

Instructions: How to Nominate a 2018 GCCTM Outstanding Mathematics Educator

Note: Nomination Deadline has been extended to March 17, 2018

This spring, the Greater Cleveland Council of Teachers of Mathematics will recognize Outstanding Classroom Teachers in Grades K-5, Grades 6-8, & Grades 9-12 and Outstanding Mathematics Educators “Outside the Classroom.” Intervention specialists and others who spend the majority of their time in classrooms are considered classroom teachers. The category of Educators “Outside the Classroom” includes Intervention Specialists (Gifted/Special Ed), Instructional/Math Coaches, Administrators (Principal, Curriculum Director, etc), University Faculty, and ESC/Independent Consultants who have a positive impact on the teaching and learning of mathematics in our K-12 schools.

Those who have received a GCCTM Award **in the past** are **ineligible** to receive the **same** award again, but may receive a **different** award if they have changed positions. For example, former classroom teachers who are now serving as a coach or an administrator are eligible for an “Outside the Classroom Award” even if they have received a “Classroom Teacher” award in the past.

Elected GCCTM Board Members are also **ineligible** to receive an award. The elected members of the 2017-2018 GCCTM Board are: Lynn Aring, Caroline Borrow, Sara Good, Scott Graham, Christina Hamman, Carole Katz, Laura Kraker, Jerry Moreno, Heidi Rudolph, and Patti Talarczyk.

In lieu of requiring a nominee to solicit a “letter of recommendation,” **the nominator** will complete a **longer** and more **detailed** nomination form. The form includes several short answer questions related to both the nominee and nominator and **three short “essay questions”** describing why the nominee is deserving of this award. **The nomination form will be used in the selection process.**

Prior to filling out the **online** nomination form, the nominator should gather all the required information and compose their answers to the “essay” questions in a word document. The online nomination form must be completed in one sitting.

The questions on the “nomination form” can be found at the end of this document. Clarifications of questions and suggestions for the content of essay questions are included within the “instructions” part of each page of the form. The details in these instructions are meant to provide guidance to the nominators so that similar information is provided about each nominee. Essays will be evaluated on the content of the essays not their length. Although there is only one official nominator, other educators may provide input and assist the nominator in the writing of the essay questions.

Questions about the nomination form should be directed to Lynn Aring at Lynn.Aring@gmail.com

Here is the link to the [Online Nomination Form](#)

Once a nomination has been received, the nominee will be notified of their nomination. The application forms for the nominees to complete will be available **March 3, 2018** and must be completed by **March 31, 2018**.

Background Information

The Greater Cleveland Council of Teachers of Mathematics believes that educators who support/implement the “Guiding Principles for School Mathematics” and the “Mathematics Teaching Practices” and “Practices” from the NCTM Publication: ***Principles to Action: Ensuring Mathematical Success for All*** are the most deserving of a GCCTM Outstanding Mathematics Educator Award.

Note: Nominators are **not** expected to **directly** address these “Principles” and “Practices,” but reading through them may generate some “talking points” to be used in the “essays” of the nomination form.

Guiding Principles for School Mathematics

Teaching and Learning. An excellent mathematics program requires effective teaching that engages students in meaningful learning through individual and collaborative experiences that promote their ability to make sense of mathematical ideas and reason mathematically.

Access and Equity. An excellent mathematics program requires that all students have access to a high-quality mathematics curriculum, effective teaching and learning, high expectations, and the support and resources needed to maximize their learning potential.

Curriculum. An excellent mathematics program includes a curriculum that develops important mathematics along coherent learning progressions and develops connections among areas of mathematical study and between mathematics and the real world.

Tools and Technology. An excellent mathematics program integrates the use of mathematical tools and technology as essential resources to help students learn and make sense of mathematical ideas, reason mathematically, and communicate their mathematical thinking.

Assessment. An excellent mathematics program ensures that assessment is an integral part of instruction, provides evidence of proficiency with important mathematics content and practices, includes a variety of strategies and data sources, and informs feedback to students, instructional decisions, and program improvement.

Professionalism. In an excellent mathematics program, educators hold themselves and their colleagues accountable for the mathematical success of every student and for their personal and collective professional growth toward effective teaching and learning of mathematics.

Mathematics Teaching Practices

Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.

Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.

Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.

Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.

Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.

Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

2018 GCCTM Outstanding Mathematics Educator Awards Nomination Form

Page 1---Introduction

Dear Nominator,

Thank you for taking the time to nominate an “Outstanding Mathematics Educator.”

In lieu of requiring a nominee to solicit a “letter of recommendation,” **the nominator** will complete a **longer** and more **detailed** nomination form. The form includes several short answer questions related to both the nominee and nominator and three short “essay questions” describing why the nominee is deserving of this award.

The nomination form will be used in the selection process.

All nominators will complete the “basic Information” page of the google nomination form and then will then complete one additional page of the form.

The form needs to be completed in one sitting, so it is important that the nominator gather all necessary information, compose all “essays,” and store that information in a word document prior to completing the google registration form. The information/essays can then be copied into the nomination form.

The document “**Instructions: How to Nominate a 2018 GCCTM Outstanding Mathematics Educator**” can be found at the GCCTM website: <http://mygcctmonline.org/>

Instructions and Clarifications-Basic Information

Relationship-Nominator to Nominee: Short explanation of how the nominator “knows” the nominee.
Example responses: I am the nominee’s principal, I am a colleague of the nominee,

Award Classification:

The Greater Cleveland Council of Teachers of Mathematics recognizes Outstanding Classroom Teachers in Grades K-5, Grades 6-8, & Grades 9-12 and Outstanding Mathematics Educators “Outside the Classroom.” The category of “Outside the Classroom” includes Intervention Specialists (Gifted/Special Ed), Instructional/Math Coaches, Administrators (Principal, Curriculum Director, etc), University Faculty, and ESC/Independent Consultants who have a positive impact on the teaching and learning of mathematics in our K-12 schools.

Note: A category “Other Grade Band Classroom (Co-) Teacher has been added for teachers that teach in grades that belong in more than one category. For example a classroom teacher may teach in both grades 5 and 6 or in grades 8-10.

Note: An **Intervention Specialist** is considered to be a Co-teacher if they plan and implement lessons alongside another teacher. Intervention Specialists who work with individual students within a classroom setting and/or with individual students or small groups of students outside of a classroom setting, should be nominated for the “Outside the Classroom” category of Intervention Specialist (Gifted/Special Ed)

Note: The category of **Administrator/Coordinator** includes principals, curriculum directors, gifted coordinators, etc. who work with mathematics educators (e.g. teachers, intervention specialists) to improve the teaching of mathematics.

Award Classification: Nominators should select the “classification” that best describes their nominee. The nominator will then be diverted to another page of the nomination form to answer further questions about their nominee.

Nominator’s First Name

Nominator’s Last Name

Nominator’s E-mail Address

Re-type Nominator’s E-mail Address

Nominee’s First Name

Nominee’s Last Name

Nominee’s E-mail Address

Re-type Nominee’s E-mail Address

Relationship-Nominator to Nominee

Award Classification

- Grades K-5 Classroom (Co-)Teacher
- Grades 6-8 Classroom (Co-)Teacher
- Grades 9-12 Classroom (Co-)Teacher
- Other Grade Band Classroom (Co-)Teacher
- Intervention Specialist (Gifted/Special Ed)
- Instructional/Math Coach
- Administrator/Coordinator
- University Faculty
- ESC or Independent Consultant

Instructions and Clarifications for: Grades K-5 Classroom (Co-)Teacher, Grades 6-8 Classroom (Co-)Teacher, Grades 9-12 Classroom (Co-)Teacher, Other Grade Band Classroom (Co-)Teacher

Name of General Affiliation: The “General Affiliation” is the “larger organization” to which the school belongs. Some common examples include:

- Name of Public School District (e.g. Cleveland Municipal Schools)
- Name of Religious School Organization (e.g. Cleveland Catholic Diocese, Lutheran Schools of Ohio)
- Name of Community School Organization (e.g. Constellation Schools)
- Name of Non-Public School Organization (e.g. Ohio Association of Independent Schools)

If there is no “larger organization” simply state the general type of school (e.g. vocational school, STEM school, private religious school, private non-religious school, etc.)

Teaching Assignment: Very brief statement that includes details such as grade levels and/or specific mathematics courses taught, other subjects taught, any special student populations served (e.g. gifted), etc.

Outstanding Classroom Teacher b/c: This essay should focus **only** on the nominee’s classes and students and should discuss why the nominee is an outstanding teacher of **mathematics**. Some suggested topics for this essay include: teaching style, content/pedagogy knowledge, use of differentiation/intervention strategies, etc. In other words, this essay should include any relevant information about the nominee that ensures that their students are successful learners of **mathematics**.

CT-Outstanding Mathematics Program Supporter b/c: An outstanding classroom teacher does not work in isolation, collaborates with colleagues and supports the teaching and learning of **Mathematics** throughout their **school and/or district**. This essay should include ways in which the teacher supports the “**Mathematics Program**” outside of their own personal classroom. Some possible “topics” for this essay include: planning with colleagues, participation in school/district professional development and/or Professional Learning Communities, and participation in school/district committees (e.g. Technology, Curriculum, Assessment, etc.) The essay should note any leadership roles and should discuss how each “topic” is directly related to the teaching and learning of **Mathematics**.

CT-Additional Information: This essay may include any **relevant** information about the nominee that has not already been addressed in the previous two essay questions including any additional math-related professional activities. Possible “topics” include:

- Personal characteristics of teacher (e.g. dedication) and any awards/recognitions related to the teaching of mathematics.
- Involvement in math related “extra-curricular activities” (e.g. GCCTM/OCTM mathematics contests)
- Participation in mathematics-related Professional Development/Courses outside the school/district.
- Participation in mathematics-related Professional Organizations such as the Greater Cleveland Council of Teachers of Mathematics
- Participation in any math-related Ohio Department of Education Committees/Work(e.g. Standards Revision)

CT- Nominee’s Full Name

CT- Name of General Affiliation

CT- School Name(s)

CT- Teaching Assignment

CT-Outstanding Classroom Teacher b/c

CT- Outstanding Mathematics Program Supporter b/c

CT- Additional Information

Instructions and Clarifications for Intervention Specialist (Gifted/Special Ed)

Name of General Affiliation: The “General Affiliation” is the “larger organization” to which the school belongs. Some common examples include:

- Name of Public School District (e.g. Cleveland Municipal Schools)
- Name of Religious School Organization (e.g. Cleveland Catholic Diocese, Lutheran Schools of Ohio)
- Name of Community School Organization (e.g. Constellation Schools)
- Name of Non-Public School Organization (e.g. Ohio Association of Independent Schools)

If there is no “larger organization” simply state the general **TYPE** of school (e.g. vocational school, STEM school, private religious school, private non-religious school, etc.)

Intervention Specialist’s Job Responsibilities: Very brief description that includes details such as: type of students served (Gifted, Special Ed, etc.), grade levels/courses of students being serviced, and how the students are being serviced (e.g. individual/small group tutoring)

Outstanding Intervention Specialist b/c: This essay should focus **only** on the nominee’s work with their assigned students and should discuss why the nominee is an outstanding intervention specialist specifically for the learning of **mathematics**. Some suggested topics for this essay include: content/pedagogy knowledge, use of differentiation/intervention strategies, and coordination with the regular classroom teacher. In other words, this essay should include any relevant information about the nominee that ensures that their students are successful learners of **mathematics**.

IS-Outstanding Mathematics Program Supporter b/c: An outstanding intervention specialist does not work in isolation, collaborates with colleagues and supports the teaching and learning of **mathematics** throughout their **school and/or district**. This essay should include ways in which the intervention specialist supports the “**Mathematics Program**.” Some possible “topics” for this essay include: supporting other intervention specialists and regular classroom teachers, participation in school/district professional development and/or Professional Learning Communities, and participation in school/district committees (e.g. Technology, Curriculum, Assessment, etc.) The essay should note any leadership roles and should discuss how each “topic” is directly related to the teaching and learning of **Mathematics**.

IS-Additional Information: This essay may include any **relevant** information about the nominee that has not already been addressed in the previous two essay questions including any additional math-related professional activities. Possible “topics” for this essay includes:

- Personal characteristics of intervention specialist (e.g. dedication) and any awards/recognitions related to the teaching of mathematics.
- Involvement in math related “extra-curricular activities” (e.g. GCCTM/OCTM mathematics contests)
- Participation in mathematics-related Professional Development/Courses outside the school/district.
- Participation in mathematics-related Professional Organizations such as the Greater Cleveland Council of Teachers of Mathematics
- Participation in any math-related Ohio Department of Education Committees/Work(e.g. Standards Revision)

- IS- Nominee’s Full Name
- IS- Name of General Affiliation
- IS-School Name(s)
- IS-Intervention Specialist’s Job Responsibilities
- IS-Outstanding Mathematics Intervention Specialist b/c
- IS-Outstanding Mathematics Program Supporter b/c
- IS-Additional Information

Instructions and Clarifications for Instructional/Math Coach

Name of General Affiliation: The “General Affiliation” is the “larger organization” to which the school belongs. Some common examples include:

- Name of Public School District (e.g. Cleveland Municipal Schools)
- Name of Religious School Organization (e.g. Cleveland Catholic Diocese, Lutheran Schools of Ohio)
- Name of Community School Organization (e.g. Constellation Schools)
- Name of Non-Public School Organization (e.g. Ohio Association of Independent Schools)

If there is no “larger organization” simply state the general type of school (e.g. vocational school, STEM school, private religious school, private non-religious school, etc.)

School Name(s): list at most 2 specific schools or simply state “multiple schools”

IMC-Educator Population Served: Very brief description that includes details such as: type of educators served (Teachers, Intervention Specialists, General Ed, Gifted, Special Ed, etc.) and grade levels of educators served.

Outstanding Coach b/c: This essay should focus on the specifics of **how** the coach successfully works with their assigned educator population to improve the **teaching** of mathematics at the “**classroom level.**”

Possible topics to include in this essay: coach’s pedagogy/content knowledge, classroom visits to model or observe, lesson/unit planning assistance, targeted professional development, etc

IMC-Outstanding Supporter of Math Program b/c: An outstanding mathematics coach collaborates with others and supports the teaching and learning of **mathematics** throughout their **school and/or district.** This essay should include ways in which the instructional/math coach supports the “**Mathematics Program.**”

Some possible “topics” for this essay include: participation in school/district professional development and/or Professional Learning Communities, and participation in school/district committees (e.g. Technology, Curriculum, Assessment, etc.) The essay should note any leadership roles and should discuss how each “topic” is directly related to the teaching and learning of **Mathematics.**

IMC-Additional Information: This essay may include any **relevant** information about the nominee that has not already been addressed in the previous two essay questions including any additional math-related professional activities. Possible “topics” include:

- Personal characteristics of coach (e.g. dedication) and any awards/recognitions related to the teaching of mathematics.
- Participation in mathematics-related Professional Development/Courses outside the school/district.
- Participation in mathematics-related Professional Organizations such as the Greater Cleveland Council of Teachers of Mathematics
- Participation in any math-related Ohio Department of Education Committees/Work(e.g. Standards Revision)

IMC-Nominee’s Full Name

IMC-Name of General Affiliation

IMC-School Name(s)

IMC-Educator Population Served:

IMC-Outstanding Coach b/c

IMC-Outstanding Supporter of Math Program b/c

IMC-Additional Information

Instructions and Clarifications for Administrator/Coordinator

Name of General Affiliation: The “General Affiliation” is the “larger organization” to which the school belongs. Some common examples include:

- Name of Public School District (e.g. Cleveland Municipal Schools)
- Name of Religious School Organization (e.g. Cleveland Catholic Diocese, Lutheran Schools of Ohio)
- Name of Community School Organization (e.g. Constellation Schools)
- Name of Non-Public School Organization (e.g. Ohio Association of Independent Schools)

If there is no “larger organization” simply state the general type of school (e.g. vocational school, STEM school, private religious school, private non-religious school, etc.)

School Name(s): List at most 2 specific schools or simply state “multiple schools”

Administrator’s/Coordinator’s Title: Examples: Principal, Curriculum Director, Gifted Coordinator

A/C Educator Population Served: Very brief description that includes details such as: type of mathematics educators served (Teachers, Intervention Specialists, etc.) and grade levels of educators served.

A/C-Supporter of Effective Mathematics Teaching b/c: This essay should focus on **how** the administrator improves the **teaching** of mathematics at the “**classroom level.**” This essay should include information about the administrator’s knowledge of effective mathematics teaching practices and specific ways that the administrator directly or indirectly supports mathematics educators (e.g. classroom visits/coaching, targeted PD about technology, RTI, differentiation, etc.

A/C-Supporter of Quality Mathematics Program b/c: This essay should focus on the specifics of **how** the administrator assists their school(s)/district to develop high quality “Mathematics Programs” based on the Ohio Learning Standards. This essay may include information about: the administrator’s expertise and specific ways that the administrator directly or indirectly provides PD/Resources about the Standards, curriculum, vertical alignment, assessments, etc.

A/C-Additional Information: This essay may include any **relevant** information about the nominee that has not already been addressed in the previous two essay questions including any math-related professional activities that are outside the nominee’s workplace. Possible “topics” include:

- Personal characteristics of the nominee (e.g. dedication) and any awards/recognitions related to the teaching of mathematics.
- Participation in mathematics-related Professional Development/Courses outside the school/district.
- Participation in mathematics-related Professional Organizations such as the Greater Cleveland Council of Teachers of Mathematics
- Participation in any math-related Ohio Department of Education Committees/Work(e.g. Standards Revision)

A/C- Nominee’s Full Name

A/C- Name of General Affiliation

A/C- School Name(s)

A/C- Administrator’s/Coordinator’s Title

A/C- Educator Population Served

A/C- Supporter of Effective Mathematics Teaching b/c

A/C- Supporter of Quality Mathematics Program b/c

A/C- Additional Information

Instructions and Clarifications for University Faculty

Name of Department(s): Examples-Mathematics, Education, Early Childhood, etc.

Faculty Member's Job Responsibilities: Very brief description that includes typical courses taught and other regular duties such as supervision of field experience students and student teachers.

UF-Outstanding Classroom Instructor b/c: An outstanding university faculty member should be an outstanding classroom instructor who models effective teaching practices. This essay should focus **only** on the nominee's classes and students and should discuss why the nominee is an outstanding instructor of **mathematical content and/or pedagogy**. Some suggested topics for this essay include: teaching style, content/pedagogy knowledge, integration of technology, etc.

UF-Outstanding Supporter of Mathematics/Education Departments b/c: An outstanding mathematics educator does not work in isolation, collaborates with colleagues and supports both the Mathematics and Education Departments at their **University/College**. This essay should highlight the ways the nominee supports these departments and the pre-service teachers at their institution. Some possible "topics" for this essay includes: participation in committees (e.g. technology integration, accreditation), supervision of field experiences/student teaching, organizing on-campus clubs/PD events for pre-service teachers, connecting pre-service teachers to professional organizations like GCCTM, etc. The nominator may also include any PD/services that the university faculty member provides to area mathematics educators.

UF-Additional Information: This essay may include any **relevant** information about the nominee that has not already been addressed in the previous two essay questions including math-related professional activities that take place outside the nominee's university. Possible "topics" include:
---Personal characteristics of the university faculty member (e.g. dedication) and any awards/recognitions related to the teaching of mathematics or as a teacher educator
---Participation in mathematics education research and submission of articles to publications such as the Ohio Journal of Mathematics.
---Participation in mathematics-related Professional Organizations such as the Greater Cleveland Council of Teachers of Mathematics
---Participation in any math-related Ohio Department of Education Committees/Work(e.g. Standards Revision)

UF- Nominee's Full Name

UF- Name of University/College

UF- Name of Department(s)

UF- Faculty Member's Job Responsibilities

UF- Outstanding Classroom Instructor b/c

UF- Outstanding Supporter of Mathematics/Education b/c

UF- Additional Information

Instructions and Clarifications for ESC/Independent Consultant

Description of Consultant's Services: Very brief statement that includes the types of services provided: e.g. professional development workshops, instructional coaching, and assistance with curriculum writing/textbook selection etc.

C- Outstanding Promoter of Effective Teaching b/c: This essay should focus on **how** the consultant's services successfully improve the **teaching** of mathematics at the "**classroom level.**" This essay may include information about: the consultant's content/pedagogy knowledge, type of services provided (e.g. coaching/PD), specific focus of services (effective teaching practices, intervention/differentiation strategies, etc.) The essay should cite specific examples of these services and why the consultant is effective at providing these services.

C- Outstanding Promoter of Quality Mathematics "Programs" b/c: This essay should focus on the specifics of **how** the consultant assists schools/districts to develop high quality "Mathematics Programs" based on the Ohio Learning Standards. This essay may include information about: the consultant's expertise, type of services provided and the specific focus of services (e.g. unpacking the standards, curricular resources including technology, assessment resources), etc. The essay should cite specific examples of these services and why the consultant is effective at providing these services.

C-Additional Information: This essay may include any **relevant** information about the nominee that has not already been addressed in the previous two essay questions including additional math-related professional activities that are not directly related to the nominee's ESC or company. Possible "topics" include:
---Personal characteristics of the consultant (e.g. dedication) and any awards/recognitions related to the teaching of mathematics or as a mathematics teacher educator..
---Participation in mathematics-related Professional Development/Courses to improve their own knowledge.
---Participation in mathematics-related Professional Organizations such as the Greater Cleveland Council of Teachers of Mathematics
---Participation in any math-related Ohio Department of Education Committees/Work (e.g. Standards Revision)

C- Nominee's Full Name

C-Name of ESC or Consulting Company

C-Description of Consultant's Services

C- Outstanding Promoter of Effective Teaching b/c

C- Outstanding Promoter of Quality Mathematics "Programs" b/c

C-Additional Information