Congratulations To:

- Nerline Hyppolite (T-13) for receiving the TIME 2000 Graduate Scholarship Award Sponsored by Professor Frances R. Curcio
- Alyssa Khan (T-13) for receiving the Herb Fremont Memorial Award for Excellence in Mathematics Teaching
- Nicole Turato (T-13) for receiving the Excellence in Mathematics Teaching Award
- John Chae (T-1) on the birth of his daughter on March 28, 2014
- Shari Eng (T-5) on her engagement
- Asma Ismail (T-8) on her engagement

The graduates of 2014!

FOURTEEN WONDERFUL GRADUATES IN THE YEAR 2014!! You are the trailblazers who have handled the challenges of the new state exams with grace and success! You will always be known as the class that overcame the odds, persevered and set the path for all future TIME 2000 cohorts to follow! The way you have risen to this challenge is surely an indication of how you will rise to the many challenges you will face as future teachers. I have confidence that each and every one of you will use the same determination, creativity, intelligence, hard work and perseverance to find the teaching positions that will suit you best and to find ways to reach your students that will actively engage them in learning so they will discover a love for mathematics. In these years of ever-changing school initiatives, I hope you will always focus on the fact that you entered the teaching profession to help others and improve society. Your students need you now more than ever and you all have the strength of character and abilities to meet their needs! As I have reminded all of my past graduates, always know that no matter how far away you go and no matter how many years pass by, I am always here, thinking of you and wishing you the very best that life has to offer!

- Dr. Artzt

On May 29, 2014, the fourteen members of the senior class of TIME 2000 will graduate from Queens College. As they prepare for the next phase of their lives, the students offer reflections on their experiences as TIME 2000 students.

My fondest memory from TIME 2000 is of my cohort jamming after the 2013 TIME 2000 Conference. Nicole Turato told me that I was dubbed “Freddy Vocals” by the members of T-13. They wanted me to sing for them on stage so I sang “You Got What I Need” by Bismarke. It was an awesome experience because my cohort joined and sang along with me. I felt that we bonded as a family.

- Josephine Caporusso

I cannot believe graduation is here! My feelings about graduating are mixed. It seems like yesterday we walked into our first calculus class, and now we are walking into our own classrooms. I cannot believe how fast time has flown. People kept telling me that graduation would be here before I knew it, but I never listened. I never wanted to accept how fast time does fly when you are doing something you love. It is a sad feeling knowing that I will be leaving the program I have grown accustomed to over the past
four years. At the same time, I am excited to finally take part in the profession of math teaching.
I am happy to have made it through the program and I am ready to teach!

- Nerline Hyppolite
TIME 2000 has been the hardest experience of my life. The stress and workload can get overwhelming at times. My advice is to take everything one step at a time. At times, you may want to quit and give up, but do not! If you keep pushing through, you can do it. I also advise the underclassmen to help each other and work together. We are all in this together and I could not have gone through this program without the help and support from the other TIME 2000 students in my cohort.

- Alyssa Khan
My fondest memories are of the TIME 2000 Office, my home away from home. When I walked into the office, I was welcomed by Ms. Ruth’s smile. She has many words of wisdom and knows how to encourage me when I am feeling down. Year after year, Mrs. Weinman works hard to prepare for all of the major TIME 2000 events and it was a great honor to be a part of her team in preparing for the Conferences. The office conference room would become an assembly line of papers ready to be stuffed. To Emma (T-11), Rachel (T-12), Arielle (T-14) and Tim (T-15): Thank you all for being such a wonderful part of my life in TIME 2000. The times we shared working together in the Office are by far my fondest memories in TIME 2000.

- Andrea Kim
I remember the first day of SEYS 221: Human Development and Learning when we had to introduce each other in pairs. I was supposed to introduce my classmate, Anna, but when we were in front of the class my brain blanked and I forgot her name. It was both embarrassing and funny at the same time.

- Jinghong Li
Advice that I can give to the other TIME 2000 students is to take time out every so often to get to know everyone in your cohort. The tighter the bond, the easier the experience will be. Let TIME 2000 be your second family and I promise you will be a happy individual.
My fondest memories of my TIME 2000 experience are the first TIME 2000 Talent Show and the first TIME 2000 Field Day. These were times when people were completely genuine, having fun and were spending quality time together.

- Darnell McCallum
One long-lasting memory has been watching my cohort grow together from the beginning. We have watched people join in and drop out of our cohort, but we knew we would be the ones to stick together. There is not one specific memory I am most fond of from TIME 2000, but more of a collaboration of memories watching my cohort grow as both friends and mathematics teachers.

- Jacqueline Negron
Field Day was my fondest memory during my TIME 2000 experience. Dr. Arzt, Mrs. Weinman and all the TIME 2000 students got together to play games. No winners or losers, just people having fun. I did not worry about any school work and enjoyed the moment.

- Jaesang (Daniel) Park
My fondest memory from TIME 2000 is of the trip we took with Dr. Curcio in her SEYS 2012W: Foundations of Education class. This trip enhanced how much I loved the class in general. I enjoyed seeing how students of the past were taught. I also loved looking at the old mathematics textbooks, how the curriculum was structured, and how it can be compared to what we are teaching today.

- Kristina Troha
I am saddened and excited at the same time about graduating. I am sad that I will be splitting from my cohort whom I bonded with these past four years and I wish I could go back in time and go through this experience once again. My cohort was not just a group of students learning mathematics but was also a family. Without them, I would not be the person I am today. Even though the workload was intense during these four years, I have realized during student teaching why TIME 2000 is a rigorous program. Everything we learned in the program was to prepare us to become effective mathematics teachers. Ironically, I am excited about graduating because I am one step closer to being the mathematics teacher I want to be. When September finally comes, I hope I will be the one who is standing in front of the classroom teaching the subject I love to teach!

- Raymond Tung
My funniest memories are of breaking into song and dance after a long day working on lessons for MATH 385W: HS Math from an Advanced Standpoint. I loved my Geometry group! We had great memories just from those two long months during junior year. We had dance parties and sang all night long. We would also break into song at random times when “Freddy Vocals” sang his heart out while Darnell sang and Jon provided the beat. These are the greatest memories I have of TIME 2000.

- Nicole Turato
The fondest memories from TIME 2000 is of attending the graduation celebration every May. Listening to every senior’s individual speech is the most heart-touching part. They laughed, cried, struggled, and survived in TIME 2000 for four years. However, the time for me to say goodbye has come. Nonetheless, my journey in mathematics teaching begins as I graduate from TIME 2000.

- Dingyi Zhou

If you are interested in writing for this newsletter, contact:
time2000.newslettereditors@gmail.com

Save the Date!
TIME 2000 Event
for high school students and teachers
Celebrating Mathematics Teaching
November 14, 2014

TIME 2000
Field Day
June 11, 2014
How to Make Math Count

Josephine Caporusso (T-13)

On January 10, 2014, the Nassau County Math Teachers Association presented the How to Make Math Count for Teachers of Grades K-8 conference at Molloy College. It was an enriching experience which began with keynote speaker Steven Leinwand, Principal Research Analyst at American Institutes for Research, who spoke about how to implement the Common Core standards in the classroom. His general message was that it is a great time to be teaching mathematics because of all the great resources that are readily accessible. He is a proponent of video in lessons and used Dan Meyer video clips in his presentation. His ideas focused on collegial lesson-planning, providing students with opportunities to discuss mathematics, and the belief that we need to create meaningful assessments.

After the keynote address, I attended outstanding workshops on differentiating instruction and how to use the TI-Nspire. The first workshop I went to was “Differentiation in Middle School Math Classes” led by Sloane Sepe and Diane Viola from the East Williston UFSD. The first method of differentiation presented was called “5-3-1.” Students are given different warm-up questions at the start of a lesson based on their ability level. The students then have a chance to determine how many points they want to earn for their responses, either 1, 3, or 5 points. After they select the point value, the students are given five minutes to complete the warm-up before it is collected to be graded. At the end of each marking period, if a student receives over 15 points on these questions, they will be given an extra point on their marking period grade. Another differentiation activity is called “Paint Chips.” This method is used for students who finish their work early. A folder is placed on each table with a paint card (available at paint supply stores) consisting of three shades. Each shade on the paint card has a different problem that increases in difficulty level. After the questions are completed, an answer key is given for students to self-check their work. Lastly, I learned about a differentiation strategy to use with high-achieving students who are seeking a challenge. Students can be given college level mathematics problems to solve when they have free time, either in class or at home. The students can bring in their work to review with their teacher.

I also attended the “Getting Started with TI-Nspire CX” workshop led by Mr. Dana Morse, who is a Partnership Development Consultant for Texas Instruments. Mr. Morse showed that the new TI-Nspires, which have color display screens, can be linked to a network that allows the teacher to see students’ names and screens to view what they are doing. Teachers can pause the calculator if students are off task. The TI-Nspire gives students the opportunity to show their work on the calculator to the class. One of the best things about this workshop was learning that the TI-Nspire could download content from the Texas Instrument website. This downloadable software can be used to enrich the lesson and provide students with a new hands-on way to learn math. These workshops showed how I can make my own classroom efficient and fun. I hope to continue to attend professional conferences throughout my mathematics teaching career.

Studying and Cooking Abroad!

Jacqueline Negron (T-13)

During this past QC Winter Session, I enrolled in the Food, Culture and Society program offered at Florence University of the Arts in Florence, Italy. Being of Italian descent, I wanted to visit my family’s country of origin and compare the Italian lifestyle to my own. When I was younger, I dreamt of going to Italy to take culinary classes. I would make breakfast with my grandmother who taught me how to cook and learned which ingredients are used in Italian dishes and which are considered delicacies. Cooking with my grandmother and listening to her stories inspired me to travel to Italy and take cooking classes while there to learn about Italian food, culture and society.

For the past four years, I wanted to be in this program; however, both financial issues and my grandmother’s passing made it difficult for this to happen. As a senior at Queens College, this was the only time I would be able to pursue my dream of going to Italy and enhancing my cooking skills. Not only did this experience impact me personally, but also academically and professionally. Although I major in mathematics at Queens College, I practice the culinary arts in my spare time. Cooking is a stress reliever for me because I am able to concentrate on the food and clear my mind. I can focus on which foods pair well together, what ingredients will complement each other and how to design the plate.

Participating in this program was a dream come true. This course taught me how a variety of food combinations can be paired well together and where each food originates from. I learned how to pair meats with wine, cheese, bread, olive oil, honey and balsamic vinegar. This is a skill that I now use at home. I also learned how certain cheeses, wines, and exclusive items are produced in Italy, such as Parmesan Reggiano and Pecorino, Chianti and balsamic vinegar. The course also required students to create dishes such as pappa al pomodoro and bruschetta, which we served to our classmates to critique (just like mathematics mini-lessons in SEYS classes!).

The university I attended also offered extra-curricular activities, which included: Sports Night (where everyone met and played indoor soccer), cooking classes and field trips throughout Italy. Anyone who attended the university was able to take an additional class called Pasta Night. Nikolina Dabovic (T-14) and I decided to sign up for this class to learn how to make pasta from scratch! We learned how to make spinach ravioli and cavatelli. Since I returned home, I have been creating various pastas including whole wheat pasta and raviolis with different fillings.

During the study abroad program, I shared an apartment with five other girls. Two were from Queens College, one from City College of New York, and one from Lehman College. Of those five girls, Nikolina was the only person who I knew, which made the trip enjoyable because we were better able to relate to the other girls. However, it was nice to meet people from other schools around the world including students from India and Brazil. I had an opportunity to share stories and meals with people I will never forget.

Aside from learning cooking skills in Italy, I adapted to a new society and way of life which opened my mind to other ways of living. In addition, this program helped enhance my social skills and develop strategies to relate to my future students. Teachers need these skills to work with different types of learners. This opportunity to study abroad will help me in the future to motivate my students to pursue their passions.

Overall, this trip improved my skills both academically and professionally and has made me a well-rounded person. I have made unforgettable friends from this trip, became closer to the TIME 2000 students who were with me studying abroad, and learned more about myself and others. I recommend studying abroad to all students who have the opportunity.