The end of the spring semester has crept up upon us once again and with it the departure of the seniors. The members of TIME-7 are getting ready to put down the coffee and aspirins that have become staples in their lives during the past 4 years and pick up the chalk and grade books as they prepare for their first year as teachers.

It is true that TIME 2000 gives us the best education that can be had for future math teachers. It can also be said at the end of our four years that we graduate not only with a diploma, but with friendships and bonds that have been strengthened by the many obstacles sur- passed and countless times spent supporting each other.

On May 29, 2008, the members of TIME-7 will graduate from Queens College. Congratulations to John

TIME Marches On! Seniors Prepare to Graduate

By: Ferrin Mohammed-Bujan (T-9)

Aguirre, Reanna Boodoo, Randall Clarke, Sarit Ebrani, Jennifer Fong, Carolina Galvis, Lixu Li, Ricardo Lopez, Kasey Luchan, Jessica Mercado, Julie Mehta, Xuiilden Payano, and Xiaoya Wang.

"No matter how bad your day went, just remember, there is always someone that will listen to you in the TIME office, or just talk to the student-teachers and chances are, their day has been worse. Also, don't be afraid to ask for an extension on a paper, it's better than missing the class to finish it!!" - Julie

"I remember during my 2nd semester of my freshman year, I had friends from TIME to take classes with and I noticed everyone else (non-TIME students) in the class looked so lonely." - Ricky, pictured at left at the NY Hall of Science in 2005

From left to right: Sarit Ebrani, Jessica Mercado, Kasey Luchan, Julie Mehta, Randall Clarke, Carolina Galvis, Jennifer Fong, Ricardo Lopez, John Aguirre, Xiaoya Wang, Lixu Li, Xuiilden Payano, Reanna Boodoo

Julie as a freshman when students from Mrs. Porter’s class attended Dr. Artzt’s SEYS 221 class

Cont’d on page 2
Seniors cont’d

“I remember when I was a freshman being scared to death about being in front of a classroom but now I realize that TIME 2000 really prepares you well for teaching. I am finding that out right now while student teaching. I used to be the shyest person in the world but now I am pretty confident!”

-Jennifer

“After years of brain-breaking, number crunching, lesson planning, and student-teaching labor, it is safe to say that I am FINALLY graduating! All these years spent with such amazing people will never be forgotten. Once a TIME2000 member, always a TIME2000 member. Congratulations to all of my fellow graduates. Best of luck in the future.”

-Sarit Ebrani

TIME 2000 Attends LIMAÇON 2008!

On Friday, March 28, 2008, TIME 2000 students, graduates, and faculty attended the Long Island Mathematics Conference (LIMAÇON) at SUNY College at Old Westbury. This year, several members of TIME 2000 presented workshops at LIMAÇON, including TIME 2000 professors Alice Artzt and Alan Sultan, alumni Lysaundra Bisal, Eric Glatz, Kendal Jones, Deepak Joseph, Sylvia Liu, Samantha MacKinnon, and Jindrizka Martin, and undergraduates John Aguirre and Ricardo Lopez. It was a very enjoyable outing for the seventy-five undergraduates who attended. In the space below, two TIME students provide feedback on their personal experiences and impressions of LIMAÇON.

MarwaElhalaby(T-10):

LIMAÇON was indescribable. The workshops that were held were all very interesting and educational. I thought the initial presentation was excellent. The speaker, James Rubillo, was amazing. I thought he highlighted good points in guiding us to become better teachers in the future. He discussed how math can be done in many different ways and using multiple representations. He recognized that students learn differently. There are at least five ways of representing mathematical concepts: with graphs, algebraic formulas, tables, verbal description, and pictorial representation. Engaging students and making a class inviting and fun are ways that contribute to learning. A point that he emphasized was that math isn’t about memorizing but linking lessons together and giving better definitions. He was a terrific speaker who motivated me to become a great math teacher.

The workshops I attended gave me ideas to start thinking about different methods to use in my own classes. The workshops I attended included a SMART board presentation, “Games to Enhance Learning”, and “Are you ready to be a Mathematics Teacher?” They were all amazing and very educational. One very important point that I was made aware of is that it may work to our disadvantage when getting hired to have postings on social networks (MySpace, Facebook, etc…). Overall it was a great day full of fun and learning.

Sung Yan Chiu (T-9):

“TIME 2000 has given me so much over the past 4 years. I am left with indelible experiences - seeing new faces every year at freshmen orientation, learning new things at the monthly seminars, going on field trips to add to our collection of answers to “where’s the math?”. Seeing the excitement build at the reunion parties, and watching friends graduate. It’s finally our turn to graduate and I am a bundle of conflicted emotions. I am excited to move on and be in charge of my own classroom, knowing TIME 2000 has fully prepared me to do so. But, I will be sad leaving behind what has been my life for the past 4 years. All those hours in the lab, talking with Nick about nothing in particular, planning for the conference, working in the office. Each of those experiences has contributed to building what has, for me, been the ultimate college experience.”

-Kasey
Voices from the Field
By: John Chae (T-1)

Those of us who attended Dr. Arzt’s annual reunion dinner in January may remember that John Chae was the “outstanding teacher” honored. John Chae graduated as a member of T-1, the very first TIME 2000 cohort. He is proof that TIME 2000 does prepare highly innovative and professional teachers who continue to influence the students in their classrooms. He did, after all, have Peter Ozechowski (T-10) as his former student. The following interview gives us an in-depth look into John Chae’s growth and experiences as a teacher.

Q: Where are you currently teaching?
A: This is my 6th year at Baldwin Senior High School. I cannot believe I have been teaching for 6 years already.

Q: What grades do you teach? Is there a reason you want to teach those particular grades?
A: I have taught all grades (9-12) at all different levels. I have established my own specialties: AP Calculus and Computer Science classes (Visual Basic and JAVA). Every year, they are my “regulars” for my schedule. My 4th and 5th classes are usually Pre-Calculus, Math B or Statistics which are normally comprised of juniors and seniors. I don’t think I could picture myself teaching high school without teaching Calculus for it was my first love of mathematics. It’s just too beautiful to miss.

Q: What is the most rewarding part of teaching for you?
A: It is the relationship that I get to build with my students and opportunities in and outside of classes to share the passion that I have for mathematics. I believe casting my vision and passion onto my students is the hardest yet most rewarding part of teaching.

Q: What things frustrate you the most in the classroom?
A: For my first few years, I taught Extended Math A classes. I was so frustrated and I could not handle it. It was not because of discipline problems, but because of teaching adding and subtracting signed numbers everyday, period, over and over again for 3 years. I almost went insane. Then, one day, I introduced the quadratic formula from scratch by deriving it which was unnecessary for the level of the class. I was almost overcome with tears of joy and exclaimed “This is math!” and said “Isn’t this beautiful?” Of course, the response was not like “Wow! You’re the man, Mr. Chae!” or “I want to be a math teacher!” but I found myself in need of my own intellectual and mathematical satisfaction which could not be found when explaining why -1 – (-1) is not -2 but 0. The following year, I got to teach AP Calculus. Yeah, I went from teaching Math A to AP Calculus.

I also get frustrated with myself when I am not adequately prepared for the lesson and see disappointment in my students’ eyes. I live off my students’ energy, curiosity, and motivation and the feedback. Those things depend on what I do and how I prepare and execute.

Q: Do you think the TIME 2000 program gave you an upper hand in teaching when you first entered the school system?
A: Well, if I say no, will this article be published? Of course, yes (x100)!

To prove that this is not just my biased opinion, let me talk about an interesting conversation that I had recently. At the past LIMAÇON, I had a chance to talk to a high school chairperson who was going through a pile of resumes. I asked her, “So, what are the things you look for in a resume?” She replied “Mostly school and major.” So I asked, “What kind of schools?” She replied “definitely Queens College, and Ivy League schools” and added “especially TIME 2000 graduates, they get an automatic interview.” She explained that TIME 2000 graduates are all over Nassau County and their reputation is second to none. And I said, “That’s right!”

Q: How do you feel now that one of your students is in the TIME 2000 program?
A: I feel honored, as I was honored by my former student. Since I teach seniors, I always talk about becoming a math teacher and the benefits and rewards which then usually lead to applying to the Queens College TIME 2000 Program. I have three graduates who want to become math teachers. Unfortunately, only one of them is currently in the program. I always tell the other two, “If you want to become a math teacher, there is no better place than TIME2000.” I keep in touch with all of them very closely and help them with classes and other issues. When I realize how big an influence I had in deciding their future career, I could never underestimate the power of a teacher.

Q: What words of wisdom do you have for all the future teachers in the TIME 2000 Program?
A: I know, for sure, all graduates of TIME2000 will be excellent math teachers. But it’s time for us to become leaders in this field, the movers and shakers. We should step out of the comfort zone and start thinking about teaching the teachers. If you teach your students well, others will want to know the “how-to” and that’s where you could shine. The point is to aim high and beyond the requirements.

You must be excited about becoming a teacher and dream about standing in front of students with chalk in your hand. But don’t be so anxious to become a teacher. Prepare yourself and develop yourself so that just from your performance, they will know that you are a TIME 2000 graduate. Let’s carry the legacy of the program together!
Officers of the official Queens College Tutoring Club, Today’s Tutors, Tomorrow’s Math Teachers, MT³, President Trisha Hutares, Vice President Ashley Gangi, Secretary Shruti Mehta, and Treasurer KaYin Lau

Math Ed Web Sites

www.spacetime.us/arcade
Spacetime Arcade
serc.carleton.edu/sp/library/datasim/index.html
Teaching with Data Simulation
High School Mathematics - The Wolfram Demonstrations Project
Demos and Explanations of Mathematical Concepts
http://www.blogged.com/directory/education/math
Math Blogs Rated