

## ICTM Candidate: Short Bio and Statement

*Martha Reilly*



**Candidate Name: Martha Reilly**

**Current Position: 7<sup>th</sup> Grade Math Teacher, Byron Middle School, Byron IL – 2001 - present**

### **Past Experience:**

- ISBE Model Math Review and Revision Team – 2016 - present
- Math Area Teacher Leader – I-STEM Network – 2015 - present
- ISBE Model Math Curriculum Team – 2013-2015
- Math Teacher – Grades 5-8, Eswood Grade School, Lindenwood, IL - 1990-2000

### **Education:**

- M.S. in Education – National Louis University, December 2002
- B.S. in Education – Northern Illinois University December, 1987

### **ICTM Involvement and Activities:**

- Presenter – Annual Conference, 2012
- Attended first ICTM conference in 1993

### **Other Professional Activities:**

- Workshop Director – Illinois Association of Junior High Student Councils - 2015- present
- Presenter at local and state level including – ESEA~NCLB 2012, ROE #47 2012 – present
- Classroom Voices Video Series – Illinois Principals Association with ISBE - 2015

### **Other Affiliations and Memberships (e.g., NCTM, NSTA, ISTA, MMC)**

- Member of NCTM since 2006
- Member of Northern Illinois Association of Teachers of Mathematics since 2015

### **Honors or Recognitions:**

- Excellence in Middle School Teaching Award, ICTM - 2015
- Middle School Teacher of the Year – Byron CUSD #226 PTA – May 2014
- Outstanding Contribution Award, Byron CUSD #226 – Math 2013

### **Candidate Statements**

#### [How have you contributed to and/or been a leader in mathematics education?](#)

In 2013, I was selected to be part of the ISBE Model Math Curriculum Development Team. For the next 2 years, I worked with teachers across the state to create, edit, revise, and pilot materials based on the New Illinois Learning Standards. Since the conclusion of the development process in June of 2015, I have participated in two state-wide projects to introduce the Model Math Curriculum to teachers.

In July of 2015, the Model Math Team presented Math Splash conferences in various parts of the state. I worked with the organizers to bring one of these conferences to my school, in order to reach the teachers in Northwestern Illinois.

Also in July of 2015, I began working with twenty-four K-8 teachers at the Lee/Ogle ROE in Sterling, IL. The program is part of a federally funded math and science grant. I will continue to work with this group through the summer of 2017. We have worked with and on curriculum, problems solving, standards of mathematical practice, and mathematical teaching standards.

The interaction with other teachers in both of these programs has been amazing. We have created networks for resources and ideas, a safe platform for discussion of successes and failures, and most importantly, a community in which to grow our teaching.

### What role do you think ICTM can play in mathematics education in Illinois?

I remember waiting for the mail to arrive with my ICTM conference booklet. It was the most exciting day! At the time, this was my only interaction with ICTM.

Now, I receive newsletters and email from the organization regularly. ICTM is seizing the opportunity to use social media, webinars, blogs, and on-line resources to reach members. I think that continuing to use these resources, and others as they are developed, is what will keep ICTM vibrant and growing in the future.

I also believe that the annual conference plays a substantial role in the continued growth of mathematics education. Presenters from all areas of mathematics have kept us current on research, trends, and applications. But, I think that the 'local experts' have the most profound effect on my teaching. ICTM has a significant impact on teachers by recruiting and involving them in the production of the conference. By empowering teachers to share their knowledge, we take a huge step in promoting math education.

### How do you see yourself being active in and/or contributing to ICTM during your term?

I would like to foster growth in the amount and participation of 5-8 teachers in ICTM.

When I first started attending ICTM conferences, I was very intimidated because math was not my only teaching responsibility. In fact, although I taught 2 math classes, I didn't see myself as a math teacher. As I learned more and more through conferences and professional development opportunities, I realized that I loved teaching math. I believe that there are a lot of teachers that don't see themselves as math teachers or that they should to participate in a math organization.

During my term, I would like to reach out to these teachers and bring them in to participate and thrive with ICTM. I would like to share the many ways to participate in ICTM – from attending a conference to following us on Facebook to reading and posting on math blogs. Encouraging teachers to participate at their own comfort level, and still take advantage of being part of a tremendous organization!

My other goal for serving is the hope that reaching more teachers will cultivate more 5-8 presenters at the annual conference. I believe that sharing what we do in our own classroom is the best way to create change. I will do my best to find and encourage teachers across the state to present and share what they do!