TIME Marches On! T-8 Graduates

Spring is known to “come in like a lion, out like a lamb” and that’s precisely the way to describe this semester that just passed for the seniors of TIME 2000. They spent the entire spring semester working hard as student teachers and finally, as spring is about to end, it is time for relaxation. That is, of course, until they begin to prepare for their first year as teachers this upcoming September.

Here are words of wisdom from the Seniors:

“Expect the unexpected and when it comes... Run!! ... make a U-Turn and get back to work.” - Lisa Carire

“Befriend the upperclassmen. They will be able to give you invaluable advice. On the other side of things, befriend the underclassmen. They will need your advice. Basically, make friends.” - Sarah Hofer

“Get together with friends to do work. It creates a great support system.” - Chaviva Greenberg

“Work hard!!!” - Mario Guirguis

“Don’t leave anything until the last minute. Save all of your work. Be ORGANIZED!” - Jennifer Pastore

“1. This program is tough and not everyone makes it out alive. But: WORK HARD. BELIEVE IN YOURSELF. DON’T QUIT. YOU CAN DO IT.
2. Appreciate Dr. Artzt, Mrs. Weinman, Dr. Curcio, Nick and Ruth. They do A LOT for you and will probably save your life on more than one occasion.
3. When you fail a Sultan, Kahan exam... laugh. You worked hard, the test was just insane and you did all you could.”

“4. Don’t student teach in your own high school. Besides the fact that it’s awkward, you already have a connection there. You should create as many connections as possible before job hunting comes around!”

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TIME Marches On! (continued)

1. Work hard, study hard, play hard.
2. Procrastination is key. It keeps life interesting.
3. Once you reach junior year-ish, you'll definitely want to start forming study groups.
   - Seth Reisner

5. Become friends with the people of your class ASAP. Trust me, no matter what you think, you will be friends with them by the end of Math 385 and Methods. By the time senior year comes, you won't be able to wait to get into your own classroom, but you'll wish you could take the rest of the program with you. - Mary Raguseo

“1. Don’t get discouraged by one low test grade. We have some of the hardest teachers in this program. Be grateful you are passing! In the end, it doesn’t matter how pretty that diploma is! Keep trying hard and don’t give up! 2. Don’t form study groups for the sake of forming them. Be sure to work with people you know will not distract you and are on the same page as you. Otherwise, you end up fooling around and wasting lots and lots of time. 3. Student-teaching is tough. But it goes by quickly. Always be prepared and remember to hold your head up high!” - Ismini Theodoropoulos

“One of the most important things I learned through the past four years in TIME 2000 is how important it is to be persistent. Do the best you can and know what that is. If I got discouraged from a 40 on a test, I went back and aced the next one. Well, usually, I did that. But, know that if you are in TIME 2000 you have the ability to do well and there is no reason to deny yourself that. And when you think nothing could be worse, just talk to a classmate and you’ll see that everyone else is going through the same thing. It took me four years to get to know everyone in T-8, and it was totally worth it. Now is the time to embrace everyone around you and to share your stories and help each other out. If it weren’t for all my close friends in TIME, I definitely would not have made it this far on my own. And one additional thing I have learned in college is to take advantage of any and every opportunity that comes your way. We work so hard; we deserve the best!” - Elisabeth Tulley

“Take advantage of your free time while you can because when you start teaching it will be gone: 1. Study abroad during the summer/winter sessions. I have some of my best memories from when 5 of us went to Italy for a month. 2. Take all of your LASARS (and two extra classes) before your senior year so that you won’t be too overwhelmed. 3. Don’t sweat the small stuff. By now I’ve completely forgotten about that D+ I got in Dr. Sultan’s class.” - Katherine Tulley

1. Never leave anything until the last minute. Try to get started on homework assignments/projects as soon as possible.
2. Form study groups with your TIME classmates. You learn a lot when you teach your peers and can really benefit from getting a peer’s perspective or approach on how to solve a problem that is different from your own.
3. Don’t give up. I know sometimes you may feel like your senior year so that you won’t be too overwhelmed.
3. Take advantage of the technology that is out there. Learn how to use SmartBoard and PowerPoint, for example. Technology can be very beneficial in the classroom and can make for an amazing lesson.” - Jennifer Virgilio

“The program is hard and intense so make friends, start study groups, and party when you can. The Math courses are ridiculous so don’t stress a bad grade. It can always be made up so just try your best. EVERYONE is here to help you and is always willing to throw you a lifeline when you need it. If you need help, just ask for it. Above all, enjoy your time here. It goes very quickly and you’ll graduate before you know it.” - Jacqueline West

Best of Luck, Class of 2009!

TIME 2000 Attends LIMAÇON 2009!

LIMAÇON is a Long Island Mathematics Conference for prospective and current mathematics teachers held at SUNY Old Westbury every year. The 23rd annual conference was held on Friday, April 3, 2009.

The conference begins with a keynote address for all the attendees and then the participants attend three different workshops. During the lunch session, the participants can visit multiple vendors. The vendors come from textbook companies, and companies that sell mathematical realia and other classroom related objects. An advantage for prospective teachers is that at the end of the conference, the vendors give away the materials and textbooks they were displaying.

Four TIME 2000 students share their experiences at LIMAÇON this year:

Amy Lee (T-11)
After breakfast, Dr. Lee gave a warm welcoming speech. I learned a lot from the keynote speaker, Robert L. Devaney, who presented how to create graphs on the computer and how to use the scroll bar. The workshops were very informative because they provided pointers and tips on how to teach children mathematical concepts by expository instruction.

One of the workshops I attended was Laura Fuller’s Literature and Mathematics, where I was surprised at how much English is a part of math instruction. Ms. Fuller teaches math differently than I could have imagined because she reads students a story that involves mathematics. The purpose of reading the books to students in a math class is that it appeals to right-brained students; stimulates interest using characters students can relate to and empathize with; builds background and prior knowledge; helps students visualize concepts; relates concepts to real world experiences; and helps students build their vocabulary. Reading and writing help students analyze, interpret, predict, infer, compare and contrast, and communicate mathematical ideas.

Sammi Lei (T-11)
My first session in LIMAÇON was How to Ace the Math Interview. The speaker, Raymond Scacalossi, Jr. from Manhasset Schools, introduced us to the Mathematics Interview Procedure and some interview questions. I never knew that there are so many steps (a total of nine or more) involved in hiring a math teacher. It’s also competitive (sometimes, only two candidates may be chosen from the twenty-five interviewees). Interview questions included: What are your qualifications to be a math teacher? How do you handle test preparation? When do you call a parent? I had fun in this session and I found it helpful for my future career.

Maria Leon (T-9)
Counting with the Ancient Ones, presented by Neil Sklar, just blew my mind away. Mr. Sklar introduced several counting systems, including the more common Roman system, and the less known Mayan, Sumerian, and Egyptian systems. He compared the different systems and had us perform simple arithmetic which actually turned out to be not so simple after all. Egyptians expressed all their fractions as sums of fractions with a 1 as the numerator and no fraction could be repeated in the sum.
Try doing that for a fraction like 3/5 and you’ll appreciate the genius of it! The Mayan system adopted a base 20 number system while the Sumerian adopted a base 60 system. The interesting thing is that there were no place holders in the Sumerian system so that the symbol for one could mean one 60 or one 3600. It all depended on the context! The biggest shocker was that the Sumerians were able to find the square root of 2 with an accuracy of 4 decimal places! I left that session totally amazed! Bravo!

50 Hours of Fieldwork: A Practicum Experience

By Asma Ismail (T-8)

During the semester of Fall 2008, I was required to complete 50 hours of fieldwork for my High School Practicum. I had the opportunity to do my practicum at Bayside High School and this brought my college learning experience to another level. I was able to interact with both students and members of the faculty and staff.

During the time that I spent at Bayside High School, I tutored students of different grade levels for one period each week. These students came when they needed extra help in their math classes, whether it was completing homework or making test corrections. This experience showed me that these students are provided with the most effective instruction available.

In addition to tutoring students, I had the opportunity to take part in a math class for two periods twice a week. I was able to interact with the students, help them with class work, and answer questions. I also interacted with my cooperating teacher, Mr. Mathew, who gave me advice that I will need when I start teaching. I was even fortunate enough to teach his class for a period and I learned a lot about myself as a teacher from the experience.

I also received feedback from the Assistant Principal of Mathematics, Ms. Sladowski, about ways to improve my teaching.

My favorite part about this experience was the meetings with Ms. Sladowski and my peers. I attended the meetings once a week. We were able to learn about effective teaching strategies, Bloom’s Taxonomy, how to write effective math tests, and much more.

Ms. Sladowski also gave us the opportunity to observe differentiated learning in a mathematics classroom. These meetings allowed us to discover a great deal about the teaching of mathematics.

I want to thank everyone at Bayside High School for making this college learning experience an enjoyable and productive one.

Lessons of Student Teaching

By Sarah Hofer (T-8)

No one can argue that student teaching isn’t hard. Teaching itself is hard, but student teaching is a balancing act of creating lesson plans, dealing with adolescents oddly close to your own age, adapting to the mentality of working full time and, of course, coming to terms with one’s own lack of experience in the classroom. Yet, as much as I’ve struggled with teaching, I’ve been fortunate enough to learn many things.

First off, this crazy program that we’re in – the one that keeps us awake at night with work and makes us wonder why we even decided to become teachers in the first place – will in fact prepare us for the rollercoaster world of teaching. After nights of cramming many educational psychology definitions into our heads or onto our allotted index cards or preparing and rehearsing lessons for Math 385, all of our hard work will pay off. When matched against student teachers (and teachers) from other colleges, we will end up on top. Not that this is some epic medieval battle.

Well, maybe I’m not completely off the mark. In a sense, teaching is a battle. As a student teacher I have constantly had to deal with students who think they should be the sole focus of the room. I have had to face parents who are frustrated that the school isn’t doing more. And I have had to hunt down – wait for it – reams of paper in an effort to make copies of worksheets for my students. Daunting, no?

Yet, past all of this, I have been able to see and experience some of the true joys of teaching. It’s more than just the joy of seeing a group of students finally understand a concept, fully complete with the priceless “I get it” face. It’s more than proudly finishing a lesson on time, or asking all of the right questions throughout the period, just as we’ve practiced. The truth is, teaching is more than just teaching.

It’s seeing the students in the hallway and returning their greetings. It’s laughing at their ridiculous banter in the classroom, even when you want to keep your face stern and serious and move on with the lesson. Mostly, it’s realizing that the 30 or so kids who sit in your room, are just that: kids. Kids who are just trying to make it through high school.

And from that, I bring you here: As you sit for parent-teacher conferences, waiting for the next set of parents to walk in, you realize that this particular set belongs to a student who has been giving you plenty of trouble. You could blame him for his own rowdiness, or perhaps the parents – they must have raised him poorly – or possibly even write him off as the school’s next drop out. “Whatever,” you think to yourself as you watch the parents sit down across from you and your cooperating teacher. But instead of harboring anger and frustration, you are suddenly aware of the pain on the parents’ faces. They are unhappy with the way their son has been acting, and are aching to find a way to make things better. And then it hits you. He’s their son.

I know, I know; obvious, right? But meeting a student’s parents has a certain way of humanizing him or her. Instead of seeing the student as a simple pest, one of many in your frustrating classroom, you realize that this particular student, kid really, is the best of everything his or her parents have to offer the world. Those parents wouldn’t give you anything less.

Funny. I always thought student teaching was supposed to teach the students a lesson. I didn’t realize it could teach me one, as well.

Emma Biramian (T-11)

My experiences at LIMAÇON were incredible. I not only learned different ways to teach math to secondary school students but I also learned what an interview is like. My first session was How to Ace a Math Interview, which really helped me understand what I need to bring and how to act at an interview. My other sessions were about teaching geometry to students. I really liked the idea of using the SmartBoard as a utility to teach geometry to students. It really helps them visualize shapes and angles and recognize congruency of triangles and other shapes. I can’t wait to see what next year’s LIMAÇON will hold for us!

TIME 2000 Goes to Washington!

Starring Dr. Alice Artzt, Mr. Eric Glatz, Ms. Sylvia Liu, and Ms. Kendal Jones

see page 4
A Must See!

TIME 2000’s Maria Leon (T-9) contributed to http://pbskids.org/cyberchase/lucky_star/launch.html

A Cyberchase Game

TIME 2000 is on TV!

CUNY TV’s Study With the Best Clip

Test your mind! Try the puzzle!

Sudoku

The objective of the game is to fill all the blank squares with the correct numbers. There are three very simple constraints to follow. In a 9 by 9 square Sudoku game:
- Every row of 9 numbers must include all digits 1 to 9 in any order.
- Every column of 9 numbers must include all digits 1 through 9 in any order.
- Every 3 by 3 subsection marked in the 9 by 9 square must include all digits 1 to 9.

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TIME for Funny & Inspirational Quotes

1. “If I am walking with two other people, each of them I will serve as my teacher. I will pick out the good points of the one and imitate them, and the bad points of the other and correct them in myself.” — Confucius

2. “If you learn only methods, you’ll be tied to your methods, but if you learn principles you can devise your own methods.” — Ralph Waldo Emerson

3. “To be a teacher in the right sense is to be a learner. I am not a teacher, only a fellow student.” — Soren Kierkegaard

4. “A wise teacher makes learning a joy.” — Proverb

5. “It is better to know some of the questions than all of the answers.” — James Thurber

6. “A man is like a fraction whose numerator is what he is and whose denominator is what he thinks of himself. The larger the denominator the smaller the fraction.” — Leo Tolstoy

7. “People often say that motivation doesn’t last. Well, neither does bathing - that’s why we recommend it daily.” — Zig Ziglar