


West Campus math hallway posters.
Error Analysis: Can you find the one error in each poster?

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"YOU CAN'T ALWAYS GET WHAT YOU WANT, BUT IF YOU TRY SOMETIMES, WELL YOU MIGHT FIND, YOU GET WHAT YOU NEED." - THE ROLLING STONES

APRIL 1, 2017

Meet our Staff

This issue features Tina Weller and Tom Kaberna from East Campus, and Candice Sagliano from West Campus. This completes the biographies of current staff members.



Tom Kaberna

I have been at Lake Park since 1995 one year after Tim Gard started here (Where has the time gone Tim!?). I took a hiatus to get more educated after the 1999 school year and returned in 2005. My mentor for teaching math was former Lake Park teacher Mary Crisanti and she taught me that math could be a lot of fun and enriching. I live in Bloomingdale and enjoy the following activities in no particular order: Coaching, wine tastings, live music, and weekend trips. The one thing I want to accomplish in 2017 is to try my hand at standup comedy at an open mic night.

Candice Sagliano

I always wanted to be a high school teacher. My three favorite subjects in high school were English, math, and Italian. Italian isn't offered at many schools and I don't like to read (except celebrity biographies) so by process of elimination, I pursued math education. I graduated from the University of Illinois Urbana-Champaign in 2000 with a major in math and minors in education and cinema studies. I was on the Illini Women's golf team freshmen year and worked at Papa Del's Pizza for my remaining years. I applied for a job at Lake Park in 2003 because my husband was a math team coach and recommended that I apply here because "Bill Roloff teaches there." Bill ended up being my mentor those first couple years, and here I am happily ever after. I've coached [15 years of math team](#) and 6 years of girls' golf during my 17 years of teaching.

In my spare time, I find myself cleaning up after my three children Andrew (7), Alexander (4), and Katherine (2), plus my husband Mark (39) and diabetic cat Carl (14). [Carl's equally diabetic BFF Lenny](#) is buried in our backyard overlooking the Bartlett Hills Golf Course. My favorite social activity is dinner and a movie, though nowadays movies are too often watched at home on my couch. I love to travel especially to [Las Vegas](#), [Champaign](#), and [Stockholm](#). I am always in the midst of planning large parties, events, and vacations. Currently I am contemplating how to celebrate the big 4-0 next summer. My dream vacation is to visit Iceland some winter weekend to view the Northern Lights from a natural hot spring while listening to Scandinavian electronic dance music. [Go Cubs!](#)



Tina Weller

I grew up in Tinley Park, a southwest suburb of Chicago, and attended Victor J. Andrew High School. I enjoyed living downtown for 4 years while I attended DePaul University, and I was very excited to get a job here at Lake Park after graduating in 2009. One year later, I started a master's program and eventually graduated from Concordia University with a degree in School Leadership in 2012. Time sure has gone by fast! I have enjoyed teaching, coaching sophomores on the Lake Park math team, and the friendships that I have made here. This past summer, I got married, and we are excited to announce that we are expecting a baby in August. In my free time, my favorite thing to do is go on hikes with my husband, Matt, and dog, Bexley, and explore new places. But recently, my spare time has been dedicated to planning for baby Weller's arrival!

DVC Math Conference

For the countywide institute day on March 3rd, several math department members attend the DVC Math Conference at Glenbard North High School. Feedback from the conference sessions is listed below.

- **Beth Olinski** - I went to a session on dynamic online activities and learned about the Polygraph activities in Desmos. It's like a game of Guess Who?, in which students get randomly paired up to ask each other yes or no questions to figure out which graph is theirs. I like that it will randomly assign a famous mathematician as an alias for each student so they don't know who they are paired up with. The first round of the game actually pairs them with the computer, so they see examples of good questions using proper vocabulary.
- **Kurt Becker** - One thing I found interesting from the breakout session, "Raising Achievement by Eliminating Daily Homework in All Classes!" was that the presenter claimed his students were more engaged, and performed better when daily homework was replaced by small daily formative assessments. He found that his class time was more productive and he was better able to assess his students throughout the chapter. He also stated that this structure helped provide immediate feedback and reduce test anxiety for many students. I found this proposition to be interesting considering daily practice is a big part of learning math, but instead he tries to maximize his time in class through this process in order to accommodate not having daily homework.
- **Paula Williams** - I learned more about Desmos, including the Desmos created activities called Polygraphs and Marble Slides. Polygraphs are like a game of Guess Who where students use mathematical language to ask a series of yes or no questions that help them to eliminate all but one of several graphs, in hopes that the last graph they have standing matches the graph that their opponent had chosen. In Marble Slides, students create several linear or parabolic or rational equations to help a series of marbles slide in a direction that will allow the marbles to hit all of the yellow stars. Students can create elaborate equations by adding domains and ranges to their equations. Check it out at teacher.desmos.com.
- **Candice Sagliano** – I attended a session on "Teaching and Learning AP Statistics." Statisticians were ranked as the [#1 Best Business Job](#) and a new career field in the realm of statistics is [Data Science](#).
- **Margaret Gawrych** - At the SAT session, we got to try some practice problems and see that even on the portion where the calculators are allowed, the problems are sometimes able to be done without the calculator. We also talked about how the students can use Khan Academy to sign in to their College Board accounts and have their practice tailored to their strengths and weaknesses based on their PSAT scores.
- **Ben Bishop** - I learned all about the activities for the AP Graders in Kansas City both formal and informal which has made me particularly excited to start grading AP exams!
- **Alanda Mehic** - I attended a math trivia session that I originally thought might be fun facts about math, but instead it was a game that I can easily incorporate in any of my math classes. Each question was timed and worth a different amount of points, depending on answering correctly before or after the hint, or how close your answer is if you are approximating. My group came in third place.
- **Preet Aulakh** – At a session called Potpourri of instructional ideas: Math does not have to be all worksheet and boring problems. Presenters shared ideas like using [continuous fill in activity](#), [flip cards](#), different levels of worksheets assigned with certain number of points, using big dry erase board for group work, quiz reflections, student create and present problem. For quiz reflections, teacher highlights students' mistakes, instead of giving grade, students fix problems and write reflections to get points back. Student participation and engagement can be increased by assigning different partners like [face partners or shoulder partners](#) during group work.

Teachers Teaching with Technology (T³) International Math Conference

Preet Aulakh attended the T³ Conference in Chicago the weekend of March 10th. Here is what she has to share:

- **Activities and strategies for teaching mathematics with TI-84 Plus graphing calculator:**

Activities can be designed to deepen students understanding of Mathematical topics including linear functions, system of equations, transformations, zero of polynomials, mathematical modeling For activities use the following link: <https://eventmobi.com/api/event/d7-a4e3-eea>

- **Let's grow our best muscle...the brain:**

Our brain grows best when we struggles and wrestle rich problems. You can use resources and activities below that we can use in our classroom to help students become better thinker and problem solver. <https://www.youcubed.org/> <https://nrich.maths.org/> <https://docs.google.com/presentation>

- **Tips and trick about TI-84 family of calculators:**

Tips and tricks for TI-84 Plus CE on high stake testing can be found on <https://education.ti.com/en/resources/test-preparation-tools>

- Other resources include [Formative Assessment Buffet](#), [Action Consequence Reflection Activities](#), [End Behavior Investigation](#), [Assessment Literacy & Technology Learning Targets](#), and [TI-84 Student Discoveries](#).

Effectively Dealing with Disruptive Students Seminar

Julie Astrouski and Candice Sagliano attended this seminar on March 20th. Some highlights included:

- The environment we create dictates the interactions within our classroom. By modeling appropriate interactions we are giving our students the tools to be successful in all environments.
- Replace public reprimands with personal questions when students are disruptive. For example, instead of saying "put away your cell phone" in front of the class, go up to the student individually and ask the student, "What are you doing that might be preventing you from learning?"