Hello and welcome to 2015!

Recently, a twitter post (that’s right conference attendees, I am still tweeting—sort of) acknowledged the importance of mathematics as a tool. Many subsequent tweets agreed that mathematics is valuable in today’s society and that it is used in business, science, engineering, social sciences, and many other fields. In fact, we know that mathematics is such a valuable tool, that college and career readiness standards require a deep understanding of many aspects of this important subject for all students. Yet, though this is reason to promote the teaching and learning of mathematics, for many of us, mathematics is much more than a mere utility.

The truthfulness of the familiar phrase “one person’s trash is another one’s treasure” (as evidenced by the success of garage sales, flea markets, e-bay, and television shows like Pawn Stars and American Pickers) may be paralleled in mathematics by the adage “one person’s utility is another one’s utopia.” For some, math is a hurdle they must get over, a utility needed for success, a tool they must master (at least for a moment) in order to accomplish their goals, and achieve their dreams. Yet, to others, that very mathematics is our dream, our utopia, our perfect little paradise where definitions and relations and logic yield theorems, formulas, and unwavering truths.

The Pythagorean Theorem, for example, is a tool that many students remember and which has applications in construction, architecture, and many other professions. Yet, for many, the real beauty of this relationship is seen when constructing and comparing actual squares on the legs and hypotenuse of a right triangle, its distinction is most appreciated when recognized as a special case of the Law of Cosines, and its power is most evident when investigating a myriad of elegant proofs of this simple yet profound relationship.

None of these explorations are needed to “solve for the missing side;” yet each of them reveals more of this gem’s intriguing brilliance.

In mathematics, we often create our own utopias—beginning with a small set of definitions, or rules, or building blocks and constructing, analyzing, and proving new shapes, sets, properties, ideas, and outcomes. Unlike the real, non-perfect world, in mathematics, if we can prove something will always work given certain conditions, then we know it will in fact work that way when needed. Though sometimes complicated, we trust the mathematics and we admire its order and precision. Thus, mathematics can be used to explain the world around us and it can be used to create worlds worthy of explanation.

As teachers, I believe it is important for us to help students use mathematics as a tool, but also to appreciate it as a treasure. We should strive to improve their mathematics’ aptitude and attitude. Learning mathematics should extend beyond numbers, shapes, and equations to include discussions about truths, and discoveries, and the search for perfection. It is an amazing result that when you take a circle, any circle, and find the ratio of its perimeter to its diameter, you always get a fascinating, non-repeating, non-terminating, decimal value. An irrational number like π is a beautiful, transcendent piece of mathematics and children need to experience its enticing flavor.

This year, March 14th will be an ePIc π-day in that the date will read 3-14-15 and thus match that number with your class in some way. ICTM will post some π-day related resources on our website and facebook page, and we may even send out a few π-day tweets (pitters?). I hear some may even run a 5k (3.14 miles?) that day to commemorate its significance. The number π, like mathematics itself, is an essential tool with
**President-Elect’s Report**  
*by George Reese*  
*ICTM President-Elect*

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### PARCC is Coming and your colleagues in ICTM have information to share

The Christmas break was a time to relax but also a chance to catch up with a task that I very much enjoy. I edited one of the videos from last October’s ICTM conference. For the past several years, ICTM has been recording a selection of sessions from the annual conference and making them available on the ICTM YouTube channel. You can see them at [https://www.youtube.com/user/ictmmedia](https://www.youtube.com/user/ictmmedia).

The presentation that I chose to edit was one by Heather Brown and Kathy Felt that updated attendees on the PARCC assessment. As I listened to the talk—trying to enhance the audio on questions from the audience and add links to web sites as they were mentioned—I also realized that presentations like this are very important for teachers to see. Being part of ICTM and its conference really can help teachers help their students do their best on these assessments. Of course, no one can really show the connection between any particular professional development opportunity and student test performance, or more important, student achievement in mathematics. Nonetheless, while Kathy and Heather were presenting the lessons learned from piloting the PARCC, it seemed obvious to me that teachers present in the room had special information about what to expect in these early days of test preparation. For example, some students in the pilot group found an answer using the online calculator but forgot or did not realize they needed to enter it into the online form of the test. Also, (this is probably not a surprise to anyone reading this) students have trouble with the multiple select items, those items that look like multiple choice but for which there could be more than one correct answer.

There are many concerns about the PARCC test: the speed with which it has been launched, the high stakes associated with it, the timing of the test so near to ACT and the AP, and the number of days for testing are just of few of the concerns raised. But regardless of how one feels about the test, it is prudent to be as informed as possible. And ICTM conference sessions like “PARCC Update” are an excellent way to learn about the nitty-gritty details.

Check out the video. You will hear about the Model Content Frameworks, The Test Blueprints, The Evidence Statements, and much more. Best of all are Kathy’s lessons learned from having students participate in the pilot. I was especially impressed with Kathy’s insight that teachers are going to need to do less “leading,” i.e., asking questions that tell students the method, such as, “Solve using the Quadratic Formula.” I took this as a reflection on her own practice that she was sharing with the group, and now with all of us who can see the video.

If, like me, you were unable to attend the session in person, be sure to check it out online. The PARCC may not be the fun part of loving and learning mathematics, but it is a real challenge, and ICTM is providing its members with an opportunity to share and learn from each other as the PARCC approaches.

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### Board Chair Report
*by Kara Leaman, ICTM Board Chair*

Hi ICTM Friends! The November 8, 2014 ICTM Board meeting was held in Bloomington. The Board discussed positive changes to the format of the 2014 ICTM Annual Meeting. Next year’s conference will be similar, with all sessions taking place on Friday and Saturday. This year’s conference brought an attendance of approximately 847 people, and much discussion arose about ways to continue to increase this number. A motion was made and approved to rename the Annual Meeting as the ICTM Annual Conference. In addition, a motion was approved to include the ISBE math consultant as a complimentary guest to the ICTM Annual Conference in the future. Another motion was approved for the 2015 Annual Conference: Lead speakers will pay a fee for the annual conference, at 40% of the 2-day member early bird registration fee, and the 60% reduction in fee includes the main speaker and lunch. Secondary speakers will pay the full registration fee. This information will be shared on the proposal to speak at the Conference.

The 2015 Nomination Slate for open Board positions was approved. Also, our membership was reported to be currently at 1389, up 150 since the summer. We discussed ways to keep reaching out to young teachers, and a Twitter Chat was suggested. Two of our Board members offered to lead a chat on Twitter with the hashtag #ILMathChat. The ICTM Twitter account is @mathictm. To participate in the monthly chat you can search the hashtag #ILMathChat on Twitter. It is still uncertain what at night of the week will work best, but the first trial will be on the 3rd Monday of the month at 6:30. The great thing about a Twitter Chat is the chat stays on record and is always available to view simply by searching the hashtag #ILMathChat! Other discussion followed about additional ways to communicate with the membership electronically, and it was reported that only 12% of the membership is on the ICTM listerv, while 30% of the members of the listerv are ICTM members. Therefore eblasts seem to be a better way to reach members at this point. Finally, the criteria for all the ICTM Awards were discussed and some changes were approved.

In the afternoon working session, some worked on a process for ICTM to apply to be a provider of professional development credits with the state in 2015. Others worked on getting the recorded sessions from the 2014 Annual Meeting edited so they can be posted on the website. The next Board meeting will be online and is scheduled for February 21, 2015.

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**President’s Message, continued from p. 1**

applications, connections, and utilitarian value. But it is also an example of a Utopia where even the difficult to comprehend becomes a splendid entity to study and envision.

Is it just coincidence that you cannot have Utopia without π? I realize I have been talking in circles (yuk, yuk) and have maybe veered off on a few tangents…but my message is simply this: celebrate the mathematics whenever you can. Emphasize its majesty, its power, its universal truths and help students appreciate it as well as use it. Mathematics is a tool to be utilized and a treasure to be shared. Classrooms are rarely seen as Utopias, but with the help of mathematics, maybe a more Utopian enterprise can be achieved. Some may say that I’m a dreamer but “one person’s utility is another one’s utopia”—and I’m pretty sure I’m not the only one. I hope you have a productive 2015 and a perfect day!
The parallel line was late returning from vacation.

Why? It missed the plane.

Submitted by Martin Funk, ICTM Director 9–12
Meet your candidates...

ICTM Director At-Large

Candidate Name: Cheng Yao Lin

Current Position: Associate Professor (tenured), Southern Illinois University Carbondale (2010–present)

Past Experience:
- Assistant Professor, Southern Illinois University Carbondale, August 2004–2010.
- Visiting Assistant Professor, Illinois Wesleyan University, Normal, IL, January–May, 2004.
- Graduate Teaching Assistant/Research Assistant, University of Illinois at Urbana-Champaign, Fall 1998–Fall 2003. [Professors Kenneth Travers and Arthur Baroody]

Education: Ph.D. in Mathematics Education, University of Illinois at Urbana-Champaign 2003

ICTM Involvement and Activities:
- Program Chair: Annual Conference on Teaching Mathematics [ICTM/Southern Section], SIUC, Carbondale, IL. (2005–2014)

Other Professional Activities:
- Associate Editor: Journal of Mathematics Education (2012–2014)
- Session chair (Division K, Section 5), Research in Mathematics Education, the 2011 American Educational Research Association (AERA) Meeting in New Orleans, LA.
- Session chair (SIG/RME), Research in Mathematics Education, the 2011 American Educational Research Association (AERA) Meeting in New Orleans, LA.
- Session chair, Research in Mathematics Education, the 2010 American Educational Research Association (AERA) Meeting in Denver, Colorado.

Affiliations:
- National Council of Teachers of Mathematics (NCTM)
- Mathematical Association of American (MAA)
- American Educational Research Association (AERA)
- Special Interest Group/Research in Mathematics Education (SIG/RME)
- Psychology in Mathematics Education (PME)
- School Science and Mathematics Association (SSMA)
- Chinese American Educational Research and Development Association (CAERDA)
- Illinois Council of Teachers of Mathematics (ICTM)
- Southern Illinois Mathematics Council (SIMC)

Honors: U.S. Fulbright Scholar in Specialist Program (2014)
Meet your candidates...

ICTM Director At-Large

Candidate Name: Sendhil Revuluri

Current Position: Associate Director, Suburban Cook County Mathematics Initiative, Learning Sciences Research Institute, University of Illinois at Chicago, Chicago, IL (since August 2010)

Brief Statement: Born and raised in Illinois, Sendhil got into mathematics early, he didn’t get into mathematics education until a first career in finance and a sojourn on the East Coast. He helped start a new public high school in the South Bronx, led the math department, and was recognized as a Math for America Master Teacher. Since then, he has worked to promote all students’ learning and engagement in mathematics by supporting teacher reflection, leadership, and collaboration at levels ranging from individual classrooms to the whole state. He enjoys visiting lessons, working with students and teachers, designing and facilitating professional development, and writing and thinking about how mathematics education can work better for teachers, students, parents, and others.

Past Experience:
• Senior Curriculum Developer, Intensified Algebra, University of Illinois at Chicago, Chicago, IL (October 2009–September 2010)
• Senior Instructional Specialist for Secondary Mathematics and High School Mathematics Manager, Chicago Public Schools, Chicago, IL (August 2008–October 2009)
• Founding mathematics teacher and department chair, Bronx Academy of Letters (public secondary school), Bronx, NY (June 2003–August 2008)
• Lecturer, Hunter College (City University of New York), New York, NY (2006–2008)
• Consultant, Educational Policy Improvement Center, CUNY Research Foundation, Education Development Center, National Science Foundation, and VGA Consulting (2006–present)

Education:
• M.S.T. in Secondary Mathematics Education, Pace University (2005)
• B.A. in Mathematics and Physics, The University of Chicago (1994)


Other Professional Activities:
• Presenter at other local, regional, and national professional conferences (including MMC Conference of Workshops, IMSA Professional Learning Day, iMATHination, NCTM Regional and National Conferences, NCSM Annual Conference, and Learning Forward Annual Conference) on topics including combinatorics, assessment, student discourse, instructional collaboration and coaching, and interventions for struggling students.
• Panel reviewer, National Science Foundation (Discovery Research K–12), 2013.
• Member, Illinois American Diploma Project Mathematics Core Content Team, 2009.
• Participant, Park City Mathematics Institute High School Teachers Program, 2006–8.

Affiliations:
• Secretary, Board of Directors, Payton Citywide Math Circle, 2011–present.
• Board of Directors, Bright Promises Foundation, 2013–present.
• Member, MMC, ICTM, NCTM, NCSM, and ASCD.

Honors:
• Illinois Mathematics and Science Academy Alumni Titan Award, 2009.
• Math for America Master Teacher, 2006.
Meet your candidates...

ICTM Director EC–6

Candidate Name: Glory Jurich-Sarna

Current Position:

Education:
- M.A., Education, Specialization: Mathematics Education, Governor’s State University, 2003
- B.S., Elementary Education, Eastern Illinois University, 1978
- Associate Degree: Liberal Arts, Moraine Valley Community College, 1976

ICTM Involvement and Activities:
- ICTM Conference Presenter, 2010–2014
- Western Regional ICTM Conference Presenter, 2011–2014

Other Professional Activities:
- Metropolitan Math Club Presenter, 2009–2014
- SCISC4: South Cook Workshops, 2009–2014
- SDE Extraordinary Educator Conference Presenter, 2013

Affiliations:
- NCTM member
- ICTM member
- MMC member

Honors:
- ICTM Certificate of Recognition, 2000

Candidate Name: Denise Brown

Current Position: 5th grade teacher, Carruthers Elementary, Murphysboro, IL 2007–present

Past Experience: teacher K–8, Christ Lutheran School, Jacob, IL 2000–2007

Education:
- Masters in Math and Science Education, SIUC, 2010
- Bachelor of Arts in History and elementary education, PLU, 1998

ICTM Involvement and Activities: ICTM Elementary Teaching Award 2014

Other Professional Activities:
- Math teacher/leader (2011–present)
  - Rural Access to Mathematics Professional Development (2008–2014) On-going participation in ISBE funded grant for math teachers. I am an active participant in ongoing grant opportunities including summer, weekend, and after school workshops. CGI instruction received through this opportunity has transformed my teaching in all subject areas.
  - School Improvement Committee (2007–present)
  - State Delegate to IEA and NEA Representative Assemblies (2014)

Affiliations: Member NCTM, ICTM, NSTA & ISTA

Honors:
- ICTM Elementary Teaching Award 2014
- Robert Noyce Teacher Fellow SIUC (2012–2016)
In 1991 the Math Energy Club was established at Eastern Illinois University. In the fall of 1992, Math Energy became an affiliate group of Illinois Council of Teachers of Mathematics (ICTM) and received our affiliate group charter from the National Council of Teachers of Mathematics (NCTM) at the 1994 NCTM meeting at Indianapolis.

Math Energy is a pre-service teacher organization which meets monthly to give members the opportunity to attend presentations by various professionals speaking on math related topics in the field of education. Math Energy focuses on a hands-on approach to teaching math. All grade and ability levels are explored at our meetings.

Monthly meetings will be scheduled for Spring Semester. More information can be found on the Math Energy website: http://mathenergy.wordpress.com
The boys’ Iceless Hockey game is 3 periods of 9 minutes each. They can switch player roles every 3 minutes. Charles played goalie for 1 whole period in the first game. He played other positions (offense and defense) for 2/3 of the 2nd period and (center) 1/3 of the 3rd period.

1) How many minutes did Charles play in the hockey game?

2) If there are 10 games in the hockey season and Charles plays the same positions in all 10 games, he thinks he will play for 3 hours total. Is he correct? Why or why not?

In the first game, Charles’ brother, Scott played 1/3 of the 1st period, 2/3 of the 2nd period and 1/3 of the 3rd period. What is the difference in their playing times?
**DESIGNING A QUAD**

*Group Task*

**Task:** A University wants to construct a walkway system for the campus’s Quad, which is a rectangle plot of grass with dimensions 600 feet by 800 feet. The University wants to keep as much grass as possible, so they don’t want to add any more than 3000 linear feet of walkway. However, they also want the walkway to be efficient and useful to the students, while being aesthetically pleasing. As we all know, if the walkway isn’t useful, students will simply cut across the grass, kill it, make mud, track it through buildings, increase cleaning expenses, and make the quad look bad.

The University determined that they want students to be able to travel from any point on the perimeter of the quad to any other point on the perimeter of the quad by walking less than 1200 feet using the walkway system. If they have to travel more than 1200 feet, the chances that they will cut through the grass increases dramatically. There is already a walkway on the perimeter, so the only thing the new walkway system has to add is what cuts through the grass.

What is the best design that fits these constraints? Design a solution and demonstrate how it satisfies the constraints by showing several “worst case scenarios.”

**Group Accountability:** Each group must determine the best design that satisfies the constraints of the problem. Each group must also provide several “worst case” scenarios, under which the design still holds up to the constraints.

**Individual Accountability:** Each group member must have their own copy of the design, worst case scenarios, and describe in detail their group’s strategy while providing a sound mathematical rationale.
The completed application must be received by mail or email. They must be postmarked on or before March 6, 2015. The recipients of the scholarship awards will be announced in June 2015 and awarded at the ICTM Conference Awards Reception on October 23 in Tinley Park.
Computer algebra systems (CAS) have the potential to revolutionize mathematics education at the middle and secondary level. Experience how CAS can be integrated into Pre-algebra, Algebra 1 & 2, Precalculus, Calculus, and Geometry.

Attend the 9th INTERNATIONAL Conference on CAS in Secondary Mathematics
Come explore the future of mathematics education!

- Discover how secondary and middle school teachers are using CAS in their own classrooms.
- Get classroom tested ideas developed for CAS-enhanced classrooms.
- Interact with prominent CAS pioneers from the USA and internationally.

The 2015 Conference is dedicated to the memory of Bert Waits.

WHEN:          Saturday, July 18, 2015  8:00 AM - 4:00 PM
               Sunday, July 19, 2015  8:00 AM - 1:00 PM

WHERE:          Hawken School
                5000 Clubside Road
                Lyndhurst, OH 44124  (approximately 27 miles from CLE Airport)

COST: Registration:  $175 (before May 28, 2015)
               $150/person for school/district teams of 2 or more (before May 28, 2015)
               $200 (on or after May 28, 2015)
               $60 for pre-service university students
               (Fee includes continental breakfast, box lunch, and snacks)

Optional Saturday evening tour to Rock and Roll Hall of Fame and dinner at House of Blues—transportation is included: $48

HOTEL:          Embassy Suites Cleveland-Beachwood: www.embassybeachwood.com
                $129/night conference rate available until June 29, 2015 or until sold out
                (rate available for reservations July 16 to July 19 2015)
                Book directly online through hotel link at http://usacas.org
                1-800-317-1960  Mention group code "HSM" for conference rate

HOW: On-line registration, hotel information, and updates are available at http://usacas.org

For more information or questions, contact:
Ilene Hamilton at ihamilton2341@gmail.com
Chris Harrow at CDHarr@hawken.edu
Ray Klein at rklein9019@aol.com
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Organized by MEECAS (Mathematics Educators Exploring Computer Algebra Systems)
What’s MATH Got to Do With It?

Embracing Relevance and Meaning in the Math Classroom

Now is the time to plan for the 2015 ICTM Annual Conference! We are seeking more than 100 exceptional math educators who can provide content presentations at this fall’s conference. Whether you are willing to give a presentation at the conference or simply want to attend for your own professional development, don’t waste another minute! Don’t miss the February 21 deadline to submit your presentation proposal, and start working now with your administration to ensure that you will be able to attend. We are planning another dynamic event in Tinley Park, with fresh and exciting updates to the conference schedule and an engaging speaker lineup. Submit your proposal, start making your travel plans, and stay tuned to www.ictm.org and your ICTM Bulletin newsletters for updates as they become available!

SUBMIT YOUR PROPOSAL!

Submit your proposal to present at the 65th ICTM Annual Conference.

Online submission form available at http://bit.ly/1ymHwaq

Call for Speakers:

Illinois Council of Teachers of Mathematics
The Premier Organization of Mathematics Educators in Illinois

65th Annual ICTM Conference
October 23–24, 2015
Tinley Park, IL

In 2015 the ICTM annual conference will be held at the Tinley Park Convention Center in Tinley Park, IL. Mathematics education has encountered considerable change in recent times and ICTM is here to provide comprehensive effective insights, practices, and activities to effectively deal with these changes.

Please consider joining over 100 other mathematics professionals who are presenting either a 60-minute talk or a 90-minute workshop in Tinley Park. A featured speaker will provide a keynote presentation to open the conference on Friday morning. Presentations and workshops will follow.

Be part of this exciting program and contribute to the mathematics education profession by visiting the ICTM website (http://www.ictm.org).

Deadline for proposal submission is February 21, 2015.

Be a part of this great event. Submit your proposal today!
When it comes to math education, you can count on options—and value.

Our master of arts in mathematics education provides options for:

- **Elementary and middle school teachers** who hold an elementary, middle school, or special education teaching license with at least one year of teaching experience.
- **Secondary school teachers** who hold a secondary mathematics teaching license with at least one year of secondary mathematics teaching experience.
- **Elementary and middle school specialists** who hold an elementary or a middle school mathematics teaching license with at least three years of teaching experience.

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Director EC–6
Regional Office of Education #38

Jennie Winters  (2012–15)
Director EC–6
Lake County ROE

Why You Should Join

• Connect with other educators working to improve mathematics education.

• Contribute to mathematics education.

• Stay current about regional, state and national meetings.

• Attend conferences at reduced rates.

• Receive the ILLINOIS MATHEMATICS TEACHER, a journal with articles about teaching and learning mathematics at levels from kindergarten to college.

• Receive the ICTM BULLETIN, with classroom activities, news and information about professional development opportunities.

CALL FOR ARTICLES
Can you help?

The Illinois Mathematics Teacher is always looking for new reviewers and articles. If you would like to volunteer as a reviewer or have an article to submit, please contact the editors at imt@ictm.org.

We look forward to hearing from you.
ICTM MEMBERSHIP APPLICATION FORM

Clip out this page and mail it with your payment to the address below.

☐ New Member  ☐ Reinstatement  ☐ Renewal  ☐ Change of Address

Name ________________________________________________________________
Member Number _______________________________________________________

Check preferred mailing address. Please complete BOTH columns.

☐ Home
☐ Work

Sreet Address: _______________________________________________________
City: ________________________________________________________________
State: _______________________________________________________________
Zip Code: ___________________________________________________________
Phone: ______________________________________________________________
Email: ______________________________________________________________

Regional Office of Education

NCTM Member?  ☐ Yes  ☐ No

Profession: (check only one)
☐ EC-3 Teacher
☐ 4-6 Teacher
☐ Jr. High/Middle Teacher
☐ Sr. High Teacher
☐ Special Education Teacher
☐ Community College
☐ College/University
☐ Administration
☐ Retired
☐ Student
☐ Institutional Member
☐ Other

Interests: (check up to three)
☐ Remedial
☐ Gifted
☐ Teacher Education
☐ Assessment
☐ Certification
☐ Multicultural Education
☐ Teacher Evaluation
☐ Professional Development
☐ Scholarship
☐ Technology
☐ Research
☐ Math Contest

Please note, the ICTM membership year ends on November 5, and memberships are not prorated. However, memberships purchased between April 1 and November 4 will be active for the full membership cycle purchased, PLUS a grace period between the date of purchase and November 5, the beginning of the next full membership cycle.

Dues for ICTM Membership:

Regular member
☐ one year $35
☐ three year $100
☐ five years $160

Retired Member
☐ one year $30

Student Member  (This rate is reserved for full-time, baccalaureate pre-service students only)
☐ one year $20

Institutional Member  (The name of classroom teacher in the blank at the top of this page will be used as the contact teacher for the institutional membership. Please make sure to indicate a contact person.)
☐ one year $100

If recruited as a new member by a current member, please list the recruiter’s name __________________________________________________________

Mail this application and a check or money order payable to:  EASTERN ILLINOIS UNIVERSITY

ICTM Membership
School of Continuing Education
Eastern Illinois University
600 Lincoln Avenue
Charleston, IL  61920-3099

Total Enclosed:  $
ICTM Spring Regional Conferences:
SIU Southern Section Regional at John A Logan College, Carterville
Thursday, February 19, 2015
Western Illinois University, Macomb
Friday, April 10, 2015
Eastern Illinois University, Charleston
Tuesday, April 7, 2015

NCSM Annual Conference
Boston, MA
April 13–15, 2015

NCTM 2015 Annual Meeting and Conference
Boston, MA
April 15–18, 2015

ICTM 2015 Math Contest
University of Illinois at Urbana-Champaign
May 2, 2015

ICTM Annual Conference
Tinley Park, IL
October 23–24, 2015