Welcome to the second issue of Math Club’s annual newsletter, *Cumulative Chronicles*. With this newsletter we aim to provide students with updates on Math Club’s past and future activities. We also want to make our readers aware of other opportunities such as scholarships and conferences. We welcome anyone who wants to share their experiences with other students, such as but not limited to, study abroad experiences or student teaching experiences. Finally, we want to convey that one can have fun with math!

Check out our *Math=Fun!* page,

Enjoy reading!

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**Upcoming Events in Spring 2014**

- T-Shirt Fundraiser
- End of the year Barbecue

Get involved!
Join us on our Facebook page, Cortland Math Club.
All majors are welcome!
You've likely heard rumors that the new edTPA exam is some big scary project that is time intensive, difficult to pass, and expensive. Well, I'm here to tell you that those rumors are absolutely true.

First, it’s big. The assessment comes in a 50-page booklet explaining the assessment. The edTPA is made up of three tasks (Planning, Instruction, Assessment), each task is evaluated under five rubrics of five points each for a total of 15 rubrics. The possible total scores range from 15 (all 1s) to 75 (all 5s). Any time spent familiarizing oneself with this booklet in advance of student teaching is time well spent. There will be a considerable amount of time in Methods I and Methods II devoted to familiarizing students with the edTPA.

Second, it’s scary. The edTPA is one of the new certification exams much like the CST, EAS, and ALST. Teachers cannot get their initial certification until they pass all four certification exams. In recent years, AEM majors have had a 100% pass rate on the old exams but this is not likely to continue to be true under the new exams. Suppose there is now only an 85% pass rate on each of these exams. Then only about 50% of our teacher candidates would pass all four on their first attempt. Perhaps one of the most daunting aspects of the edTPA is that student teachers are expected to video record themselves teaching a lesson as part of Task 2 – Planning. This requirement has already been the cause of numerous technological issues and logistical headaches.

Third, it’s time intensive. It is difficult to separate what our teacher candidates do for the edTPA and what they do for student teaching. One of our candidates estimated she spent 80 hours on edTPA, however she conceded that much of that time would have been spent on student teaching anyway. I would estimate that student teachers will spend on average perhaps 30 hours (in addition to the time they spend on student teaching) working on their edTPA.

Fourth, it’s difficult to pass. Nationally, there is a 70% pass rate although it’s difficult to figure out what this really means because fewer than 500 students have submitted it so far. Whether this pass rate will increase or decrease is anyone’s guess. At SUNY Cortland, 18 students submitted their edTPAs last semester. And of these, 12 passed it for a 67% pass rate. It is interesting to note that not one of these 18 students scored a 5 on any rubric.

A score of 3 is considered a passing score for each rubric, and teacher candidates will need a total score of 41 in order to pass the whole thing. It is not necessary to pass each rubric, nor to pass each task. The only criterion for passing the edTPA is that one gathers a total of 41 points from the 15 rubrics.

One thing I need to stress is that it is important for students to retain copies of their education textbooks. The edTPA asks for references to research and these texts provide just that. Teacher candidates can pick up a couple of points by providing references to research to support certain pedagogical decisions. Every little bit helps.

Fifth, it’s expensive. Initially, it cost $300 to submit your edTPA for evaluation but this may increase shortly. The good news is that students who fail it, have the option of redoing any one task (five rubrics) and resubmitting for a third of the original cost. I know that paying $100 to resubmit one third of the edTPA doesn’t sound like good news but it could have been worse.

The silver lining is that there is support for students who are writing their edTPAs. There is an edTPA Study Hall this semester that will likely continue each semester so long as there is a need. This is a “study hall” that meets once a week in Sperry

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edTPA cont.

is live-streamed over the web so that students in Long Island, NYC, Buffalo, or other distant places can take part. It is organized by Chris Widdall from Childhood/Early Childhood and will focus on the commonalities in the edTPAs from different disciplines. In the math department, we are running an edTPA support group once a week to discuss issues specific to mathematics.

There is also support for those who fail the edTPA including a 1-credit course for those needing to be placed in a school so they can gather more video for redoing Task 2 although there is no expectation that students who fail it will be required to redo and resubmit Task 2.

This is not just one large distasteful hoop through which teacher candidates must jump; it is a very real test that will likely present an insurmountable obstacle to some who would be teachers. My hope is not to frighten you out of Mathematics Education but to provide you with a realistic picture of what lies ahead and the supports we have in place to help secure your success in the certification process. Please take advantage of the supports we offer and we'll try to keep you posted of changes or additional resources.

-David Dickerson
AEM Program Coordinator

Student Experience - Urban Teaching and edTPA

My name is Dominique Donovan and I am an adolescent Math education major currently student teaching in New York City. It’s been about 12 weeks now and my second placement is almost over. So far student teaching here has been so great. I have learned so much about classroom management, curriculum, creating unit plans and so much more. However, there has definitely been challenges student teaching in both Manhattan and Brooklyn. The population can be a little difficult at times, but I feel it really prepares you for your own classroom.

This semester I am required to complete the edTPA for certification, which has had its challenges as well. The edTPA was a little confusing at first and my advice for future student teachers would be to go into student teaching knowing exactly what you have to do for it beforehand. Other than that, edTPA is not too bad its lengthy and requires a lot of writing. Also there isn't a lot of guidance that can be given because this is the first mandatory year for it, which can be stressful.

These past few months of student teaching has been such an awesome experience. I would suggest student teaching in New York City to anyone that plans on being familiar with different populations as well as different styles of teaching.
“Baskets for Kellyanne” Fundraiser 2013

On Friday November 22, 2012 the SUNY Cortland math club held their annual Holiday fundraiser. This year we held a silent auction in honor of Kellyanne Crovello and her family. 9-year-old Kellyanne is from Long Island and was recently diagnosed with Acute Lymphoblastic Leukemia (ALL). Math Club understands that times are economically tough and we thought that any little bit could help make a difference to this family. Baskets contained a variety of prizes that consisted of donations from local businesses throughout the Cortland Community. Club president Gabby Mastrogiovanni said, “Our fundraiser was a success, we can’t thank the local businesses, and contributor’s enough.” On behalf of the Cortland Math Club and the Crovello Family, we thank you for your time and donations. Donations can still be sent to the Kellyanne Love Fund Trust.

EXPLORE AD INFINITUM

Mathematics Day for Middle and High School Girls

Mathematics Department will be hosting a workshop for Middle and High School female students called Explore Ad Infinitum, on March 29th, 2014. Young women from 7th, 8th and 9th grades, and their teachers will be invited from local area schools to participate in a day long program from 9 am to 3 pm. The program will comprise of interactive workshops, stimulating talks, competitions, and a career panel. The aim of this outreach program is to encourage young middle and high school women from local area schools to continue their study of mathematics, and consider mathematics as a viable and exciting career choice.
MATH = FUN!!

Probability
Find the words hidden in the word search. If you pick a hidden word at random, what is the probability it will be going to the right or up?

Probability
l likelihood zero never one always one in two half
fiftyfifty coin heads tails fraction decimal notation add up to one dice
one in six two dice possible / outcomes tree diagram multiply along / branch

columns add to / one

Words are in straight lines, going in any of the eight possible directions. This word search will take about 22 minutes.

Aww, how cute. He has an imaginary friend!

Heaton Silva '10

Math test
Find the square root of 25.

I don’t know it was missing.