, three grade JK-6 and three grade 7-12 Directors shall be elected and the seventh Director shall be the fourth place nominee receiving the highest number of votes from either group.

iv) A Director appointed for reasons outlined in By-Law 9 will be replaced by someone with similar experience and expertise (ie. grade JK-6 or grade 7-12) (revised October 2, 2004)

5. Members may vote for one candidate for President-Elect, up to x+1 candidates for Vice President (where x is the number needed to bring the total complement of Vice Presidents to three) and up to (x+1+y) candidates for Board of Directors, where x is the number needed to bring the total complement of Vice Presidents to three and y is the number needed to bring the total complement of the Board of Directors to forty. (revision June 13, 1998)

6. *If written ballots are required,* marked ballots will be returned to the Chair of the Nominations/Elections Committee. Only ballots received by the selected closing date will be counted.

7. The Committee Chair will arrange a meeting with the Nominations/Elections committee members no later than April 30 *to determine election results.*

8. A candidate may request a scrutineer be present when the election results are determined.

9. Successful candidates shall be elected by plurality from the nominees for each position. In cases where more than one candidate is to be selected, the nominees shall be ranked by total number of votes received for that position. The candidates elected shall be determined by these rankings.

10. The name of the successful candidate for President-Elect will be deleted from the list of nominees for Vice President and Board of Directors before tallying of votes commences for those positions. Similarly, the names of the successful candidates for Vice President will be deleted from the list of nominees for Board of Directors before tallying of votes commences for those positions.

11. In the case of a tie for the last available place, a second ballot with only the names of those tied candidates, will be prepared for use at the Annual General Meeting.

12. The results of the election will be relayed by telephone *or electronic mail* by the Chair of the Nominations/Elections Committee to the President and the Executive Directors. The President or designate will

inform all candidates and nominees for Executive Committee *by confirmed electronic mail or* directly by telephone and follow-up letters. The Chair of the Nominations/Elections Committee or designate will inform all candidates for Board of Directors *by confirmed electronic mail or* directly by telephone and follow-up letters.

13. The Chair of the Nominations/Elections Committee will post at the Annual Conference the list of successful candidates and announce the results of the election at the Annual General Meeting.

14. Should a ballot be necessary at the Annual General Meeting under the conditions outlined previously, clerks appointed by the Chair of the Nominations/Elections Committee shall collect ballots, tally them, and report the results through the Committee Chair to the President.

15. The Chair of the Nominations/Elections Committee shall seek approval from the membership attending the Annual General Meeting to remove electronic results of the election from the website and/or to destroy the written ballots, if applicable."

Terms of Reference: Nominations/Elections Committee

2. Function

(i) Send the ballot and curriculum vitae in final edited form to the Executive Director for posting on the OAME website by February 15." Carried.

ACTION: EDs to send separate flyer announcing change with Dec Gazette. Dates for voting will be in March Gazette. Chapter reps to remind members to vote online. Receipts will also remind members to vote online.

6. moved by Mary Bourassa, seconded by Lynda Ferneyhough " that Kathy Kubota-Zarivnij and Mary Lou Kestell be appointed co-editors of the Abacus for a two year renewable term, beginning with the Sept 2007 edition." Carried.

Questions from Members to Authors of Written Reports

1. Greg announced that issues around the MCIS crash and other website problems are being resolved and we are moving to an updated server soon.
2. If you want to get a list of non-renewals (hard copies were distributed to chapter reps), email Sue .
3. The MoE is looking at the grade 12 curriculum through fresh eyes on Nov 2. A list of OAME volunteers will be submitted to Anthony Azzopardi.
4. Anna Jupp is attending the OTF meeting today and will submit her report for the minutes (see Written reports)

OAME AWARDS: Jacqueline Hill reported that the Union Gas award letter and forms went to directors of boards of education on Oct 16. These awards target all teachers, not just OAME members. The deadline is Feb 23/07. She distributed an OAME awards nomination form to all present and led the board through a process to start to complete awards nomination form. The quality of the nomination is most important.
ACTION: All: to be submitted by Jan 31/07

OAME BOARD NOMINATIONS: Kathy Kubota-Zarivnij had board members nominate others for positions as President-Elect, VP, and Director. They were collected and collated by the EDs. Continue to nominate people.
ACTION: All: to be submitted by Jan 19/07

INTERACTIVE WORKSHOP: Pamela Toulouse provided an interactive workshop on First Nation Contributions to the World: Mathematics in Action: This 1-hour interactive workshop highlighted many of the contributions (inventions and innovations) of the 500 Nations in North America. We examined these 'gifts to the world' as mathematics in action and highlight their complexity. We took with us a series of First Nationresources (a learning toolkit) to enhance our present day classrooms.

Announcements and Sharing

OAME 2007: Greg Clarke reported that OAME'007 is still collecting session proposals until Oct 31. They are starting to build a timetable and have emailed all that proposals have been read. Committees are all hard at work. The site is Georgian College. The equity Lunch will be in the beautiful Georgian Dining Room with excellent food from the culinary students.The banquet will be on Fri night. There will be Wed night activities for early arrivals. New residences (Summer Suites) will be booked separately from registration. A trip to Casino Rama and a Math Murder

Night are both planned for Thurs. night. Keynotes will be in a small theatre. Exhibits will be in the Gym. There will be a Parents' conference on Saturday at $15 each with 2 sessions and lunch.
ACTION: Let Andrew Morrison know if you can advertise this to parents/trustees in neighbouring boards.

OMO 2007: Ron Gaudreau reported from co-chairs Cathy Hall and Judy Loschmann that OMO 2007 will be on Friday, June 1 @ 4 PM to Saturday June 2, 2007 @ 4PM at the University of Ottawa Campus. Teams, coaches, and chaperones will be housed in the new residence at University of Ottawa (2 students per air-conditioned mini-apt.,2 bedrooms plus a full bathroom and kitchen facilities).Activities will take place on campus @ U of Ottawa OMO Information packages will be given out to Chapter Reps at the February OAME meeting. As in previous years, there will be 2 teams per chapter. Each chapter will be emailed in early March and asked for their intent to participate. Each chapter intending to register will be asked for a $75 registration to confirm their registration in early May.

Leadership 2007: Dan Charbonneau reported that the flyer was sent with the Sept. Gazette. The Thurs keynote will be a GUM-type presentation. Workshops and presenters will be:
Patterning and Algebra JK-3: Five Strands Coming Together, Pat Milot & Glynnis Fleming
How Do We Get There From Here? Inquiring about Teaching Junior Math, Pat Margerm & Joyce Tonner
Grades 7 – 9: Be S.M.A.R.T! Heather Boychuk & Trevor Dewitt
Focusing the Lens on Mathematics Learning in Grades 10 to 12, Connie Quadrini & Trish Steele
Taking the Risk out of "At Risk" for Grades 7-12 students. Jacqueline Hill & Charles Wyszkowski
Complexity Theory and Learning Systems II: Investigating K to 12 Math, Kathy Kubota-Zarivnij & Joyce Mgombelo

GUM activity responses: Kevin Maguire reported that at the June/06 Board meeting Anna, Charlotte and Kevin facilitated a creative activity where 4 large groups responded to statements about learning tools from the Anticipation Guide in GUM, from one of the following roles: Colleague, Student, Principal , Parent. Here is a summary of the groups' responses:

Statement / Speaker	"Manipulatives are only for students in primary grades"	"Manipulatives are toys"	"Manipulatives are only for slow-learners"	"A graphing calculator is a manipulative"
Colleague	More complex in higher grades.	Yes, and beyond that to structured activity, with opportunities for new verbalizations. They can engage students faster.	No, they are for all learners because people learn in different ways. Activities can be modelled that are rich, show connections, help visual learners, are open-ended, and encourage communication.	Yes – graphing, CAS, investigations No – as a standard calculator
Student	(Affirming what they say) Yes, they are used in primary grades however they are also used in different ways at any age. (understand, represent, learn, communicate a situation	Yes, they are toys. They are toys that help explore, learn, understand, represent, and communicate the situation.	Manipulatives are for all learners. "What is necessary for some is good for all."	There are some similarities but ther are differences. Screens and keys are manipulated. Manipulatives like square tiles can be moved around and reconfigured.
Principal	Come and watch me use manipulatives with my class.	Yes they certainly are attractive, which leads to students exploring,	They are used for extension, enrichment activities.	It can be considered a manipulative, depending on how it

	Why do you say that? "Students of all ages need objects to touch, hear and see" (GUM)	making connections, and with guidance making discoveries of important math ideas. Good toys are leaning tools. They develop vocabulary to express their learning and show mathematical relationships (tangrams, pattern blocks, cuisenaire rods)	Manipulatives are tools that allow us to diagnose where all students are and build upon. They allow all students to improve communication skills They allow visualization/ representation of concepts to help all students better understand.	is used. For instance, it can be a tool that allows a student to explore a concept and come to conclusions and draw inferences if integrated into their learning experiences.
Parent	Students require concrete materials to help them better understand concepts, and to move from the concrete to the abstract. With different representations you create a wider variety of problem solving strategies.	Yes… this is true if you mean that they are used to engage students. No…if you mean there is no mathematical purpose. Toys are models of real things students can relate to.	They are beneficial for all. Students will have a better understanding and be able to extend their learning if they use a variety of tools and strategies which includes manipulatives. They will have greater problem solving power.	A pencil is a manipulative. Manipulatives are thinking tools… the list is unlimited!

Sharing:

1.Dan Charbonneau reminded teachers that pension contributions are raised 2% in January. He also encouraged all to vote in the CoT election.
2. Jacqueline Hill reported she has collated starter conversations to increase EQAO scores.
3. Jacqueline Hill requested ideas on how to respond to " Why are gr 6 EQAO scores higher than grade 9 ones?"
4. Connie Quadrini reported that OAME 2008 will be at the Parkway Sheraton North.

Reports, Feedback

Constitution: Bill Otto encouraged chapter reps to spread the word about online elections.
10-12 Curriculum: Mary Bourassa asked board members and chapter reps to collect other documents similar to "Math is the Path" and send to Bev Farahani and Mary.
ACTION: All

adjournment: 3:36 pm

Written Reports

NCTM: John Kersley reported :

	2005 - 2006	last year 2004 - 2005
Cash Reserves	$754.25	$231.17
Inventory	$4,383.95	$2,424.95
Invoice outstanding	$929.58	**none**
Total Assets	**$ 4208.62**	**$2,656.12**

Relations with NCTM are very much improved. Mary Ferris, from NCTM, while at OAME 2006, saw how John operates with the NCTM materials, very different from the other NCTM affiliates. In the States at most conferences, books are displayed for viewing purposes only. Books are then ordered from NCTM and shipped to customers later. Mary said she took back a few good, interesting ideas from our OAME conference for discussion with NCTM. Hopefully I will hear more in the next few months.

NCTM Conferences :www.nctm.org/meetings

NCTM Annual Meeting and Exposition
Atlanta "Mathematics: Representing the Future" March 21-24, 2007
NCTM Regional Conference and Exposition
Richmond , Virginia October 11 – 13, 2007
Kansas City, Missouri October 25 – 27, 2007
Houston, Texas November 29 – December 1, 2007

New from NCTM

1. A new publication from NCTM is entitled, *Curriculum Focal Points from Prekindergarten through Grade 8 Mathematics :A Quest for Coherence*. Its purpose is to support NCTM's *Principles and Standards*. The authors suggest at each grade level that there be a series of focus points or significant mathematical targets which can be used as a basis for mathematical instruction. It is available via the NCTM catalogue, stock number# 13089, or by downloading free of charge at www.nctm.org

2. NCTM has published as new series on research entitled:
Teachers Engaged in Research: Inquiry into Mathematics Classrooms.
There are 4 volumes to the series.
Prekindergarten – Grade 2 contains instructional practices and issues to broaden views of teaching and learning mathematics. Stock number #13042NB2
Grades 3 – 5 deals with how students come to know and understand mathematics, and the complexity of teaching the subject. Stock number #13043NB2
Grades 6 – 8 contains research activities that had a major impact on conceptions of teaching and direct impact on practice. Stock number #13044NB2
Grades 9 – 12 has examples of problems and tasks used by the authors to investigate students' understanding of content, to pedagogical issues, to social issues. Teachers can use these in their classrooms. Stock number #13046NB2.

OMCA: Jacqueline Hill reported from the Oct 5 meeting:

Ministry of Education

Myrna Ingalls:

1) An organizer was distributed by Myrna. A smart ideas representation of the work that has been ongoing since 2003. Major connections between the development of TIPS, which is moving into CLIPS
2) Summer GSP materials will be distributed in the next two weeks to the LMS website
3) SIIM – curriculum implementation in Mathematics is moving into year 2 (Dr Christine Suurtamm) Researchers are working with the data and looking at a variety of themes that came out of the March OMCA discussion. Boards will not get the analysis of their data back.
4) CLIPS – Curriculum Learning Implementation Path Supports – Breakthrough book by Micheal Fullen has this vain in it. (Looking at grade 11u/c course and working on precision of lessons, proactive preparation, making sure it is personalized to students) This will be a 7 – 10 piece. But at the moment is focusing on grade 11 and grade 9. Once you know certain kids in your class need a detour and/or a loop tomorrow. The clips will be available for use from the Ministry. They will be distributed as they are available.

Anthony Azapardi:

1) Yes, still working on revising the curriculum Training Materials have gone out. Materials should be posted soon on the LMS website!
2) Grade 12 – in the process of getting ready to release the course description and the pre-requisite charts. We are getting input from the writers and then a fresh eyes group at the end of October.
3) Course codes – 2 new ones have been developed for Calculus and Vectors (MCB4U) and Advanced functions (MHF)

4) Universites and colleges are engaging in the talks about pre-reqs. It appears that C&V will be a pre-req for their engineering courses. Walter Whitely and Peter Taylor have been instrumental in this.
5) Notice the Calculus and Vectors course is definitely a fifth course. This has some implications on small schools and schools that are non-semestered. There may be an on-line course for Calculus and Vectors for students.

The Literacy and Numeracy Secretariat – Mark Kolohon said their field days are critical and they are targeting this support.

ROUND TABLE SHARING

1) Jay Speir– TIPS BLM's in one spot (a consumable workbook) It is on the OMCA website.

2) Pat Milot – The Continuums… Grades 1-8 re-arranged under broad categories. So the continuum is a smoother read. It will be posted on the OMCA website early next week. She also brought item information templates for recording data from EQAO. They have included which process expectation would best fit with each question.

3) Trish Steele – Course of study for grades 7, 7/8, and 8, and it is crossed referenced with the TIPS and all those wonderful resources (ie think Literacy)

4) A board worked independently on 11M course the summer time – will hand out hard copies

Answers to the questions from the Sept minutes (from Anthony and Myrna)

a)How much of an issue is there in your school boards with the current and revised curriculum later?

b)University pre-req's and the coordination.

c)Fifth course model discussion… One OMCA member was hearing from her board that guidance shall have a timetabling night mare. Anthony spoke about the Mathematical maturity of students. Timetable issues will arise when students try to take grades 11 and 12 at the same time. Pre-req versus co-req the pre-req needs to stay. What about small schools that are non-semestered so that we don't alienate the schools? What about a day 1 then day 2 roll over. What about the fifth course in the fifth year… Or take it in summer school or night school… Work Calculus and Vectors into an on-line course. What about taking your C&V 5 students into your grade 9 math class (a numbers game).

d) What might OMCA/FIELDS/OAME do to prepare for the next vision. What is happening with the enrollment. Grade 9, 10, 11M. What do we do in the interim to prepare for the next round of curriculum changes.

e) The CLIPS materials… Can they be expanded to help the Workplace students as well? Waiting for the feedback to see where the field needs it most. Big Vision 15 years from now CLIPS for all grades and all courses.

f) There are no definite answers to what the pre-req's will be for college level programs. There will be some communication between the colleges/universities and the high schools to talk about pre-req's. No one is currently working to put that together. Maybe through an OAME conference.

g) Are universities aware that students who are in grade 11 and need to pick courses for grade 12. Anthony said "yes" they know

h) Textbooks…. No money ear marked for texts for grade 12. General Pd funds can be accessed for this. There should be more general Pd funds for the grade 12 year.

i)Would it be reasonable for Universities to give an interim buffer of the courses they accept? Universities are currently working on their pre req's for their program booklets.

j) On-line courses may need to have some school based support. That is, a teacher involved. Another consultant said that some of the 90% students in a course, were not successful.

k) Some students who have gone from 9 Applied to 10 Academic without the transfer course. In some boards they are going to do that transfer course on-line.

l) Universities and Colleges are trying to reduce the bridging courses that they offer. Because these cost them money to create.

m) The College tech course is still a pre course to Calculus, and students can still take it and be successful.

o) There was some discussion about having 38minute periods and sharing math and science. In some schools this has increased the retention of learning. One board in which it did well, says it was a combination of 38 minutes, and working closely together. As well with this model one teacher is in close contact with the students teacher in both math and English. Problems may arise when an academic math student is an applied English student. People noted that a lot of content can be covered in this form. A draw back is that there are more pupil contacts. Can the data be shared? It may be posted to the OMCA website.

p) What about staffing models? With the federation input? Class size…. It is a funding formula issue.

q) AP programs…. Plans are underway in some boards with the grade 11. Since the C&V does not help towards the AP (Advanced Placement) exam that comes out of the States. 1/3 vectors 2/3 calculus is the C&V course.
r) Can we invite 2 College Reps and 2 University Reps to our next meeting? It would be an informal after lunch question/answer period.

Executive Directors' Report: Dave and Sue Hessey reported that membership on Oct 12, 2006 was 1550. Most memberships are now coming through the website. We have had many student memberships in the past month.
Chapters: New chapter reps are: NWOAME: John Colledanchise, SAME: Debbie Drape, GVMA: Rob Gleeson (Amy Scales will attend the Oct mtg for Rob). Many chapters have Fall mini-conferences and details are posted on our website. QSLMA and Y4MA requested a package of OAME items to promote OAME memberships to Preservice students at Queens and York. All chapter reps were sent the sample constitution and template developed by the Constitution committee.
Publications:

		INVENTORY		
Document	Last Print Order	Aug 31/04	Aug 31/05	Aug 31/06
LAIM PR 4000	514	314	218	196
GUM 2000	1000	NA	NA	217

We purchased 2500 post-it style OAME graph pads and they are posted on the website and in the Sept Gazette.
Website: Greg has solved most of the "permissions problems" that were plaguing memberships/orders. He has completed the online elections. The mock election worked well but only half the board tried it. Greg posted the Grade 11 OMCA materials on our site in mid-August to help teachers and got several emails of thanks. Greg will now be working on switching our URL to an updated server at Hostway, in order to prevent future problems.
OAME 2006: Cathy Lynch, chair, has submitted her final written report, and will bring the highlights to the Oct board mtg. The report was sent on to OAME2007 and 2008 chairs. She expects a profit sharing of $40 000 to each of OAME and WOMA.
OAME 2007: Lyn Vause reported that keynotes and Georgian College are booked and confirmed. OAME liability nsurance has been provided.They still require more workshop speakers and are planning a Fall blitz. At the MAC2 Fall mini-conference, they looked for volunteers to help with committees. Len Catleugh will sponsor a TI mini-conference within OAME2007. The conference booklet has been started.
OAME 2008: Connie Quadrini has confirmed the venue . Y4MA will host OAME 2008 at the Sheraton Parkway Toronto North, May 8-10, 2008 .
OMO 2006: A profit of $2598.44 has been paid to OAME. A detailed report has been received from Merilyn Fox and forwarded to COMA. A letter of thanks was sent to Merilyn and Debbie Drape. A CD of pictures and the questions and answers have been sent to Greg to post on the website. The EDs will let the OMO co-ordinators know once it is posted.
OMO 2007: A loan of $3000 has been sent to OMO2007 for start-up funds. The venue, Ottawa U, is confirmed.
L2007: The flyer was distributed with the Sept Gazette. OMCA members received it on Sept 8. We have 8 exhibitors and 2 delegates to date and all workshop speakers have registered.
TEAMS loan: An outstanding bill for OAME2005 was paid by OAME and half was billed to TEAMS. The loan for that bill and OMO has been repaid. New officers are now in place.
Insurance: Nacora has renewed our liability insurance through Economical Insurance Company.
Accountant: Our 2005/06 books have been approved by our accountant.

OTF: Anna Jupp reported from the Oct 21 meeting:

Item	Discussion	Action required from OAME
Curriculum review	OASPHE will be surveying teachers in anticipation of the health and physical education curriculum review in 2007	
Election of Steering Committee	2 positions to fill o Role: planning meetings, 3 times per year o All expenses paid, including OT coverage o 2 year appointment	

	Martin Gabber (SCCAO) Science Co-ordinators Lela Lilko (OHASSTA) History/Social Studies Co-Chairs: Lela Lilko, Dave	
Re-write of OSS	• Issues and Concerns regarding the review of OSS and information provided Friday • OTF will collect our concerns and send to MOE	
OSAPAC presentation Karen Brooks Nelson OSAPAC John Taylor MOE	• www.osapac.org • surveys are looked at in April • software rated in the summer • top choices need a 75% rating to qualify • tenders Oct/Nov, contracts signed Jan/Feb 2 choices for the survey: 1. PD requests 2. Software requests • OESS reps can get you the software and passwords • Software search gives you information on grade level, product description, subject areas, ideas for using the software • Learning Materials repository is a collection of ideas, lessons, etc. posted by users • K-12 expectations are linked to software • First Class conference membership allows us to download software, install codes-for consultants, IT technitions	• fill out our survey at our next board meeting to get more math software licensed • send resources (ideas, lessons) to OSAPAC so that they are posted on their site
Professional Development Ruth Baumann OTF Secretary	• OTF will be talking to associations over the next few months to discuss the spending of MOE PD finds • $4M distributed last spring to OTF and affliates • MOE looking for innovation, new ways of thinking • OTF thinking so far: Teachers feeling overwhelmed, so OTF wants to consider the needs of teachers and embed in what teachers are already doing OTF wants to spend the money in a way that will allow for collaboration across boundaries, provide a service that is different from the 4 affiliates. Big picture role, building bridges and links to make sure that teachers have access. The Web site will allow for this, but OTF will also consider other innovations/projects/possibilities. What do teachers need to learn and how can they learn it given the jobs they have. Building collaboration, sharing with the 4 affiliates Producing resources, discussion, learning	• OAME rep. to attend OTF meeting • Decide if we are interested in participating in the development or contribution of resources for the OTF website and communicate that decision to OTF. • Are we interested in reviewing materials, resources before they are posted? Do we need money to do that?

	opportunities, research that will enable teachers to make connections. By the new year, conduct a needs assessment survey of representative sample of teachers in Ontario. Hold a focus group to discuss needs of English, French, elementary, secondary. PD includes workshops, conferences, resources, learning groups. Conference on professional learning in 07. Each board to send 1 elementary, 1 secondary, 1 new teacher from each board Keynote: Ann Liberman How teachers learn and how teachers help other teachers learn. . Rethinking how teachers think about their work. OTF website will be a place where teachers can go and access the teacher resource centre. Learning materials, e-journals, on-line discussion forums, web logs, PD calendar are some possibilities for the website. OTF would like the subject associations involved. Will send out information to associations. There will be space for OAME information, opportunity for leading discussions, links to our website. OTF will develop newsletters to communicate how the money is being spent and draw people to the website. The website will act as a portal to opportunities, information, links. Registration and log-in will be required for teachers. NOt a list of web links. 2 year project Timelines are flexible.	• Could send resources already developed by OAME 5 questions we need to answer: (OTF will be sending this electronically) 1.Do we have resources that are ready to send to OTF? 2.Are we interested in developing new materials? 3.Do we have an interest and mechanism in place to collect and review resources from classroom teachers? 4. What do we need to develop, revise, share materials and resources? If OAME is currently selling something, what will it cost to by that and sell it for free? How much money do we need? 5. What else would you be interested in? (web casts, other forms of PD)

Chapter Reports

CHAMP- Rep:Lynda Ferneyhough: lynda.ferneyhough@peelsb.com. The Awards Night, for the CHAMP contests, on June 7th, was a fun time for all. Parents were thrilled with their workshop. Thanks so much to Paul Alves who has run our contests for many years. We look forward to this year's round of contests. Secondary are being run the first week of Dec. and the elementary in February. Watch for registration information soon.By the time this is printed the CHAMP Fall Event on October 19th will be finished. We are looking forward to a stimulating evening. But aren't there more than 50 CHAMPsters out there? These opportunities for professional sharing and development are offered for all teachers interested in math education. (And the food is delicious too!) We are still looking for a webmaster for the CHAMP Website. A few names were put forward but if anyone is interested. Our

next meeting is Thurs. Dec. 7th at the Dufferin-Peel Catholic Education Centre on Matheson, in the cafeteria. Anyone interested is welcome to attend.

COMA - Rep: Ron Gaudreau: ronald.gaudreau@ocdsb.ca COMA sponsored a Mathematics Social for all mathematics teachers in the COMA chapter region on Oct 12. This is a first time initiative by COMA with the purpose of bringing teachers together in a less formal setting, and to encourage them to join OAME. Our annual Mini-Conference will be held on Saturday, November 18, at the University of Ottawa. Several workshops will be offered from Primary to Secondary divisions. Check the OAME website for details about both of these events. COMA will be sponsoring the Ontario Math Olympics on June 1-2, 2007. The organizing committee is working very hard and looking forward to an exciting event. Registration details will be available through Chapter reps in February.

GOLDEN - Rep:Laura Tonin: lmtonin@yahoo.ca We are just starting to plan our spring conference at Brock University in April. Last year's conference went well and everyone seemed to enjoy themselves. The Golden section is always looking for new members to be on the committee and we are currently trying to recruit more people. Everyone is welcome.

GVMA - Rep: Rob Gleeson: rob_gleeson@bwdsb.on.ca : Congratulations are extended to the math department at Lisgar CI, Ottawa, for their leadership in the mathematics community and for being presented withThe Kenneth D. Fryer Award this year at the OAME annual conference. GVMA has sponsored this award financially since its inception. This year we were pleased to increase the amount of the award and to have OAME match our gift. Each year GVMA provides two awards to students. One is given to a student who enters first year in the Faculty of Mathematics at the University of Waterloo and the other to an upper year student. Our fall conference, Mathematice To Inspire You, was on October 19. After teachers attended two sessions from a variety of topics they were treated to an after dinner inspirational musician and teacher, Dale Nikkel, who provided songs to inspire teachers as well as much humour. Teachers are reminded to visit www.gvma.ca and to consider ordering some of our publications, pi pins (great for a gift after a math contest) or classroom posters. New publications will be available soon at prices to meet your budget.

ISOMA - Rep: Diane Lang: dilang@uts.utoronto.ca. ISOMA is holding a “Fall Conference: Bringing Us Together” on Oct. 25, 2006 at Appleby College. Participants will choose from a selection of workshops and take part in various round table discussions over a meal. The workshops range from use of smartboard technology to hands on projects and classroom ready modules. We are in a re-building mode this year and our main goals are to help people make connections between schools, between elementary and secondary panels, and between the broader Mathematics education community. We have recruited school representatives who will meet with the executive team of ISOMA more frequently during the year to share information and brainstorm solutions to common problems such as the implementation of revised Ministry curriculum. In addition, ISOMA will run a regional Junior Math Olympics.

MAC2 - Rep: Andrew Morrison: amorrison@sha.scdsb.on.ca MAC2 has just held a successful fall mini-conference that identified and discussed important math concepts that children learn and develop during their JK-12 schooling. We also reminded area teachers of OAME2007, “Building Bonds” to be held at Georgian College in Barrie, May3-5. Keynotes and presenters will focus on the theme of building bonds between members of the school community. On Saturday, there will be an opportunity for parents to participate in 2 workshops emphasizing core skills that they may support at home. Plan on attending and let parents know about their conference opportunity.

NOMA - Rep: Sue Melville: melvils@rainbowschools.ca . The NOMA committee has been working on the final details of their annual fall conference, "Taking the Spook Out ofMathematics" that took place on Friday, October 13th in Sudbury. The conference featured Jack Weiner, Associate Professor at the University of Guelph as keynote speaker and offered workshops for teachers at all levels. We had some great speakers that included not only Jack Weiner, but Jacqueline Hill, OAME President-Elect,Mike Davis, Math Consultant for Halton DSB, Joyce Tonner, Literacy and Numeracy Secretariat at the Ministry and Mark Kolohon, Consultant Bluewater DSB and OMCA President. We are very proud of this year's strong elementary program. At a recent NOMA executive meeting, we discussed hosting OAME 2009 and voted not to pursue it at this time. We hope that another chapter will take it on.

NWOAME- Rep: John Colledanchise: jcolleda@tbcdsb.on.ca. Maria Casasola and Jack Ludwig have created an event called “Lighting Mathematical Fires”. Geared mostly toward primary and junior teachers, it will take place November 9, 2006, in Thunder Bay, the venue and time TBA. The event will include guest speaker Emilia Veltri and activities to excite and captivate the audience. A survey will be completed by participants indicating what math

teachers are looking for from professional organizations like OAME. NWOAME will assist with this project and support it financially as a NWOAME event. NWOAME will host a “Dinnerlude” event for senior elementary and secondary math teachers in late November or early December centred around the Revised Math Curriculum (Gr. 7 -11). Plans for this event would include a Q& A session with a panel of educators and administrators, dinner, and a carousel of classroom-ready activities highlighting the use of manipulatives and/or graphing calculators .

PRMA- Rep: Sandra Jean Price: price_sandra@durham.edu.on.ca Pine Ridge has been very busy this Fall. We just hosted a successful mini-conference rolling out the GUM project in our region on October 19th. The keynote was George Gadanidis, a professor from UWO. He did an amazing job at connecting math, music and the K-12 continuum. A delicious roast beef dinner was enjoyed by all in attendance. We continue to present P.D. at meetings. We are also focused on building and maintaining strong relationships with the teacher education programmes within our area.

QSLMA -Rep: Robert Sherk: sherkr@limestone.on.ca QSLMA is busy planning their annual fall conference on Nov 9th. This year we have 6 workshops to cover primary to post secondary interests. We also have the dynamic Jacqueline Hill as after dinner keynote plus a mini math musical as part of the program. For more details visit MCIS on the OAME website. Also, our membership secretary Amy Baker, has promoted OAME membership at a Queens conference for teacher candidates this past September. Our chapter sponsored a team to participate in the OMO competition last June.

SAME- Rep: Debbie Drape: debbie.drape@tel.tdsb.on.ca . SAME is busily planning for, their mini-conference on February 21st at Agincourt CI. The Chapter is planning well in advance for their local OMO,proposed at Henry Kelsey SPS sometime in early April. The Chapter had a few key people leave the executive at the end of the 2005-2006 school year and we wish them well in their future endeavours. It has given other councillors an opportunity to step forward into the various executive roles. At the end of last year, SAME approached TEAMS with a suggestion that we meet and discuss our common goals and challenges since both Chapters service the large geographical area of the Toronto district. Some SAME executive will be meeting with members of TEAMS in the near future. We look forward to gathering information, discerning similarities and differences, and building a closer relationship with our neighbouring chapter.

SWOAME- Rep: David Petro: david_petro@wecdsb.on.ca We have planned a mini conference for the beginning of winter dealing with the Revised 2005 Math document, the revised grade 11 2006 curriculum and the upcoming grade 12 courses. In addition we are making plans to once again participate in the OMO with 2 to 3 SWOAME teams. At this time we are in the planning stage of the local Math Olympics. Throughout our communications we still strive to increase our membership.

TEAMS- Rep: Pat Margerm: pmargerm@edu.yorku.ca TEAMS has been planning for the fall mini-conference on October 25 to be held at Eastern Commerce CI. A new format for the evening is being tested in which the keynote speaker is replaced with an opportunity to attend a second workshop.The memorial for the late TEAMS president Anne Cirillo will focus on students as this is in keeping with the focus of Anne’s work in mathematics education. Goals for 2006-07 include the nature of possible collaboration with other chapters such as SAME, using the funds generated from the provincial conference to promote and support involvement in OAME e.g., investigating the option of offering registration for OAME’s leadership conference as a door prize for mini-conference attendees, and investigating partnerships with faculties of education. For more TEAMS details, visit http://oame.on.ca/chapter/TEAMS/

WOMA - Rep: Ann Michele Stenning: a.stenning@tvdsb.on.ca WOMA is hosting their fall conference on Tuesday, November 28 at Saunders S. S. For ten dollars participants receive a 75 minute session from one of six session choices, access to publishers’ displays and dinner. Kathy Kubota-Zarivnij, OAME’s past-president, will speak during dinner on the topic of Learning Mathematics for Teaching.

Y4MA - Rep: Pietrina Orlandi: pietrina.orlandi@ycdsb.ca Y4MA has been busy at many levels. Preparations have begun for OAME 2008 as committees are beginning to be established as well as final details with respect to the venue. These are exciting times for Y4MA! More information will follow. On October 12, 2006, Y4MA hosted their annual Fall Conference at St. Elizabeth CHS entitled, "A REALLY GOOD MATH CONFERENCE'. Approximately 130 people came to listen to our keynote, Mary Lou Kestell along with attending workshops in Primary, Junior, Intermediate and Senior levels. Those who attended reported to have enjoyed the evening and felt the workshops were engaging and informing. We are already beginning to prepare for our annual Intermediate Math Olympics to take place April 11, 2007. Our goal is to intice more teachers to submit a school team so more students can experience "exciting mathematics".