



University of Nebraska-Lincoln

Primarily Math

Strengthening mathematics education in grades K-3

Nebraska
MATH

Nebraska MATH

CENTER FOR SCIENCE,
MATHEMATICS
& COMPUTER EDUCATION

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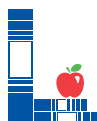
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Bright and early

Primarily Math program responds to need for expertise in teaching math in early grades

As high expectations for the teaching and learning of mathematics in public schools persist, more emphasis needs to be placed on achievement in the early grades. Marjorie Kostelnik, dean of the University of Nebraska-Lincoln's College of Education and Human Sciences, argued this point due to her extensive experience with young children and early childhood education, influencing the Primarily Math initiative of the NebraskaMATH grant, now in its second year.

NebraskaMATH was funded in January 2009 by the National Science Foundation as a five-year, \$9.2 million Targeted Math Science Partnership. Primarily Math is the grant's most ambitious initiative, consisting of three components: a graduate certificate program, a support network and a major research project. Historically, educators



LINDSAY AUGUSTYN/UNL CSMCE

Tara Zuspan assists two of her first grade students with place values using manipulatives at Cavett Elementary School in Lincoln, Neb., in May 2010. Zuspan became a math coach beginning the 2010-11 school year.

believed that emphasis on teaching mathematics was unnecessary in early grades, but recent research indicates that early instruction about concepts of “number” and geometry and spatial thinking have demonstrated later success in both math and reading.

Jim Lewis, Aaron Douglas Professor

of Mathematics at UNL, is the lead Principal Investigator for the NebraskaMATH grant, and is joined by a Leadership Team of six co-PIs, representatives of Educational Service Units and core local school-district partners, as well as support from the UNL Center for Science, Mathematics &



LINDSAY AUGUSTYN/UNL CSMCE

Megan Fleischman (left), Sy Settell, Bev Grueber, Jo Conrad and Kelly Dockweiler work on a group assignment during TEAC 907, taught by Ruth Heaton, in June 2010.

Primarily Math's K-3 Mathematics Specialist Certificate Program

Term	Course	Topic
Summer 1	MATH 800P	Number and Operation for K-3 Math Specialists
	MATH 801P	Geometry, Measurement and Algebraic Thinking for K-3 Math Specialists
Fall	TEAC 808A	Teaching Math K-3: Planning Lessons for Diverse Classrooms
Spring	TEAC 808J	Helping Young Children Become Mathematical Thinkers
Summer 2	MATH 802P	Number, Geometry and Algebraic Thinking II for K-3 Math Specialists
	TEAC 907	Communities of Practice and Mathematics
2nd Fall [^]	TEAC 836B	Professional Development in Education

[^] = TEAC 836B is an optional course for teachers who will assume a leadership position

Computer Education (CSMCE) (see Lewis' comments about Primarily Math's teachers on Page 11).

Partners in the NebraskaMATH grant with the University of Nebraska-Lincoln (UNL) are Grand Island Public Schools (GIPS), Lincoln Public Schools (LPS), Omaha Public Schools (OPS), Papillion-La Vista Public Schools (PLVPS) and Nebraska's Educational Service Units (ESU).

The goal of Primarily Math is to strengthen the teaching and learning of mathematics in grades K-3. Just as there are wide gaps in children's reading abilities, many students begin school well behind their peers in mathematical knowledge. Primarily Math works with primary teachers to address this gap by supporting them through three phases of the program:

- 1) an investment in K-3 teacher education through a graduate certificate program,
- 2) support for teachers after they complete the graduate program and work to strengthen mathematics teaching and learning in their classrooms and their schools, and
- 3) a research study designed to inform Nebraska and the nation regarding the impact of Primarily Math on student achievement.

In the first year of recruitment for Primarily Math, almost 175 teachers applied to participate, far more than could be accepted, which demonstrates the need for this program. The first cohort of 35 teachers began coursework on the UNL campus in Summer 2009 and completed the 18-hour certificate program in Summer 2010. A second cohort of 29 teachers began coursework at ESU 3 in the Omaha area in Summer 2010.

In Summer 2011, support from LPS, OPS and PLVPS has made it possible to plan two institutes – one in Grand Island and another on the UNL campus. A Primarily Math institute also has been scheduled for Summer 2012. Applications for the third cohort will be accepted until November 30, 2010. Teachers may also apply now for the fourth cohort.

Kindergarten to third grade teachers who participate in Primarily Math begin with a six-course, 18-hour graduate program that emphasizes mathematics, pedagogy and working with children in the early grades. An optional seventh course on leadership is offered to teachers who will assume a district leadership position, such as a math coach, and want to better prepare for that role. Teachers who complete the Primarily Math program earn a K-3 Mathematics Specialist Certificate from UNL (see curriculum listing on Page 2).

Due to the generous support from the NSF, Primarily Math teachers are able to participate in the graduate certification program at no cost to them for tuition or fees, and also receive a stipend during the summer portion of their coursework. Teachers who must travel to attend a course receive financial support.

The second phase facilitates the transfer of knowledge from the graduate program into teaching practice, centering on study groups. The teachers from the first two cohorts, featured in this magazine, will work for two years in study groups with a team of peers, as well as faculty and graduate students from UNL, with the goal of increased achievement for all students in the K-3 classroom. The teachers will move into one



LINDSAY AUGUSTYN/UNL CSMCE

Diann Barnes (left), Cindy Beaman and Linda Woitaszewski create a poster in a group assignment for Deb Romanek, Director of Mathematics for the Nebraska Department of Education, regarding the revised state standards during TEAC 907, taught by Ruth Heaton, in June 2010.

of three roles (math coach, math specialist or generalist) based on their own strengths, their districts' needs and the needs of the Primarily Math research study.

Thus, the study groups, organized by UNL faculty in collaboration with system administrators and school districts, are separated into two types:

1) Math Coach Study Groups will meet monthly and be facilitated by district math

coordinators and university faculty. Participants will focus on issues of mentoring, with the option to receive graduate credit.

2) Classroom Teacher Study Groups will meet monthly and be led by selected school and university personnel. Discussions will focus on a study of mathematical ideas prompted by the descriptive review of student work and the planning and debriefing of common formal math lessons and

activities outside of math class.

The research project of Primarily Math studies the effect of these three new roles for these teachers on their students and is designed to inform Nebraska and the nation as to the most effective (and financially efficient) approach to strengthening K-3 mathematics education.

Consistent with a recommendation found in the 2008 National Math Panel Report, *Foundations for Success*, the Primarily Math research team is studying the relative benefits derived from utilizing graduates of the program as either K-3 math coaches, math intensive teachers who teach math to more than one class at the K-3 level, or teachers who remain as generalists in the classroom, especially kindergarten teachers.

UNL professors Ruth Heaton, Carolyn Edwards and Walt Stroup lead the research initiative and guide the overall Primarily Math program. This interdisciplinary team, with expertise in mathematics teacher education, psychology, early childhood learning and statistics, aided the successful grant proposal for NebraskaMATH.

The nation's children are in need of the best mathematics education possible, beginning at an early age. The goal of NebraskaMATH is to help all students build a solid foundation upon which mathematical knowledge can grow and flourish.

In short, NebraskaMATH believes in investing in Nebraska's finest K-3 mathematics teachers, so that with regard to the mathematics education of school children in Nebraska, we get it right ... from the start.



LINDSAY AUGUSTYN/UNL CSMCE

Tara Zuspan asks her first grade students to explain their reasoning during math class in May 2010 at Cavett.

Furthering the mission

With renewed confidence in math, LPS math coach Katt assists teachers at all 37 elementary schools

Susie Katt tried to leave her options open when she started at the University of Nebraska-Lincoln, but all of the signs pointed to teaching.

Her parents both began their careers as teachers. Her favorite make-believe game as a child was school. She taught swimming lessons during high school. Then, after a practicum experience her sophomore year at UNL, she “fell in love with young children all over again” and changed her major from General Studies to Human Development and the Family, with an emphasis in Early Childhood and Elementary Education.

After teaching for Lincoln Public Schools for 10 years, Katt has spent the past four years as a math coach for the district.

“My involvement in a curriculum study allowed me to have a leadership position. I was asked by the curriculum specialist to apply for a K-2 math coach position at the district level,” Katt said.

Through her work for the district, Katt learned about Primarily Math and thought it would be an excellent opportunity.

“I knew of many Math in the Middle



LINDSAY AUGUSTYN/UNL CSMCE

Susie Katt has been a district math coach for Lincoln Public Schools for the past four years and taught for 10 years prior to coaching.

grads who spoke very highly of their experience,” Katt said.

For the 2010-11 school year, Katt’s primary responsibility as an instructional math coach will be in kindergarten and first grade. Last year, she was a third-grade coach and K-2 before that. Katt works with teachers

in all of the 37 elementary buildings in the Lincoln Public Schools district.

“My role as Elementary Math Coordinator allows me to interact with principals in leadership meetings, support building math coaches, coordinate the efforts of the district coaches, and work on initiatives and projects that affect LPS elementary students in mathematics,” Katt said.

Thanks in large part to Primarily Math, Katt has regained confidence in her mathematical abilities.

“Now I feel I’m better equipped to be an effective teacher and coach of mathematics,” she said.

“Participation in Primarily Math has given Susie an opportunity to deepen her content knowledge, consider alternative instructional strategies, and grow as a leader. She is an invaluable member of the LPS math leadership team in no small part due to her involvement with Primarily Math,” said Matt Larson, curriculum specialist for mathematics at LPS.

Originally from Valentine, Neb., Katt also completed a master’s degree in Educational Administration from the University of Nebraska-Lincoln. Her husband, Jason, is a certified public accountant, and they have two children, Tenley and Huxton.

“I cherish the relationships I’ve built with the other participants of Primarily Math Cohort 1,” Katt added.



LANE HICKENBOTTOM/LANE PHOTOGRAPHICS

Danielle Inserra teaches a math lesson to her second grade class at Patriot Elementary in Papillion in May 2010. Inserra became the building's math coach beginning the 2010-11 school year. Inserra decided to transition to a coaching position because of her enjoyment fostering a love of math in both students and teachers. Inserra earned her master's degree in one year through a program similar to Primarily Math. In 2001, she graduated from the University of Nebraska at Omaha through the CADRE program. CADRE provided first-year teachers a chance to get their master's degrees in one year while being matched with a master teacher as a mentor.

Growing to love math

Inserra begins coaching math, sharing how she learned to enjoy teaching a subject she once disliked

She hasn't always loved math, Danielle Inserra admits.

Then she faced her fear. The Papillion-La Vista Public Schools teacher joined her school's math curriculum toolbox committee and, later, became a member of the first cohort of Primarily Math.

Now, after teaching second- and third-grade students for 10 years, Inserra is the new math coach at Patriot Elementary.

Inserra decided to transition to a coaching position because of her enjoyment helping students begin to grow to love math.

"I realized math wasn't all about finding a correct answer and memorizing facts and formulas. Math is about discovering, investigating, making connections between mathematical concepts, and solving problems using different strategies to gain a deeper understanding," she said.

"I changed the way I taught math and saw an incredible change in my students' level of understanding and their enthusiasm for math grew. I was excited about math, and therefore, my students were also excited about math. It was evident each day when



LANE HICKENBOTTOM/LANE PHOTOGRAPHICS

Danielle Inserra discusses a math problem with one of her students in May 2010 at Patriot Elementary.

students would ask to skip recess to continue learning math!" Inserra added.

Inserra heard about the Primarily Math program a few years ago from colleagues at the PLV central office.

"They were excited about the grant and research opportunity that our district was going to be a part of," Inserra said. "I decided to apply because of my love for teaching math and desire to learn more. I'm always looking for ways to improve and become a better teacher. I wanted to learn all I could about being a successful math teacher."

Besides her duties at Patriot with the Continuous Improvement Process team, Inserra has some district responsibilities, such as her continued involvement with the math toolbox committee. Inserra has worked for Papillion-La Vista Public Schools her entire

teaching career.

As a coach, Inserra said, "I work together with the teachers, the principal and the literacy coach to plan math lessons, provide professional development, attend PLC meetings, model and co-teach lessons and provide support to all teachers."

"I enjoyed teaching Danielle in MATH 802P this past summer and getting to know her. She brings great strengths to her new position as a math coach. I believe she will have a significant impact on teaching and learning math at Patriot," said Jim Lewis.

Hailing from Springfield, Neb., Inserra graduated from Platteview High School, and received both her bachelor's degree and master's degree from the University of Nebraska at Omaha. She and her husband, Sam, have two children, Callie and Skylar. She and Sam met when Danielle was a freshman at Platteview, and they have been married for almost 10 years.

Inserra looks forward to using the leadership skills she learned through Primarily Math to help teachers who are apprehensive to learn to take a risk and teach math in an investigative, "backward" approach.

"The relationships and networks I've formed with teachers and experts across the state are priceless. I would highly recommend the program, and I am very proud to have been part of such an amazing learning experience," Inserra said.

Ready for a challenge

After 19 years of classroom teaching, McGill becomes a math coach in Papillion

Carriage Hill Elementary teacher Jane McGill felt like she was just skimming the surface in most subject areas she taught.

“I had felt for a few years that I really had not become an expert in anything,” McGill said.

However, she did have a passion for math, since being involved in Papillion-La Vista Public Schools’ curriculum math team. Then, she heard about the Primarily Math program and decided it was the perfect opportunity for her to make a career change.

“When the opportunity came for Primarily Math, I was thrilled to see that there was a program that I could possibly be involved in that would help teachers become better math teachers. I wanted to learn more about math and how I could help others,” McGill said.

Ready to take a new challenge, McGill started her first year as a math coach at Carriage Hill in August 2010.

“I have seen the positive difference that the literacy coaches have made in our district,” she said. “I truly feel that all students can be great at math. I have not always felt that I was a good math student but I do



LANE HICKENBOTTOM/LANE PHOTOGRAPHICS

Jane McGill instructs third-graders during a math lesson at Carriage Hill in May 2010.

know that with purposeful teaching and having a passion for teaching, students can achieve.”

McGill’s passion came through during Ruth Heaton’s TEAC 907 class, as well as in Heaton’s leadership course in Fall 2010.

“Jane is enthusiastic and should thrive as a building math coach. She is thoughtful and insightful about mathematics teaching and learning, and her leadership skills are exceptional,” Heaton said.

McGill taught fourth grade in South Sarpy District 46 for eight and a half years and then taught third grade for 10 years with PLV before becoming a math coach. For nine

years in between, she stayed home to raise her three sons, Michael, Andrew and Nathan. McGill’s husband, John, is a junior high school principal in the Papillion district. Their oldest son, Michael, plans to get his teaching certificate next year and teach junior high or high school.

McGill was born and raised in Lincoln, Neb., at-

tending Lincoln Public Schools. Her parents were both elementary teachers for LPS, and she said they knew early on she would enjoy being a teacher and encouraged her to pursue a degree in education at the University of Nebraska-Lincoln, where she went on to earn a bachelor’s degree in Elementary Education.

“My favorite teachers were Mrs. Rolf in kindergarten and Mrs. Keene in fourth grade. Mrs. Keene told me that I always liked to organize her desk and clean the boards,” McGill said. “I love being a teacher, and I can’t imagine being in any other field.”



LANE HICKENBOTTOM/LANE PHOTOGRAPHICS

Jane McGill encourages her third grade students during math class at Carriage Hill Elementary in Papillion, Neb., on one of the last days of school in May 2010. After substituting for a year in the Papillion district, McGill was so impressed with the curriculum and teachers that she had met, she decided she wanted to teach there. “The district was really starting to progress at that time, and I wanted to be a part of it,” McGill said. Beginning the 2010-11 school year, McGill became the building math coach at Carriage Hill.

Refining her new role

Math intensive teacher Orton meeting specific needs for more students

Molly Orton is one of five Primarily Math teachers in Cohort 1 who transitioned to becoming “math intensive teachers” for Lincoln Public Schools this year.

Orton, a second grade teacher at Elliott Elementary School, teaches another section of second grade math each day while her homeroom students receive literacy class from another teacher.

She loves her new role because it allows her to refine her lessons immediately for each group of students she teaches.

“I find myself making connections between what kids say in different classes, and I’m also discovering how important it is to refine my lessons to meet the specific needs of each group of kids,” she said.

“I feel a lot of responsibility on my shoulders now that my teaching is affecting twice as many kids, but I also feel free to spend more of my time developing strong math lessons as my focus this year.”

Orton heard about Primarily Math from her principal, who knew Orton was interested in pursuing a master’s degree. When she heard the program was facilitated by Jim Lewis and Ruth Heaton, she knew she



SUSIE KATT/LPS

Molly Orton (right) works with two of her second-graders at Elliott Elementary School in Lincoln, Neb., in May 2010, as they solve two-digit addition problems and use the DigiBlock manipulatives to model their thinking.

wanted to participate.

Orton was involved in the Math Matters program with Lewis and Heaton as an undergraduate at the University of Nebraska-Lincoln, where she was exposed to much of the same mathematics and pedagogy as she encountered in Primarily Math.

“As soon as I discovered the program was created by Jim Lewis and Ruth Heaton, I knew it would be high quality because of my experience learning from them in my undergraduate work. I also had talked with colleagues whose teaching had been profoundly impacted by their experiences with

Math in the Middle,” Orton added.

Originally from Watertown, S.D., Orton came to UNL to play trumpet in the marching band. She took a career survey that pointed her toward teaching. Now, Orton is working on her master’s degree in Teaching, Learning and Teacher Education, focusing on Curriculum and Instruction, at UNL, where she earned her bachelor’s degree in Elementary Education.

Orton said her struggles with math as a middle school student motivated her. After barely passing the placement exam for eighth grade algebra, Orton was determined to remain on the accelerated math track.

“I spent a lot of late nights around the kitchen table with my dad, getting help with math homework. Part of my passion to teach math stems from my struggles as a math student,” said Orton, whose husband, Steve, teaches eighth grade American history for LPS. “I don’t want my students to be limited in their career choice because they are afraid of mathematics.”

A word from Jim Lewis

My heroes have always been teachers.

NebraskaMATH offers a genuinely special opportunity to make Nebraska schools a national model for the teaching and learning of mathematics. This \$9.2 million grant from the National Science Foundation follows the very successful NSF-funded Math in the Middle Institute and comes at a time when education leaders in Nebraska are ready to work together and are focused on new standards and ambitious learning goals.

Primarily Math is the signature program of our NebraskaMATH partnership. By focusing on working with K-3 teachers, our goal is to help all students build a solid foundation for learning mathematics in the primary grades and to reduce the knowledge gap that exists at the point students begin formal schooling. Thus, Primarily Math is an effort to get it right from the start with respect to the mathematics education of school children in Nebraska.

This past summer I had the privilege to be one of the instructors for Math 802P, one of the last two courses being taken by the teachers who were in the first cohort of Primarily Math teachers. Working with a tremendous group of dedicated teachers was a great experience. With good humor and a “can do” attitude, they greeted our team of instructors eager to show what they had ac-



LINDSAY AUGUSTYN/UNL CSMCE

NebraskaMATH Principal Investigator and MATH 802P lead instructor Jim Lewis answers questions from Shannon Allard (bottom, center), Kina Stefka (left) and Lynn Fuller, while co-instructor Delise Andrews (standing, right), a Lincoln Public Schools math coach, assists other Primarily Math teachers in June 2010.

complished the night before.

The math course was only one of two courses that was part of the summer institute; the other was TEAC 907. For two weeks, these dedicated teachers established a routine of class from 8:00 to 5:00 followed by homework well into the evening. One group worked on homework immediately following class, while others gathered in the Husker Village apartments to work after dinner.

In addition, a second cohort of teachers was just beginning the Primarily Math program, taking courses in the institute located

at ESU 3.

Having experienced firsthand the dedication of the teachers in our program, I came away with enhanced admiration for the teachers in Primarily Math and new confidence that investing in professional development opportunities for teachers is the right approach if we want to improve mathematics learning in our schools.

We are proud of the teachers in Primarily Math and are pleased to produce this publication that tells their story.

My heroes are still teachers.

Primarily Math Cohort 1

Get to know these
exceptional teachers



LINDSAY AUGUSTYN/UNL CSMCE

Deb Watchorn (left) and Rita Ehly discuss a math problem with Janis Hiatt (bottom right) during MATH 802P in June 2010.



Shannon Allard

Grades: Kindergarten-Third
School and District: Emerson Elementary, Alliance Public Schools
Years Teaching: 13
Academic Career: Bachelor's degree from Chadron State College in Elementary Education with an endorsement in Early Childhood Education

"I joined Primarily Math because I wanted to gain a better understanding of mathematics to better address the needs of all students. I truly believe that everyone can be a successful learner in mathematics; it is up to you to challenge yourself to be the best that you can possibly be.

I have learned many new strategies in mathematics that will benefit not only myself, but my students as well. I have learned that it is ok to have disequilibrium, because that is how we learn. I have become much more confident in my abilities and am so excited to share what I've learned about math with others."



Kelli Anderson

Grade: Kindergarten
School and District: Elliott Elementary, Lincoln Public Schools
Years Teaching: 4
Academic Career: Bachelor's degree from Northwestern College (Iowa) in Elementary Education with endorsements in Early Childhood Education and Reading; Master of Arts from University of Nebraska-Lincoln in Teaching, Learning and Teacher Education, in progress

"My main goal has been, and continues to be, to become a better mathematics teacher. I want my students to see themselves as successful learners, as successful mathematicians. As my learning continues I also see the need for me to share my learning with other teachers, especially those who teach in my building and those who teach kindergarten. Success should be for more than just my students; it should be for all students. If I can take my experiences in Primarily Math and share it well with others, it will be worth the time and effort I've been putting into this program."



Diann Barnes

Grade: Third

School and District: Engleman Elementary, Grand Island Public Schools

Years Teaching: 21

Academic Career: Bachelor's degree from University of Nebraska-Lincoln in Elementary Education; Master's degree in Curriculum and Instruction from Doane College

"I joined the Nebraska Math program to help support my teaching of mathematics to my students in a more invigorating way. I was pleased with the challenge it provided and was encouraged by the other math teachers in Nebraska to deliver an inviting way to teach math. My eyes were open to how important our job is to teach math correctly. I am so pleased with the opportunity to work with such talented colleagues, and I gained such valuable insight with math instruction. It was a very enriching experience."



Cindy Beaman

Grades: Kindergarten-Fifth, Math Coach

District: Grand Island Public Schools

Years Teaching: 27

Academic Career: Bachelor's degree from University of Nebraska-Lincoln in Elementary Education; Master's degree from Doane College in Curriculum and Instruction; Reading Cohort participant at the University of Nebraska at Kearney

"The experience of being an instructional coach and participating in the Primarily Math grant has given me the professional development I feel every teacher should be given the chance to obtain. I have enjoyed sharing new strategies and techniques with the teachers I work with. I would encourage any teacher to continue learning, and becoming involved in a cohort is a wonderful opportunity to do so."



Jessica Burns

Grade: Second

School and District: Lost Creek Elementary, Columbus Public Schools

Years Teaching: 6

Academic Career: Bachelor's degree from University of Nebraska-Lincoln in Elementary Education; Master's degree from UNL in Education with a minor in Mathematics, in progress

"I joined Primarily Math so that I could more effectively teach math and create an opportunity for myself to someday be a math coach or math specialist. I have gained an unmeasurable amount of mathematics and pedagogical knowledge. The struggle of the coursework will impact my teaching for a lifetime. I am excited for my students to benefit from all I have learned."



Jodi Chapek

Grade: Kindergarten

School and District: Schuyler Public Schools

Years Teaching: 5

Academic Career: Bachelor's degree from Wayne State College in Elementary Education and ESL; Master's degree in Reading from University of Nebraska-Lincoln

"It was not until Primarily Math that I found true excitement in learning. As a result of the program, I became able to help my students see math in a positive light because I gained a more productive disposition in regards to math learning and teaching. Primarily Math has changed the way I teach mathematics in my classroom. I am more confident, strategic and purposeful in my math teaching and I feel that as a result, my early primary students have become real 'thinkers' and 'doers' of math. I look forward to helping my colleagues find ways to become more confident and effective mathematics teachers."



Stacy Chapek

Grade: First, Math Intensive Teacher

School and District: Clinton Elementary, Lincoln Public Schools

Years Teaching: 18

Academic Career: Bachelor's degree from Nebraska Wesleyan University in Elementary Education with a minor in Psychology; Master's degree from Doane College in Education with a focus on Curriculum and Instruction

"Primarily Math has been a great way to refresh my knowledge of mathematics other than K-1 curriculum and continue to grow as a teacher. My goal in my classroom is to become a thorough teacher of math and help develop an enjoyment of math. My career goal is to collaborate with other teachers and teach multiple classes to implement my new knowledge and provide a firm foundation for primary students in mathematics."



Jo Conrad

Grade: First

School and District: Dodge County School, Dodge County Public Schools

Years Teaching: 33

Academic Career: Bachelor's degree from University of Nebraska-Lincoln in Elementary Education with a specialization in Social Science; Master's degree from UNL in Teaching, Learning and Teacher Education, in progress

"Since I teach in a very small district, I look for experiences that give me the opportunity to communicate with teachers at my grade level, keep me current with new research, and expose me to the changing trends of early childhood education. Primarily Math provided for me the current mathematical research of how to teach young children mathematics. Not only did I gain understanding of why our job as early educators is so important, I was challenged to use my own mathematical knowledge to complete the courses. Being a math coach at the ESU level would be a dream come true since I live in a rural area."



Lisa Mason D'Croz

Grade: Second, Math Intensive Teacher

School and District: Elliott Elementary, Lincoln Public Schools

Years Teaching: 2

Academic Career: Bachelor's degree from University of Nebraska-Lincoln in Elementary Education with minors in ELL and French; Master's degree from UNL in Curriculum and Instruction with a minor in Mathematics, in progress

"As a lifelong learner who wanted to improve my instruction, Primarily Math was a great opportunity to grow. My goal is to use what I've learned to make a difference in my classroom, in my school and with my colleagues."



Kelly Dockweiler

Grades: Third-Fourth

School and District: Loup County Public School

Years Teaching: 20

Academic Career: Bachelor's degree from University of Nebraska at Kearney in Elementary Education with an endorsement in K-6 Physical Education

"I heard about Primarily Math through an e-mail and decided it was time to further my education in something that I knew would be beneficial not only to me, but to my students. I saw this as an opportunity to better myself as a teacher and am looking forward to taking what I've learned and implementing it into my classrooms."

I feel like I'm walking away with an experience that will last a lifetime. I would encourage others in education to get involved in NebraskaMATH, so we can all better prepare our students for the next phase of their math journey."



Rita Ehly

Grade: Kindergarten

School and District: Everett Elementary, Lincoln Public Schools

Years Teaching: 14

Academic Career: Bachelor's degree from University of Nebraska-Lincoln in Elementary Education

"In the classroom my goal is to develop a set of mathematics lessons that are rich and in-depth. These lessons will involve lots of questioning so that students will think and reason their way to an understanding of the mathematics they are learning. Additionally, I want to be a leader on my kindergarten team, to be a resource and a guide, for planning and instructional best practice in mathematics. As always, the ultimate goal is for students to have the knowledge and skills to be prepared and empowered with mathematical understanding so that they will achieve academic success in the classroom and beyond."



Amy Fiedler

Grade: Third

School and District: Bloomfield Elementary, Bloomfield Community Schools

Years Teaching: 16

Academic Career: Bachelor's degree from Wayne State College in Elementary Education

"I joined the first cohort of Primarily Math to find new ways to teach math to my students.

I hope to share what I have learned with other teachers in my building."



Megan Fleischman

Grade: First, Math Intensive Teacher

School and District: Rousseau Elementary, Lincoln Public Schools

Years Teaching: 3

Academic Career: Bachelor's degree from University of Nebraska-Lincoln in Elementary Education with a concentration in special education; Master's degree from UNL in Curriculum and Instruction, in progress

"My goal is to be a math teacher that continually learns with my students. I hope to give students a strong foundation in mathematics, so they have the confidence to realize that they are mathematicians. Primarily Math introduced me to a support system in order to be the best mathematics teacher I can be. While we are not perfect, Primarily Math has introduced me to a world of teachers with the common goal of helping all students be successful in math."



Lynn Fuller

Grades: District-level instructional technology coach

District: Lincoln Public Schools

Years Teaching: 14

Academic Career: Bachelor's degree from University of Nebraska-Lincoln in Elementary Education and Special Education; Master's degree from University of Florida in Curriculum and Instruction with an emphasis on Teaching, Learning and Facilitating Educational Change with Technology

"I heard about Primarily Math from the mathematics department in my district. I wanted to join because I wanted to gain a deeper understanding of math pedagogy, particularly for young children. My goal as a coach is to support teachers in the classroom as they look for ways to make their instruction more engaging and purposeful for their students. I have gained a practical understanding of mathematics processes and pedagogical practices that can help students to become better problem-solvers."



Tabitha Gilsdorf

Grade: Second

School and District: Bloomfield Elementary, Bloomfield Community Schools

Years Teaching: 4

Academic Career: Bachelor's degree from Wayne State College in Education

"I joined Primarily Math Cohort 1 to help better my understanding of mathematics. I hope to take what I have learned back to my classroom and apply it to my students so they can have a deeper understanding of mathematics."



Bev Grueber

Grade: Fourth

School and District: North Bend Central Elementary, North Bend Central Public Schools

Years Teaching: 39

Academic Career: Bachelor's degree from University of Nebraska-Lincoln in Elementary Education (K-8) with a minor in English; Master's degree from Doane College in Curriculum and Instruction with a middle school endorsement

"Even after all of my years of classroom experience, I still need to continue growing and learning. It's humbling to be in the 'learner' role; it reminds me of the frustrations my students experience as they daily learn new concepts. Primarily Math added to my understanding of the 'whys' of math, not just the memorization of it. It works; I have learned from the best."



Janis Hiatt

Grade: First, Math Coach and Math Intensive Teacher

School and District: Rousseau Elementary, Lincoln Public Schools

Years Teaching: 39

Academic Career: Bachelor's and Master's degrees from University of Nebraska-Lincoln in Elementary Education

"I have always enjoyed teaching math and Primarily Math sounded like a program that would help me be a more effective math teacher."

"My goals in the classroom are to teach effectively. I want all of my students to have a deep conceptual understanding of all of the first-grade objectives. I want my students to have a contextual understanding so math is real, relevant and useful."



Danielle Inserra

Grade: Third, Math Coach

School and District: Patriot Elementary, Papillion-La Vista Public Schools

Years Teaching: 11

Academic Career: Bachelor's and Master's degrees from University of Nebraska at Omaha in Elementary Education with an undergraduate minor in Special Education

"Because of Primarily Math I've become one of our district's first math coaches. The goal of teaching math is not for students to memorize facts and concepts, but to gain a deep understanding and be able to transfer that knowledge to new situations and problems. I've learned how to help my students gain a deep and true understanding of math. It's been a difficult and challenging adventure; however, it's one of the best choices I've made. Math has always been a weakness for me. I took a major risk by becoming part of Nebraska-MATH, and I wouldn't have it any other way."



Brittany Jenkins

Grades: Second-Fourth

School and District: Beemer Elementary, West Point Public Schools

Years Teaching: 2

Academic Career: Bachelor's degree from Midland Lutheran College in Elementary Education (K-8) with a minor in Theatre

"I wanted to join Primarily Math because I did not feel confident in mathematics. I would have said that I very much disliked math and had negative feelings toward it. Knowing that a teacher's attitude can have either a positive or negative effect on a student's ability to learn, I knew I had to do whatever possible to change my feelings toward math to be an effective teacher of mathematics to my future students."

"I would encourage any teacher confident or not in mathematics to try to do more mathematics learning. You will be challenged but only through the challenge can one become a better educator."



Kellie Joy

Grade: Third, Math Coach

School and District: Clinton Elementary, Lincoln Public Schools

Years Teaching: 16

Academic Career: Bachelor's degree from Nebraska Wesleyan University in Elementary Education and Special Education; Master's degree from University of Nebraska-Lincoln in Teaching, Learning and Teacher Education, in progress

"My goal is to help teachers be more intentional and purposeful in their math teaching. I want to provide support in content and pedagogical procedures to allow them to teach more conceptually."

"Primarily Math has given me the tools to be a better math instructor. I have learned strategies to be more strategic in planning math lessons and providing students content-rich experiences that will enable them to be successful in the future."



Susie Katt

Grade: Elementary Math

Coordinator/K-2 Math Teacher Leader

District: Lincoln Public Schools

Years Teaching: 14

Academic Career: Bachelor's degree from University of Nebraska-Lincoln in Human Development and the Family with minors in Early Childhood and Elementary Education; Master's degree from UNL in Educational Administration

"I advocate that young children need to become 'mathematically literate' while in elementary school. I truly believe all students can achieve in mathematics and I support teachers as they strive to make it a reality.

To future participants - it's not always easy, but after all is said and done, you'll be so appreciative you've been able to have the experience."



Keri Lewandowski

Grade: Second

School and District: Belmont Elementary, Lincoln Public Schools

Years Teaching: 10

Academic Career: Bachelor's degree from University of Nebraska-Lincoln in Elementary Education and Early Childhood Education; Master's degree from Nebraska Wesleyan University in Historical Studies

"In the classroom, I am processing the information and skills I learned in Primarily Math and implementing this knowledge in my planning and practices. I will be able to share my experiences by co-teaching math this year and planning with my team. Becoming a math intensive instructor is a possibility I would like to consider in the future.

Primarily Math gave me the opportunity to develop mathematical and pedagogical knowledge. Understanding mathematics on a deeper level helps me to better understand and reach the diverse learners of my classroom."



Jane McGill

Grade: Third, Math Coach

School and District: Carriage Hill Elementary, Papillion-La Vista Public Schools

Years Teaching: 18

Academic Career: Bachelor's degree from University of Nebraska-Lincoln in Elementary Education

"I have learned to believe in myself, that I can problem-solve and do mathematics beyond third grade. I have learned so much from the pedagogy classes about how students learn math. After my years of teaching it fascinates me to learn how to become a better and more effective teacher. I have learned it's never too late to learn. I plan on being a life-long learner.

I would highly recommend this program. The instruction and the instructors have been outstanding. If you're interested in learning more about how to be a better teacher of math, then this program is for you."



Cindy Mracek

Grade: Second

School and District: Grandview Elementary, Alliance Public Schools

Years Teaching: 22

Academic Career: Bachelor's degree from Chadron State College in Elementary Education with a minor in Mathematics and emphasis in Early Childhood Education and Psychology

"My goals in the classroom are to take the knowledge and strategies I have learned to improve my teaching, my planning, and my students' learning. I want to use what I have learned to make better grade-level decisions about curriculum, continue to grow as a teacher of mathematics, and to help make my students become 'thinkers' and 'doers' of math.

Personally I have gained new confidence in myself and what I can achieve. Professionally I have learned new strategies, learned about new research, new ways of thinking about how to teach math and a cohort of resources to draw from."



Molly Orton

Grade: Second, Math Intensive Teacher

School and District: Elliott Elementary, Lincoln Public Schools

Years Teaching: 3

Academic Career: Bachelor's degree from University of Nebraska-Lincoln in Elementary Education; Master's degree from UNL in Curriculum and Instruction, in progress

"I think that personally I feel more confident to teach math well to my students. I know the key concepts they need to master in elementary school in order to be well prepared for advanced mathematics, and I know more about how students learn best.

I would tell others that the Primarily Math program is well worth anyone's time. It enables you to specialize in mathematics instruction and prepare for a leadership role both in your building and district. I think we all enjoy our jobs when we feel more equipped to do them well."



Kathy Rangel

Grade: Kindergarten

School and District: Belmont Elementary, Lincoln Public Schools

Years Teaching: 9

Academic Career: Bachelor's degree from University of Nebraska-Lincoln in Elementary Education

"I expected Primarily Math to be geared toward my grade level, and I knew there would be some focus on pedagogy of learning and scaffolding, but I had no idea that we would get into the math that we did. I haven't felt like that in a long time, and it was hard. But, I felt very accomplished afterward. I would recommend this program to people who really like math or people who are fearful of math, so that it would empower them. It was great to learn all of the different strategies for how to do math, and see that there is not just one way to solve a problem. I really learned a lot, and I know that I am a better teacher now because of it. I do a lot more questioning and allow my students to struggle with things and try to figure things out more than I used to."



Annie Ritterbush

Grade: Third

School and District: Sheridan Elementary, Lincoln Public Schools

Years Teaching: 7

Academic Career: Bachelor's degree from Nebraska Wesleyan University in Elementary Education; Master's degree from University of Nebraska-Lincoln in Teaching, Learning and Teacher Education, in progress

"Through being involved with Primarily Math I have gained a deeper knowledge of the mathematical content I teach and have become more confident in my ability to teach those concepts to my students. I have learned the importance of having students communicate with one another about their understanding of the math they are doing. It is vital to ensure that students have a deep conceptual understanding rather than just a procedural knowledge. Without conceptual understanding and contextual problem solving, students find it difficult to make connections with math."



Jana Rowe

Former Grade: Third

Former School and District: Gretna Elementary, Gretna Public Schools (Rowe recently moved to Ames, Iowa, and is currently substitute teaching)

Years Teaching: 6

Academic Career: Bachelor's degree from University of Nebraska-Lincoln in Elementary Education; Master's degree in Teaching, Learning and Teacher Education from UNL, in progress

"When I caught word of the Primarily Math program and heard that it was being organized and instructed by the same professors as the Math Matters program, I knew I had nothing to lose but more than enough to gain. While in the Primarily Math Program, I had several teachers approach me from within my school looking for resources or assistance in helping a student or further developing mathematical skills. It is my goal to someday be in a coaching position that will allow me to reach out to all of the other teachers who are out there looking for that assistance but do not have access to it."



Sy Settell

Grades: Math Coach, former Instructional Coordinator K-5 at Everett School and District: Elliott Elementary, Lincoln Public Schools

Years Teaching: 17

Academic Career: Bachelor's degree from University of Nebraska-Lincoln in Elementary Education; Master's degree from Doane College in Educational Leadership

"As a building instructional coach, when I first heard about Primarily Math, I wondered if it might be a tool to help me support the teachers in my building."

"Now, I feel better equipped to meet the challenges of coaching. I want to inspire enthusiasm and even passion for mathematics instruction with the teachers in my building."



Cindy Settje

Grade: Third

School and District: Leigh Elementary, Leigh Community Schools

Years Teaching: 28

Academic Career: Bachelor's degree from Midland Lutheran College in Elementary Education with a minor in Music; Master's degree from University of Nebraska-Lincoln in Teaching, Learning and Teacher Education, in progress

"As an educator, I have the opportunity to bring out the best potential ability in every student. I want to inspire a love of mathematics to my students. I firmly believe that all students can achieve success in mathematics. I want to be a teacher who listens, understands and questions my students to the fullest. I want to challenge my students to think deeply about mathematical problems."

I have learned through Primarily Math to become intentional about my teaching, to take risks, be more flexible, and to model best practices in my classroom."



Kina K. Stefka

Grades: First-Second

School and District: Loup County Elementary in Taylor, Neb.

Years Teaching: 4

Academic Career: Bachelor's degree from University of Nebraska at Kearney in Elementary Education

"I joined Primarily Math because math was very hard for me in school, and I did not want my students to leave my classroom feeling the same way. When I was young, I was told that some people's brains can think mathematically and some people's brains just can't, and that I unfortunately had one of those brains that could not think mathematically. It took years to overcome that remark, and by taking Primarily Math, I learned everyone can think mathematically. This year I will have math conversations with my students and have them demonstrate to me and to their classmates their thought process in solving problems. I am definitely more confident in mathematics now, and I hope every student I teach can feel confident as well."



Jeane Suhr

Grades: Kindergarten-Second, ESL

School and District: Roosevelt Elementary, Scottsbluff Public Schools

Years Teaching: 8

Academic Career: Bachelor's degree from Chadron State College in Elementary Education with a minor in Social Science; Master's degree from Wayne State College in Education Curriculum and Instruction with an emphasis in English as a Second Language

"I currently teach K-2 English as a Second Language and have realized how difficult math can be for my language learners. I feel like we put a strong focus on speaking, reading and writing, and we tend to forget about the struggles they might have with mathematics."

My confidence in my mathematics ability and teaching has definitely increased while working with Primarily Math. I now feel that I have the knowledge and support to encourage my students to continue to keep trying, even when the math gets tough."



Deb Watchorn

Grade: First, Math Intensive Teacher
School and District: Belmont
Elementary, Lincoln Public Schools
Years Teaching: 32

Academic Career: Bachelor's degree
from University of Nebraska-Lincoln
in Elementary Education and Special
Education

*"It's a good feeling to know a subject
deeply and learn how to teach students
in a way that gives them a solid foun-
dation for their future development in
mathematics. I love math, and I want
my students to love it also."*



Linda Woitaszewski

Grades: Math Coach, formerly Kinder-
garten at Shoemaker Elementary
District: Grand Island Public Schools
Years Teaching: 13

Academic Career: Bachelor's degree
from Kearney State College in Elemen-
tary Education; Master's degree from
Doane College in Curriculum and
Instruction

*"Through encouragement from my prin-
cipal and team leaders, I joined the first
cohort of Primarily Math. As a result of
this learning experience, I will become
a math coach for Grand Island Public
Schools. My favorite quote sums up my
feelings: 'Teaching kids to quote is fine,
but teaching them what counts is best.'"*



Tara Zuspan

Grade: First, Math Coach
School and District: Cavett Elementary,
Lincoln Public Schools
Years Teaching: 7.5

Academic Career: Bachelor's degree
from University of Nebraska-Lincoln in
Elementary Education

*"My understanding of mathematics and
my belief on how I will teach mathemat-
ics to my future students was positively
and profoundly impacted by Primarily
Math. I now believe that for students
to be 'good' in math they need to have
good number sense, be able to 'play
with numbers,' have flexibility in their
use of strategies, communicate to justify
their understanding of mathematics,
and most importantly be able to reason
and conceptually understand the math-
ematics taught, not just understand the
process or algorithm taught."*

Primarily Math

Cohort 1

LINDSAY AUGUSTYN/UNL CSMCE





Primarily Math Cohort 2



LINDSAY AUGUSTYN/UNL CSMCE

Master Teacher Marlene Grayer (center, at board) teaches a geometry lesson during MATH 801P: Number, Geometry and Algebraic Thinking for K-3 Math Specialists, in June 2010 to Primarily Math Cohort 2. Jill Jenkins (center, at table) and Jimmi Watts (right) take notes.

Primarily Math Cohort 2 teachers began coursework in Summer 2010. Learn about their program goals:



Alysia Augustus

Anderson Grove Elementary,
Papillion-La Vista Public
Schools

Years Teaching: 5

"I hope I can make a difference in our math instruction at my school. I want students to ask questions, look for patterns and communicate their understanding instead of just memorizing equations."



Wendy Badders

Bancroft Elementary,
Omaha Public Schools
Years Teaching: 21

"I'd like to gain a better understanding of math and their concepts. I'd like to lose my fears of math and become a better teacher of math."



Kathy Bilek

Bancroft Elementary,
Omaha Public Schools
Years Teaching: 23

"I was excited to learn the newest ideas and thought my colleagues and I could all benefit from the knowledge I would gain in this class."



Heather Bryan

Ashland Park-Robbins
Elementary, Omaha Public
Schools

Years Teaching: 18

"I hope to gain a deeper knowledge and understanding of math myself so I can relate to what our students go through and what's important to focus on."



Nadene Chavet

Santee Elementary School,
Santee Community Schools
Years Teaching: 2

"I'll admit that the boost on the pay scale at my school from the additional graduate credits is attractive, but I want to continually improve my teaching skills for the benefit of my students."



Tracy Custer

Blair Elementary School,
Blair Community Schools
Years Teaching: 15

"I love teaching math and thought this would be a great way to strengthen my math instruction."



Marni Driessen

Fontenelle Elementary,
Omaha Public Schools
Years Teaching: 5

"I am hoping to come away from this experience with greater understanding of the math concepts I teach and the ability to develop that same understanding in my students."



Maggie Duffy

Druid Hill Elementary,
Omaha Public Schools
Years Teaching: 15

"I want to be able to be a better math teacher, but also help other teachers. I want to help teachers/students understand and love math no matter what skill level they are at now."



Jeani Guenther

Walnut Creek Elementary,
Papillion-La Vista Public
Schools
Years Teaching: 6

"I am hoping to have more knowledge of mathematics and its instruction to make me a better teacher."



Meeghan Hartfield

Central Park Academy,
Omaha Public Schools
Years Teaching: 5

"I hope to gain insights and strategies to form my instruction so that it will benefit students' understanding of math. I hope to use current research as a tool to tailor my instruction."



Ann Heeren

Minne Lusa Elementary
School, Omaha Public Schools
Years Teaching: 12

"I hope to gain a better understanding of mathematics concepts and processes that will enable me to be a better teacher of mathematics both in the classroom and among my peers."



Cindy Hudson

Fort Crook Elementary,
Bellevue Public Schools
Years Teaching: 20

"I hope that developing my content area knowledge and learning how to deliver effective math instruction improves student learning in my classroom."



Jill Jenkins

Ashland Park-Robbins
Elementary, Omaha Public
Schools
Years Teaching: 5

"I enjoy seeing the growth my students make and see their thinking process and their light bulbs go off when they find the answer or come up with a new approach to solving the problem."



Sherri Johnson

Plattsmouth Community
School
Years Teaching: 18

"I hope to gain advancement in my own mathematical knowledge."



Leah Kastrup

Fontenelle Elementary,
Omaha Public Schools
Years Teaching: 5

"I hope to improve my level of effective math teaching. I hope to also boost student achievement."



Casey Kizzier

La Vista West Elementary,
Papillion-La Vista Public
Schools

Years Teaching: 5
"I hope to gain a better understanding of mathematics so I can be a more effective teacher for my students."



Kerri Kratina

Saddlebrook Elementary,
Omaha Public Schools
Years Teaching: 14

"I hope to gain better strategies for mathematical instruction and a master's degree."



Alycia Lathen

Tara Heights Elementary,
Papillion-La Vista Public
Schools

Years Teaching: 1
"I hope to gain new skills and strategies that I can use in my instruction, which would transfer to confidence as I work with students and fellow teachers."



Megan Lembke

G Stanley Hall Elementary,
Omaha Public Schools
Years Teaching: 4

"I hope to gain a better ability to help students understand mathematics. I also look forward to being able to assist the teachers in my building with understanding and assisting students as well."



Caterina Noll

Parkview Heights
Elementary, Papillion-
La Vista Public Schools

Years Teaching: 6
"Instructional facilitation is one of my long-term goals, so I thought this sounded like a great opportunity. I love learning new, more effective teaching methods that I can use in my classroom."



Christine Olsen

Central Park Academy,
Omaha Public Schools
Years Teaching: 10

"I hope to gain a better understanding of how to reach my students that struggle in math on a daily basis and to broaden the foundation in math for all my students."



Melissa Perazzo

Walnut Creek Elementary,
Omaha Public Schools
Years Teaching: 6

"I hope that I will learn/gain ways to deepen my students' knowledge, decrease achievement gaps and have a toolbox of strategies to pull from."



Rebecca Rech

Holmes Elementary,
Lincoln Public Schools

Years Teaching: 5

"I hope to gain 'teaching ideas' to bring back to my classroom, new ways to learn and teach math, and collaborating with teachers across Nebraska about what they do for math."



Kelli Roehrig

Golden Hills Elementary,
Papillion-La Vista Public
Schools

Years Teaching: 3

"I hope that this experience brings me a new view on mathematics as a whole. I enjoy digging deeper into my students' understanding of the material and their problem-solving processes."



Elizabeth Scheppers

Hickory Hill Elementary,
Papillion-La Vista Public
Schools

Years Teaching: 8

"I wanted to do the Primarily Math program to gain this knowledge and experience in order to become a math leader in the building I work in."



Carrie Schnell

Palisades Elementary,
Gretna Public Schools

Years Teaching: 7

"I hope that this program will increase my own knowledge of math concepts and how children learn best so I can become a better teacher of mathematics."



Laura Topf

Ashland Park-Robbins
Elementary, Omaha Public
Schools

Years Teaching: 5

"I hope to have a better understanding of how to teach my students to have a deeper understanding of math concepts."



Jimmi Watts

Belle Ryan Elementary,
Omaha Public Schools

Years Teaching: 7

"I hope to learn math concepts at a deeper level for myself. I also hope to learn a better way to present math so students better understand the concepts and so students learn at a deeper level."



Meredith Whiley

Liberty Elementary,
Omaha Public Schools

Years Teaching: 14

"I hope to gain a deeper knowledge base of mathematics so I can pass that along to my students. I had very minimal work in mathematics as an undergraduate and wanted to overcome my fear of higher-level math."



LINDSAY AUGUSTYN/UNL CSMCE

Primarily Math Cohort 2

UNIVERSITY OF
Nebraska
Lincoln

Primarily Math Instructors & Coordinators

Principal Investigators

Jim Lewis, University of Nebraska-Lincoln, Director of Center for Science, Mathematics & Computer Education; Professor, Department of Mathematics

Ruth Heaton, Associate Professor, UNL Department of Teaching, Learning & Teacher Education

Barbara Jacobson, Director of Curriculum, Lincoln Public Schools

Matt Larson, K-12 Curriculum Specialist for Mathematics, Lincoln Public Schools

Carolyn Edwards, Professor, UNL Departments of Psychology and Child, Youth and Family Studies

Thomas McGowan, Professor and Chair, UNL Department of Teaching, Learning & Teacher Education

Walt Stroup, Professor and Chair, UNL Department of Statistics

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