

Randy Wormald

Belmont High School, Belmont, NH

High School Math

9th-12th Grade



2005 Honorees



“I strive to have students’ experiences and their creativity become intertwined with the learning and teaching of mathematics in my classroom.

Typically when students are learning to graph functions, they plot points, use a graphing calculator or use software on the computer. In my math classroom, we have transformed the graphing of functions into ‘The Graphmaster Boogie’ or GMB. The GMB is a kinesthetic approach to the graphs of functions. As I say a function aloud, students act out the function with their arms and bodies... The learning that takes place transfers over directly to paper and pencil tests... Students have returned to explain to me that during an AP Calculus exam they were ‘acting out the Boogie’ to think about the nature of a particular graph even though it had been three years since they had my class.”

“In the Essentials Math class I teach, students are four or five levels behind in mathematics. These students have rarely found success in math and find it boring and therefore have not put much effort into their studies. The students in this class enjoy playing the game Hacky Sack. During a unit on measures of tendency (mean, median, mode and range), we generated data by forming ‘Hack’ circles and playing the game while recording the number of hits for a given number of trials. Students were more than willing to apply and discuss the various measures of central tendency so that they could generate more data. Students have retained the concepts learned and applied them in new situations when given sets of data. The success that they

have found helps open their minds to the possibility that math may not be as bad as they had previously thought.”

– *Randy Wormald*



“Randy is a natural teacher, a Pied Piper with the ability to lead and inspire. He knows his curriculum and he knows his children. He has the ability to be sensitive to his students’ needs, yet remain firm in his academic and behavioral expectations. His instructional practices are outstanding, yet he is always striving to improve. I wish every student in our school had an opportunity to have Randy as a teacher for I know that they each would remember it as one of their best years ever.”

– *Michael Cozort, superintendent, Shaker Regional School District*

Other Highlights:

New Hampshire Teacher of the Year (2005)

New Hampshire State Finalist for the Presidential Award for Excellence in Mathematics and Science Teaching (2004)

Co-coach of the high school math team

Mentor for students in the TRAC program (a national program to expose students to careers in transportation and civil engineering)

Member, New England Association of Schools and Colleges visitation committee in the area of instruction (2002)

Contributing member of the academic strategic planning committee for the school district

Participant, National Science Foundation’s Model Master’s Degree program at the University of Wyoming (1994-95)

Years Teaching: 12

Average Class Size: 18

Classes Taught Per Day: 4

School’s Percent of ESL Students: <1

School Type: Public, Rural

Type of Class: Self-contained