Rosenthal Prize for Innovation and Inspiration in Math Teaching

https://momath.org/rosenthal-prize/

This presentation can be found at http://bit.ly/2I2fRta

Designed to recognize and promote hands-on math teaching in upper elementary and middle school classrooms, the Rosenthal Prize carries a cash award of $25,000 for the single best activity, plus up to five additional monetary awards for other innovative activities. The winning teacher(s) will have the opportunity to share their innovative activities with educators across the country.

You do not need to be a middle school teacher, but it should be a middle school lesson.

My first thought.... I have nothing worth $25,000!!!

Next thought:

Math teaching....priceless!

Actually next thought:

How long will it take?

Initial Application

What have you got to lose?

- Initial application is easy.
- Just a series of short response questions.
- Applications likely open near the end of March and are usually due sometime in May.

These were my questions.

They may be modified for the coming year. Applications are not open yet.

1. Describe an innovative activity you implemented with your students in which the activity itself illustrates a relevant mathematical concept. If your activity was not implemented with 4th through 8th grade students, please also include a description of how it would be modified to work with this age group (200 words or less.) - This is 56 words….

2. Please write a brief essay explaining how this activity represents your teaching philosophy (200 words or less.)

3. Is this activity original to you? If so please comment on when and how you developed it. If this activity is one you borrowed from another source, please provide an attribution and explain how you have adapted or changed the activity.

(They will Google your activity)

Imagine that another teacher were trying to implement your activity in their classroom. If they had to start from scratch, what materials would they need? How much time would it take to prepare? What would be the cost of the materials?

They will try your activity.

When did you start using this innovative practice in your classroom?

Rubric -

This is fairly hidden in the information and can be useful when deciding between activities.

Please check if you agree: “Based on the information provided and at least a brief Internet search, this application appears to be the submitter's original work or contain an important component that is the submitter's original work.”

Rubric Item	0	1	2	3
Innovation *Is it outside the box?*	The activities described are routine and/or commonplace.	The activities described represent a slight twist on well-known techniques.	The activities described contain substantial innovative elements, but are within the context of more routine techniques.	The activities described are entirely novel and groundbreaking.
Engagement *Is it fun?*	The activity is not compelling. It is unlikely to be enjoyed by students.	The activity is satisfactory. It is unlikely to convince students that math is fun, but neither would it turn them off to math.	The activity is somewhat engaging. It would likely be seen as more fun than the typical math lesson.	The activity is designed to tap into sources of inherent student interest. This activity shows math as a fun, interactive endeavor.

Rubic copy

Content *What's the math?*	There is no clear mathematical content to this activity.	Activity reflects math content, but it is either inaccurate or developmentally inappropriate.	Activity reflects math content, presented in an accurate but incomplete way.	Activity reflects rigorous and developmentally appropriate math content.
Replicability *Is the activity easy to replicate?*	The activity requires hard-to-find or costly materials AND the activity would take significant time and/or effort to prepare.	The activity requires hard-to-find or costly materials OR the activity would take significant time and/or effort to prepare.	The activity requires moderate cost materials or those that might be found in a school setting, and would not take significant time and/or effort to prepare.	The activity is low cost and makes use of commonly available materials, and would not take significant time and/or effort to prepare.

Connectedness *Does the activity have impact?*	This activity is completely unrelated to any unit of study in the math classroom.	This activity is somewhat related to a unit of study in the math classroom.	This activity ties in with a unit of study, though it is unclear how coherent that connection is.	This activity ties in with a unit of study in a coherent, integral way.
Narrative *Is it understandable?*	Narrative is unclear. I do not understand the activity.	Narrative is somewhat clear. I understand part of the activity, but not all.	Narrative is mostly clear. I understand the activity, but would need more details before being able to implement the activity.	Narrative is clear. The information included would be essentially sufficient to implement the activity in another classroom.
Teacher's writing *Is it well-written?*	Entry displays multiple errors in grammar, spelling, or logic, or multiple typos.	Entry is generally well-written, with some grammatical, spelling, or logical errors, or some typos.	Entry is well-written, with few grammatical, spelling, or logical errors, and few typos.	Entry is well-written, with no grammatical, spelling, or logical errors, and no typos.

I found this video that gives a lot of insight as to how the process works and what the judges are looking for.

[redacted]

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MUSEUM OF MATHEMATICS

[redacted]

Next steps after initial application

Letter of recommendation

Video of your class (I videoed all 6 of my classes and chose the best one.) Get parent permission.

Short essay as to how the lesson impacted your overall class or one particular student. (This was my essay)

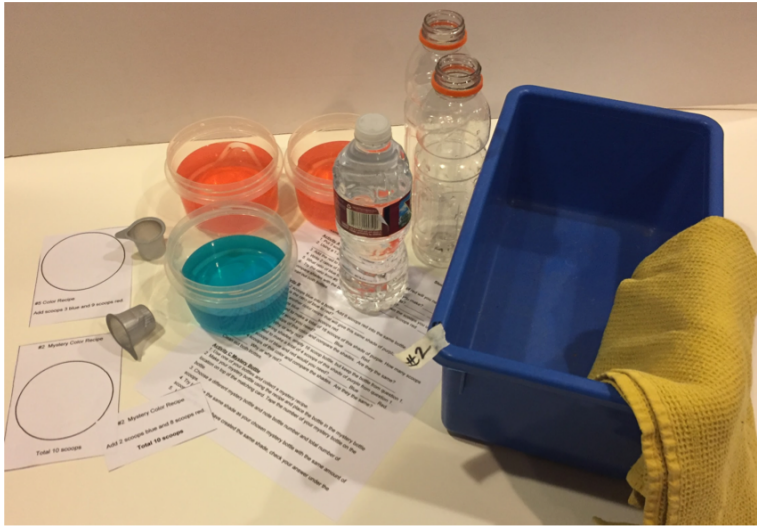
Detailed Lesson Plan (caution- looking at other people's final lesson plans may be overwhelming at the beginning.)

Ralph Pantozzi's Random Walk Lesson

Formal Lesson Plan (1st try)

Creating Color Combos

In November I was contacted to revise my lesson plan so that easier materials could be accessed.



Creating Color Combos Version 2

Timeline

- Initial Application (March- May)
- Finals notification (beginning of school year)
- Revisions November
- Notification December
- Ceremony Jan/ Feb