Who is Dan Meyer?

On Tuesday, November 13, 2012, Dan Meyer responded to a tweet from Grazia Curatolo (T-14) stating how excited she is to have him speak at this year’s TIME 2000 Celebrating Mathematics Teaching event on November 16. Who is Dan Meyer, and why is TIME 2000 eagerly awaiting his arrival?

Dan Meyer has earned various credentials in the fields of education and mathematics, including a B.S. in Mathematics, a Clear Single Subject Credential in Mathematics, and an M.A. in Education – all from UC Davis – and is currently a Ph.D. candidate for his work in Education at Stanford University. He is also a high school mathematics teacher, a blogger, and a part-time “Googler.” One of Mr. Meyer’s goals is to answer the question, “How can we design the ideal learning experience for students?”

Dan Meyer has already caused members of TIME 2000 to think differently about how to teach mathematics. Inspired students posted their own photos or videos on Tumblr to spark mathematical conversations. In response, other TIME 2000 students posted questions that occurred to them when viewing the images. Some of the best photos can be seen on page 4 of this newsletter. TIME 2000 is pleased to welcome Dan Meyer as the distinguished keynote speaker at the eleventh annual Celebrating Mathematics Teaching event.

Rachel’s Travels

The amount of traveling I have had the opportunity to do as a TIME 2000 student is something I find remarkable. I have now been on two study abroad trips, one to China and one to Italy, as well as a personal mission trip to Thailand. Because the cost of tuition at Queens College is so affordable, and because I get a scholarship from TIME 2000, I am able to afford to take these trips which have shaped my global perspectives as well as my developing pedagogy.

Going to China right after my freshman year helped me to grow as an individual. I saw the importance of it all from UC Davis – and is currently a Ph.D. candidate for his work in Education at Stanford University. He is also a high school mathematics teacher, a blogger, and a part-time “Googler.” One of Mr. Meyer’s goals is to answer the question, “How can we design the ideal learning experience for students?”

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Going to China right after my freshman year helped me to grow as an individual. I saw the importance of studying difficult topics and I developed a deep-rooted love for hands-on, fun learning. Learning isn’t just a classroom experience, but an experience that can extend across international borders. The world is our classroom, and we must take advantage of everything that’s out there for us.

This past January, I was excited to go to Italy. The QC program I traveled with was excellent and offered organized trips to Tuscan villages and Venice, and a photography tour. I knew that the photo tour would be beneficial in my learning experience, and it was one of my favorite blog.

(Continued on page 2)
Meet the TIME 2000 Family

Do you want to be a mathematics teacher? If so, the TIME 2000 mathematics teaching program might be the program for you. TIME 2000 is a four-year scholarship program for prospective secondary education mathematics teachers. TIME 2000 students have unique experiences and opportunities that are rare for college undergraduates. Four current TIME 2000 students share their thoughts about the program and some of its components in the paragraphs below.

Giampolo Lisena, T-15

I am a Queens College freshman in TIME 2000 and a member of the men’s soccer team. Entering college as a student athlete, I was overwhelmed with balancing my heavy course load and maintaining my athletic schedule. At first, I had a difficult time getting my work done on and off the soccer field, but with the amazing support of the TIME 2000 staff and upperclassmen, freshman year is becoming easier than I anticipated. There is nothing more relaxing than being surrounded by people who offer time to help you fulfill your course requirements and encourage you to get your work done.

Ladan Simani, T-14

I am currently a TIME 2000 sophomore. I appreciate the various experiences I’ve had as a TIME 2000 student that have helped me grow as a student and a future mathematics teacher. I attended the LIMACON conference as a first-year college student, which is a professional mathematics conference for individuals who are already teachers. I am lucky to have the opportunity to go to LIMACON each year as a college student. In January, I will be attending a TIME 2000 field trip to The Museum of Mathematics, which is opening in December, 2012. I am excited to witness fascinating mathematical applications with my classmates and professors. Experiences like the conferences and field trips help me to build on my mathematical skills and gain an understanding of the best ways to teach mathematics. Each experience TIME 2000 has offered me has helped me become better at what I want to do and look even more forward to the future.

Kristina Troha, T-13

I am a junior in TIME 2000. What sets me apart from other TIME 2000 students is the fact that in addition to mathematics, I have a double major in Political Science. Being a double major in such a demanding program has proven to be challenging, but I know it is worth it because I am pursuing two subjects that I am passionate about. TIME 2000 provides its students with unique opportunities that other programs and universities do not offer. One of my favorite parts of TIME 2000 is our morning seminars. One Tuesday morning per month, we meet as a program to have breakfast and learn new and exciting mathematical applications. From what I have experienced so far in TIME 2000, I am confident I will graduate as a New York State certified secondary mathematics teacher and be capable of teaching my students effectively.

Rachel’s Travels (continued from page 1)

in the teacher’s lounge of this newly developed school, I was able to examine all of the materials and resources that had been donated to the building and the students. I talked with the English teachers, and learned about their teaching ideas and strategies. I was able to see the importance of using different styles of teaching to appeal to different students. Every Thursday during my trip, I worked with a student whose English was advanced. We would sit in the library and work on what I had planned for her. It was during these meetings that I realized the importance of lesson-planning and the flow from one lesson to the next.

Since returning home from my trip, my education classes have been eye-opening. From my experiences with cross-cultural teaching, I have realized what teaching to promote affective objectives should entail. I learned that teaching is more than a confined American mindset. Teaching is broad and diverse, and it is imperative that I keep the lessons I learned from my travels in mind as I become a teacher. World-travel is an important part of my education. I encourage all TIME 2000 students to study abroad if they have the opportunity.

Follow Rachel on her QC Blog at http://qcvoices.qwriting.org/category/

Interested in TIME 2000?
For more information, visit TIME2000.qc.cuny.edu

MATH FUN

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Voice from the Field: Mara Markinson

Mara Markinson graduated from the TIME 2000 program in May 2012. She is currently a first-year teacher at the East-West School of International Studies in Flushing, New York. Mara teaches Integrated Algebra and a Problem Solving course for juniors. At the TIME 2000 conference on November 16, 2012, Mara will present a workshop and also answer questions as a member of the student panel. Here, Mara discusses her experiences as a new teacher.

How did TIME 2000 prepare you to become a mathematics teacher?
TIME 2000 prepared me for everything! I cannot express the degree to which my professors and classes prepared me to plan lessons and units, implement ideas in my classroom, form meaningful relationships with my students, and act professionally. I often think about how TIME 2000 helped me to develop a natural “teacher instinct” that helps me to make effective, powerful decisions while teaching. Decision making is a large part of teaching, because I always need to be able to think on the spot and adjust my lessons according to my students’ needs. Because I was a member of TIME 2000, I feel like I already have years of teaching experience, and my colleagues were also surprised to find out that I am a first-year teacher.

What strategies do you use in your classroom to engage your students?
I like using a discovery approach when planning my lessons to capture my students’ interests. In my limited teaching experience, I have found that constructivist learning is much more effective than direct instruction. My students are excited by hands-on, engaging tasks that make them want to know more about a specific topic. I will often try to indicate a void in my students’ knowledge to create the opportunity for learning and the discovery of a mathematical concept. In addition, showing my students multiple approaches to a problem really opens their eyes to the beauty of mathematics and how all mathematical topics are interconnected. Whenever possible, I like to play games with my students that drive a mathematical topic or use interactive apps/applets.

Tell us about your transition from college student to first-year teacher.
My transition from a college student to a mathematics teacher could not have been smoother. I did not have trouble finding a job because I came out of such a prestigious program. The Assistant Principal who hired me is a Queens College mathematics education alum who is supportive of, and excited about, my style of teaching. He has become a very caring mentor who makes it a joy to come to work every day. When it came time to prepare for teaching over the summer, I found myself able to construct curriculum maps and classroom plans with ease. TIME 2000 prepared me for the change from college student to teacher by exposing me to teaching slowly. I started out teaching a unit in one of my classes during junior year with a group of friends, and then progressed to teaching lessons on my own during my practicum semester in a middle school during fall of senior year. Finally, I took over two high school Regents classes during student teaching. I was lucky to work with two cooperating teachers who are TIME 2000 alumni, and all of my nerves had diminished by the time I began student teaching. Now, having my own classroom feels completely natural to me, and I enjoy going to work every day. I owe all of that to TIME 2000.

What advice do you have for the TIME 2000 undergrads?
This question reminds me of one of my favorite quotes: “Nobody said it would be easy; they said it would be worth it.” If teaching mathematics is your passion, stay in TIME 2000. It will be rough at times, but your professors and classmates are there to help you. I promise, the reward of having your own classroom is worth every second of hard work that you will put in. You will be well prepared to be a fabulous mathematics teacher, and you will change students’ lives in remarkable ways.

Alumni Spotlight: Jaqueline Seenarraine

Ms. Jacqueline Seenarraine is a mathematics teacher at H. Frank Carey High School. She graduated from the TIME 2000 program in 2003. Ms. Seenarraine has been teaching for ten years, and reports that she has enjoyed every second of her career thus far. The TIME 2000 program helped her to learn not only the different strands of mathematics, but also the different teaching styles that are necessary for effective classroom teaching. Over the years, many things have changed in Jacqueline’s classroom. Technology has become a major part of teaching mathematics. PowerPoint and the SMART Board have become popular in the math classroom, and Jacqueline finds them to be helpful resources. “There are so many resources available now to make teaching easier, such as Equation Editor in Microsoft Word and the SMART Notebook program,” says Jacqueline.

She also uses YouTube videos to show her students mathematical applications in real life. When asked how she felt about the increase of mathematical technology available within the past ten years, she responded, “Technology is beneficial to the classroom and should be embraced and learned by all teachers.” Jacqueline added that her colleagues should not be afraid of the changes in technology because they make teaching easier and learning more fun for students.

Another change that Ms. Seenarraine is experiencing is the new way that New York State is evaluating teacher performance. She stated that she likes the idea of maintaining a yearly portfolio, and remarked that she knows she will be able to create a portfolio with ease because of her experiences in TIME 2000. Although it is time consuming, she feels that it will be beneficial to put together all of her best lessons into a collection for future reference.

In regards to the Common Core, Ms. Seenarraine agrees with unifying the curriculum across the country, so that students who might move from one state to another will not be behind. Overall, Ms. Seenarraine feels that the TIME 2000 program fully and thoroughly prepared her to become an amazing mathematics teacher.
TIME 2000 took on a new challenge this past semester. In preparation for Dan Meyer’s visit, TIME 2000 students took pictures during their daily routines of things that led to mathematical questions, and then posted them on Tumblr. In response, other students posted questions to spark mathematical conversations. Here are some of the top pictures.

Like what you see? Follow TIME 2000 on Tumblr and add your own photo!

**Jacqueline Negron (T-13)**
*When will the can fall over?*

**Nikolina Dabovic (T-14)**
*How many times have I been reflected?*

**Crystal Purpura (T-15)**
*What is the circumference of the Ferris Wheel?*

**Jonathan Chin (T-13)**
*What is the measure of the smallest angle that can be created between the bike and the ground without the rider falling?*

**Kristina Troha (T-13)**
*What is the equation of the path formed by the horse’s jump?*

**MATH.**
The only place where people can buy 64 Watermelons and no one wonders why...

**3.14% of Sailors are Pi Rates**

Name an angle complementary to BDC: