# Application: 0000000036

Jordyn Vicknair -
2022-2023 New Teacher of the Year
Application
**Summary**

**ID:** 0000000036
**Last submitted:** Feb 17 2022 06:43 PM (CST)

## Applicant Information

**Completed** - Feb 17 2022

# Form for "Applicant Information"

This is my form.

### Applicant Name

Jordyn Vicknair

### Applicant School Name

High School

### Applicant School System

Ascension Parish School Board

### Grade(s) Taught

11th

**Subject(s) Taught**

Geometry

**Certification Type/Number**

LEVEL 1 629661 MATHEMATICS 6-12

**Applicant Email Address**

jordyn.vicknair@apsb.org

**Applicant Phone Number**

111-111-1111

**Bio: Add your professional bio in the textbox below. Please follow the guidelines outlined below. (250 words or less) Please complete your professional biography in 3rd person, as it would appear in print. In your bio, please include the following items: 1. The grade level and subject you currently teach (TOYs) or the grades at your school (POYs) 2. The name of your school, including city and state 3. Degrees you hold include the institution where they were received (i.e., Bachelor of Science in Education from the Louisiana State University) In your bio, please follow the following style guidelines: 1. Spell out your degrees (i.e., Bachelor of Art not BA) 2. Only capitalize a subject area when it's a language (i.e., capitalize English but not calculus) 3. Use your first and last name in the first reference, but your last name only on second and subsequent references 4. Spell out all acronyms the first time they are used**

Miss Jordyn Vicknair is currently in her first year of teaching geometry at East Ascension High School in Gonzales, Louisiana. Passionate about her subject matter, Vicknair graduated cum laude from Louisiana State University in May 2021 with a Bachelor's of Science in Mathematics along with her secondary teaching certification earned through LSU's GeauxTeach program. In this program, she was about to get a degree in mathematics while taking education courses and completing field experience at the elementary, middle, and high school level. Vicknair completed her student teaching experience in a geometry classroom during the spring of 2021 at East Ascension High School, where she then accepted a geometry position for the 2021-2022 school year. She also received the Margaret Oxley Mathematics Education Award while in college for her dedication to building relationships with her students during her field experience. Her intention is to cultivate a classroom environment in which students collaborate to explore geometry using a variety of tools geared towards different learning styles.

**Original Social Media Quote: Add an original social media quote (that could be used in print) in the textbox below that captures the essence of you as an educator. (280 character limit)**

"Your students can't be happy until you are."

# Reflection Questions

**Completed** - Feb 17 2022

# Form for "Reflection Questions"

This is my form.

**Reflection Question 1 Add your response to the following prompt in the textbox below. Note-**

**You may also submit supplemental materials to accompany your response in the last step in this application portal. (Documents may be in any format, such as a chart, news article, video, photos, etc.)**

Why did you decide to become an educator? What impact have you had on students in your first few months in the classroom? In your response, provide specific examples of how you currently and will continue to meet Louisiana's educational priorities: (You may write about one or more priorities.) ● Ensure every student is on track to a professional career, college degree, or service ● Remove barriers and create equitable, inclusive learning experiences for all children ● Provide the highest quality teaching and learning environment ● Cultivate high-impact systems, structures, and partnerships ● Develop and retain a diverse, highly effective educator workforce (750 words or less)

Ever since I was a little girl, I always knew I wanted to be a teacher. I was the kid who came home from school and "played school" with her stuffed animals. I had a projector, a white board. I'd create tests, take tests, grade tests. It was something that came very naturally to me. As I grew older, I found a passion for mathematics and I tried taking the money-making route. I entered college as a Civil Engineering Major and though my grades were great, my heart was not in it. I knew where I needed to be. I love building relationships with people and I wanted to have a direct impact on other peoples' lives. High School is such an important time in a child's life. They're learning more than just math, but they're learning what kind of person they want to be. My teacher's left such an impression on me at this time in life, and if I could help just a few kids find themselves, then I would leave work each day feeling fulfilled in a way that I personally wouldn't get from a different job. I think there's space for a young, new teacher to reach student's in a way that not all veteran teachers can. As a teacher who is a part of the same generation as my students, I am able to create this base relationship on things we have in common. For example, a popular TikTok trend or a current breakout music artist. I, then, implement these things into my lessons. I had students create a TikTok for a geometry lesson on Similar Figures in order to reach content to things they're used to everyday. That's the age-old question as a math teacher, "When am I ever going to use this in real life, Ms.Vicknair?" Because I am familiar with things they enjoy, I can help them make connections between geometry and their lives at this age Additionally, my top priority is creating an environment where students can speak their minds, can laugh, and ask questions. I think this is especially important at East Ascension, where many of these kids come from low-poverty stricken homes. Many of them spend their time running their households, taking care of younger siblings, or worrying about where their meals are going to come from. They have these walls built up so high towards authority figures because they don't have good experiences with them. If I can create a place where they can drop these walls for 90 minutes a day, then I have earned enough respect and trust for them to be willing to learn math from me. The impact I've left on these kids in a few months is something

that I noticed as a result of what I was stating above. I've attached some supplemental materials, a few notes from my students, showing my impact in a way I couldn't begin to state myself. Seeing these just confirms that even when I feel like my lessons were a flop or I wasn't my most positive self, it was still enough. Specifically, I can recall a moment with a student who often made comments about not having money for food. I would keep a stash of granola bars, fruits, etc., specifically for him when he visited on his lunch break. One day, this student brought a box of granola bars to "pay me back." Little did he know, I just gave them all back to him anyway. I believe that many of these things that I strive to do fall under Louisiana's educational priorities. In the first few months, I've worked hard on both removing barriers and creating equitable, inclusive learning experiences for all children and providing the highest quality teaching and learning environment. One of the biggest examples of creating an equitable environment that I hold myself to is challenging every single student. During a lesson, I may use white boards for students to work through problems at a very basic level, simply finding solutions. I hold students accountable for their own learning, so they keep a tally on how many they get correct. From there, I'll assign different groups of students different practices based on this. Lower tallies means these students will continue to work at a base level and higher tallies will provide students with multi-step problems that require argument or justification. This ensures that the learning gaps are filled to meet the needs of each student.

**Reflection Question 2 Add your response to the following prompt in the textbox below. You may also submit supplemental materials to accompany your response in the last step in this application portal. (Documents may be in any format, such as a chart, news article, video, photos, etc.)**

There are many challenges to attracting students to pursue a career in education. How did your expectations of teaching align to the realities of teaching? What would you say to young people about why pursuing a career in education is a good choice? (750 words or less)

I don't think any first-year can accurately predict the highs and lows of daily life as a teacher. Throughout college, you would always hear the warnings once you told someone you wanted to be an educator: "You'll make no money," "You'll have no free time," "The kids are horrible," etc. It wasn't enough to scare me away, but I know many people stray away from this career because of the negative response that comes with it. I'm not saying this job is easy at all, because if that's what you're looking for you should stop now. However, to those with an actual interest and passion, I can say it is absolutely manageable. My biggest advice is to make time for yourself. The teachers who burn out quickly and end up disliking the job tend to put in way too many hours. I will say, my first semester I spent around 2 hours at home

each night planning. However, I was quickly able to shift so that now I fit my planning into the allotted time at school most days. This has given me the necessary time to relax and do things I personally enjoy at home, so that I come to school with a more positive attitude. Something that I did not expect coming into my first year was how adamant the students would be about getting off-task. I mean anything you can think of, they'll say to get the class shifted away from the content of the lesson. I learned that sometimes, being off-topic is not all bad. In fact, I have purposely built minutes into my lesson plan to discuss things other than geometry. For instance, each morning I post a slide informing students of the materials they'll need, the learning targets, and at the bottom is a would you rather question. After students work on their Daily Math Review (DMR, a bellringer of LEAP preparation questions), we take a couple of minutes discussing. Would you rather video games or board games? Cane's or Chick Fil A? Netflix or YouTube? I believe these small moments form that building of relationships necessary to make learning more fun. I would urge young people who are considering a career in education to think about the little victories that make the job fulfilling. Each day is a new day, which makes this job so exciting. Never in my life have I been able to have so much fun on a Monday or a Thursday. As a teacher, you are in control of what kind of day you want to have. Plan something fun on a Monday. You can add little pieces of yourself into each day that often make it feel like you aren't even "working." Especially once those bonds with the kids are formed, those little silly conversations make each day worth it. I know everyone talks about the "lightbulb moment," but believe me it's not overrated. Seeing a student who has struggled finally get it because you took time to help them really makes you feel good. Having students tell me that they've hated math until my class, or they've never had such a good grade in math, or they've never gotten a Mastery on the LEAP, overwhelms me with feelings of joy. These moments are what we do it for.

**Reflection Question 3 Add your response to the following prompt in the textbox below. You may also submit supplemental materials to accompany your response in the last step in this application portal. (Documents may be in any format, such as a chart, news article, video, photos, etc.)**

How do you ensure that you are continuously growing as an educator? Where do you want to be professionally in five years? Ten years? (750 words or less)

If there's one thing you learn as an educator, it is that working on yourself is never over. There's no end destination where you can say you're perfect. In the near future, I see myself growing more and more in the classroom. Currently, I am in my second semester at a school on a block schedule which means I am teaching geometry for the second time to new students. Since day 1 on the job, I have kept a running journal for myself where I quickly jot down things that worked well and things that didn't in each lesson. This helps me continue to tweak the lessons as I go and ensure that I don't get stuck in reusing things that aren't effective. A goal for me is to create a classroom that is majorly run by the students, where I act more as a facilitator than a lecturer. This is a big goal for the demographic of students I teach. These kids are struggling with huge learning gaps due to COVID-19, and we spend a lot of time backtracking in order to fill these gaps. However, I believe my goal is still possible and I have a plan to get there. I intend on continuing to use the Eureka Equip program to address gaps in student understanding. From there, I am continuing to implement virtual manipulative tools such as Geogebra and Desmos to build activities based around student discovery. Then, at the end of class I jump in to say, "By the way, everything you just did has a name. It's called _____." This structure will get me closer to that goal. In 5 years from now, I see myself really branching out in the field of Education. I plan to start working on a masters degree this summer in curriculum and instruction. I am not sure exactly the role I hope to attain yet, as I still feel I have a job to do in the classroom. However, I do want to get to a place where I can share all that I have learned, and all that I have yet to learn, with other educators. Ultimately, I want all teachers to really love their job because that's the best way to encourage students to want to learn from someone. I love the Eureka math curriculum and in a student-led classroom, the curriculum is already set to make a teacher's life so much easier. In 10 years, I hope to have a really solid grasp on running a student-led classroom and begin shifting to a place where I am now passing this knowledge to other teachers. There will be a new generation of excited teachers, and I would love to work with them and really strengthen the caliber of teachers in Louisiana public schools.

# Teaching Video and Lesson Plan

**Completed** - Feb 17 2022

# Form for "Teaching Video and Lesson Plan"

Teaching Video/Lesson Plan

**TEACHING VIDEO/LESSON PLAN: Add the YouTube video URL in the textbox below. Upload a copy of your lesson plan with your application in the last step in this application portal.**

https://www.youtube.com/watch?v=yX5RSvYOBc4

## Signatures/Approval

**Completed** - Feb 17 2022

# Form for "Signatures/Approval"

This is my form.

**Principal/School Leader Name**

Lauren Avery

---

**Applicant Signature**

Signing here indicates that your supervisor supports the submission of your application and all information presented in this application is true.



## Consent forms, Lesson plan, and additional documents

**Completed** - Feb 17 2022

**Jordyn Vicknair_Ascension_Student Consent Forms_NewTOY**

Filename: Jordyn_Vicknair_Ascension_Student__sLbAo4O.pdf **Size:** 6.0 MB

**Jordyn Vicknair Ascension_Resume**

Filename: Jordyn_Vicknair_Ascension_Resume_NewTOY.pdf  **Size:** 88.6 kB

**Jordyn Vicknair_Ascension_Candidate Consent Form_NewTOY**

Filename: Jordyn_Vicknair_Ascension_Candidat_HDNXOf0.tif **Size:** 30.0 kB

**Jordyn Vicknair_Ascension_Letter of Recommendation 1_NewTOY**

Filename: Jordyn_Vicknair_Ascension_Letter_o_W1YbRRc.pdf **Size:** 45.8 kB

**Jordyn Vicknair_Ascension_Lesson Plan_NewTOY**

Filename: Jordyn_Vicknair_Ascension_Lesson__j8ssSva.docx **Size:** 11.1 kB

**Jordyn Vicknair_Ascension_Letter of Recommendation 2_NewTOY**

Filename: Jordyn_Vicknair_Ascension_Letter_o_X6YeROr.pdf **Size:** 485.7 kB

**Jordyn Vicknair_Ascension_Lesson Plan Supplement Triangle Congruence Proof Reference_NewTOY**

Filename: Jordyn_Vicknair_Ascension_Lesson_P_sTROvXI.pdf **Size:** 67.4 kB

**Jordyn Vicknair_Ascension_Lesson Plan Supplement Proofs Exit Ticket_NewTOY**

Filename: Jordyn_Vicknair_Ascension_Lesson_P_0hwYFz0.pdf **Size:** 611.2 kB

**Jordyn Vicknair_Ascension_Lesson Plan Supplement Proofs Card Sort_NewTOY**

Filename: Jordyn_Vicknair_Ascension_Lesson_P_aFKFaox.jpg **Size:** 111.4 kB

**Jordyn Vicknair_Ascension_Lesson Plan Supplement Fill-In Proofs_NewTOY**

Filename: Jordyn_Vicknair_Ascension_Lesson_P_VIVy2rI.pdf **Size:** 83.1 kB

**Jordyn Vicknair_Ascension_Lesson Plan Supplement Eureka Proofs_NewTOY**

Filename: Jordyn_Vicknair_Ascension_Lesson_P_sFvfJBZ.pdf **Size:** 561.0 kB

**Jordyn Vicknair_Ascension_Lesson Plan Supplement Eureka Proofs Reference_NewTOY**

Filename: Jordyn_Vicknair_Ascension_Lesson_P_2q6bLim.pdf **Size:** 417.3 kB

**Jordyn Vicknair_Ascension_Lesson Plan Supplement DMR_NewTOY**

Filename: Jordyn_Vicknair_Ascension_Lesson_P_CptO1UL.pdf **Size:** 240.9 kB

**Jordyn Vicknair_Ascension_Lesson Plan Supplement Fill-in Proofs Key_NewTOY**

Filename: Jordyn_Vicknair_Ascension_Lesson_P_eE2VTvW.pdf **Size:** 2.0 MB

## [Jordyn Vicknair_Ascension_Lesson Plan Supplement DESMOS Dashboard_NewTOY](#)

**Filename:** Jordyn_Vicknair_Ascension_Lesson_P_N7r30O4.png **Size:** 82.7 kB

## [Jordyn Vicknair_Ascension_Lesson Plan Supplement Congruence Theorems Flipchart_NewTOY](#)

**Filename:** Jordyn_Vicknair_Ascension_Lesson_P_CGQw14o.jpg **Size:** 135.8 kB

## [Jordyn Vicknair_Ascension_Lesson Plan Supplement Proofs Anchor Chart_NewTOY](#)

**Filename:** Jordyn_Vicknair_Ascension_Lesson_P_oN1Ih7m.jpg **Size:** 120.9 kB

## [Jordyn Vicknair_Ascension_Letter of Recommendation 3_NewTOY](#)

**Filename:** Jordyn_Vicknair_Ascension_Letter_o_T7qsceQ.pdf **Size:** 742.9 kB

## [Jordyn Vicknair_Ascension_Student Note 1_NewTOY](#)

**Filename:** Jordyn_Vicknair_Ascension_Student__zGOamef.jpg **Size:** 857.3 kB

## [Jordyn Vicknair_Ascension_Student Note 2_NewTOY](#)

**Filename:** Jordyn_Vicknair_Ascension_Student__0R5VmhK.pdf **Size:** 614.9 kB

## [Jordyn Vicknair_Ascension_ Student Note 3_NewTOY](#)

**Filename:** Jordyn_Vicknair_Ascension__Student_0IIhnXl.pdf **Size:** 556.9 kB

## [Jordyn Vicknair_Ascension_Student Note 4_NewTOY](#)

**Filename:** Jordyn_Vicknair_Ascension_Student__Mpw2d3b.pdf **Size:** 684.2 kB

## [Jordyn Vicknair_Ascension_Teaching Video_NewTOY](#)

https://www.youtube.com/watch?v=Zzx6e4LDiq0

**STUDENT CONSENT FORM**

Fill out the appropriate information in the blanks provided

STUDENT NAME: (print name) _Tthaly Sandaval_

I, _Maria Sandaval_ , (name of guardian) do hereby perpetually and irrevocably grant to the Louisiana State Department of Education, its officers, agents, employees, students, assigns, and licensees, [hereinafter referred to as LDE] the absolute right, permission, and license to record the likeness and/or voice of my minor child with still photography, film, videotape, digital recording or storage device and to edit such still photographs, film, videotape, or digital files at LDE's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from, any of them.

I do hereby waive any right to inspect or to approve the still photographs, films, and/or videotapes, digital files or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have with respect to the eventual use to which any of the aforementioned materials are or may be applied. Such still photographs, films, and/or videotapes, or digital files may be used at LDE's sole discretion, with or without my name, alone or in conjunction with any other material of any kind or nature.

I further expressly agree that the foregoing release is intended to be as broad and inclusive as is permitted by the laws of the State of Louisiana and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understand its terms. I am signing the release freely and voluntarily.

Signatures:

_____ (Signature of Parent or Guardian)

_Marra de Jesus Sandoval_ (Print Name of Parent or Guardian)

_02/07/22_ (Date)

**STUDENT CONSENT FORM**

Fill out the appropriate information in the blanks provided

STUDENT NAME: (print name) __Brooks O. Lambert__

I, __Vickie Lambert__ (name of guardian) do hereby perpetually and irrevocably grant to the Louisiana State Department of Education, its officers, agents, employees, students, assigns, and licensees, [hereinafter referred to as LDE] the absolute right, permission, and license to record the likeness and/or voice of my minor child with still photography, film, videotape, digital recording or storage device and to edit such still photographs, film, videotape, or digital files at LDE's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from, any of them.

I do hereby waive any right to inspect or to approve the still photographs, films, and/or videotapes, digital files or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have with respect to the eventual use to which any of the aforementioned materials are or may be applied. Such still photographs, films, and/or videotapes, or digital files may be used at LDE's sole discretion, with or without my name, alone or in conjunction with any other material of any kind or nature.

I further expressly agree that the foregoing release is intended to be as broad and inclusive as is permitted by the laws of the State of Louisiana and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understand its terms. I am signing the release freely and voluntarily.

Signatures: __Vickie C. Lambert__ (Signature of Parent or Guardian)

__Vickie C. Lambert__ (Print Name of Parent or Guardian)

__2-8-22__ (Date)

STUDENT CONSENT FORM

Fill out the appropriate information in the blanks provided

STUDENT NAME: (print name) _Gaige Prevot_

I, _Chelsea Prevot_, (name of guardian) do hereby perpetually and irrevocably grant to the Louisiana State Department of Education, its officers, agents, employees, students, assigns, and licensees, [hereinafter referred to as LDE] the absolute right, permission, and license to record the likeness and/or voice of my minor child with still photography, film, videotape, digital recording or storage device and to edit such still photographs, film, videotape, or digital files at LDE's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from, any of them.

I do hereby waive any right to inspect or to approve the still photographs, films, and/or videotapes, digital files or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have with respect to the eventual use to which any of the aforementioned materials are or may be applied. Such still photographs, films, and/or videotapes, or digital files may be used at LDE's sole discretion, with or without my name, alone or in conjunction with any other material of any kind or nature.

I further expressly agree that the foregoing release is intended to be as broad and inclusive as is permitted by the laws of the State of Louisiana and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understand its terms. I am signing the release freely and voluntarily.

Signatures:

_Chelsea Prevot_ (Signature of Parent or Guardian)

_Chelsea Prevot_ (Print Name of Parent or Guardian)

_2/10/22_ (Date)

**DEPARTMENT of EDUCATION**
louisiana Believes

**Videotape/Film/Audio/Photograph/Recording Consent Form**

## STUDENT CONSENT FORM

**Fill out the appropriate information in the blanks provided**

STUDENT NAME: (print name) _Kaisy Arciniega_

I, _Martin Arciniega_, (name of guardian) do hereby perpetually and irrevocably grant to the Louisiana State Department of Education, its officers, agents, employees, students, assigns, and licensees, [hereinafter referred to as LDE] the absolute right, permission, and license to record the likeness and/or voice of my minor child with still photography, film, videotape, digital recording or storage device and to edit such still photographs, film, videotape, or digital files at LDE's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from, any of them.

I do hereby waive any right to inspect or to approve the still photographs, films, and/or videotapes, digital files or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have with respect to the eventual use to which any of the aforementioned materials are or may be applied. Such still photographs, films, and/or videotapes, or digital files may be used at LDE's sole discretion, with or without my name, alone or in conjunction with any other material of any kind or nature.

I further expressly agree that the foregoing release is intended to be as broad and inclusive as is permitted by the laws of the State of Louisiana and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understand its terms. I am signing the release freely and voluntarily.

Signatures:

_Martin Arciniega_ (Signature of Parent or Guardian)

_Martin Arciniega_ (Print Name of Parent or Guardian)

_02/08/2022_ (Date)

## STUDENT CONSENT FORM

**Fill out the appropriate information in the blanks provided**

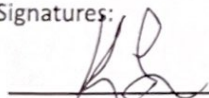STUDENT NAME: (print name) __Diamond Harris__

I, __LaTreaka Harris__ , (name of guardian) do hereby perpetually and irrevocably grant to the Louisiana State Department of Education, its officers, agents, employees, students, assigns, and licensees, [hereinafter referred to as LDE] the absolute right, permission, and license to record the likeness and/or voice of my minor child with still photography, film, videotape, digital recording or storage device and to edit such still photographs, film, videotape, or digital files at LDE's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from, any of them.

I do hereby waive any right to inspect or to approve the still photographs, films, and/or videotapes, digital files or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have with respect to the eventual use to which any of the aforementioned materials are or may be applied. Such still photographs, films, and/or videotapes, or digital files may be used at LDE's sole discretion, with or without my name, alone or in conjunction with any other material of any kind or nature.

I further expressly agree that the foregoing release is intended to be as broad and inclusive as is permitted by the laws of the State of Louisiana and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understand its terms. I am signing the release freely and voluntarily.

Signatures:

__L. Harris__ (Signature of Parent or Guardian)

__LaTreaka Harris__ (Print Name of Parent or Guardian)

__2-8-22__ (Date)

### STUDENT CONSENT FORM

Fill out the appropriate information in the blanks provided

STUDENT NAME: (print name) _Jasmine Leonard_

I, __Kristi__ , (name of guardian) do hereby perpetually and irrevocably grant to the Louisiana State Department of Education, its officers, agents, employees, students, assigns, and licensees, [hereinafter referred to as LDE] the absolute right, permission, and license to record the likeness and/or voice of my minor child with still photography, film, videotape, digital recording or storage device and to edit such still photographs, film, videotape, or digital files at LDE's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from, any of them.

I do hereby waive any right to inspect or to approve the still photographs, films, and/or videotapes, digital files or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have with respect to the eventual use to which any of the aforementioned materials are or may be applied. Such still photographs, films, and/or videotapes, or digital files may be used at LDE's sole discretion, with or without my name, alone or in conjunction with any other material of any kind or nature.

I further expressly agree that the foregoing release is intended to be as broad and inclusive as is permitted by the laws of the State of Louisiana and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understand its terms. I am signing the release freely and voluntarily.

Signatures:

_____ (Signature of Parent or Guardian)

_Kristi Mayers_ (Print Name of Parent or Guardian)

_2-10-22_ (Date)

**DEPARTMENT of EDUCATION**
*Louisiana Believes*

**Videotape/Film/Audio/Photograph/Recording Consent Form**

STUDENT CONSENT FORM

Fill out the appropriate information in the blanks provided

STUDENT NAME: (print name) ___Laylin St. Cyr___

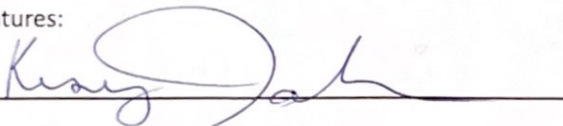I, ___Shamone V. St. Cyr___ (name of guardian) do hereby perpetually and irrevocably grant to the Louisiana State Department of Education, its officers, agents, employees, students, assigns, and licensees, [hereinafter referred to as LDE] the absolute right, permission, and license to record the likeness and/or voice of my minor child with still photography, film, videotape, digital recording or storage device and to edit such still photographs, film, videotape, or digital files at LDE's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from, any of them.

I do hereby waive any right to inspect or to approve the still photographs, films, and/or videotapes, digital files or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have with respect to the eventual use to which any of the aforementioned materials are or may be applied. Such still photographs, films, and/or videotapes, or digital files may be used at LDE's sole discretion, with or without my name, alone or in conjunction with any other material of any kind or nature.

I further expressly agree that the foregoing release is intended to be as broad and inclusive as is permitted by the laws of the State of Louisiana and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understand its terms. I am signing the release freely and voluntarily.

Signatures:

___Shamone V. St. Cyr___ (Signature of Parent or Guardian)

___Shamone V. St. Cyr___ (Print Name of Parent or Guardian)

___2/10/2022___ (Date)

Dear Parents/ Guardians,

My name is Jordyn Vicknair and I am your students' geometry teacher at East Ascension High School. I am excited to announce that EA has chosen me to represent your school as the 2021-2022 New Teacher of the Year. The purpose of this award is to celebrate, honor, and reward outstanding new educators for their hard work and dedication.

In order to submit an application to be awarded New Teacher of the Year at a District and State Level, I need to submit a 15 minute video of a lesson in an actual classroom setting.
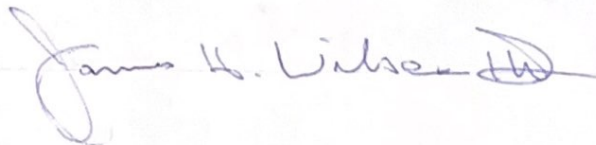
I am asking for your permission to record a lesson in which I am teaching your student. This means your student will appear in a video that will be seen by a panel of district and state officials in order to get insight into my teaching practices.

I believe that your student has a lot of value in my classroom, and his/her thoughts are integral to the successes of my lessons. I would love to be able to share their contributions, as they are just as important as my own.

Please sign the attached document and return to school **NO LATER than Thursday, February 10th, 2022.** It is important that this deadline is met so that I can submit my application on time.

If you have concerns about your student appearing in this video, please contact me at
jordyn.vicknair@apsb.org

Best,
Jordyn Vicknair
East Ascension Geometry Teacher

**Videotape/Film/Audio/Photograph/Recording Consent Form**

## STUDENT CONSENT FORM

Fill out the appropriate information in the blanks provided

**STUDENT NAME:** (print name) _Vaniaro Stewart_

I, _Kinsey Jackson_ , (name of guardian) do hereby perpetually and irrevocably grant to the Louisiana State Department of Education, its officers, agents, employees, students, assigns, and licensees, [hereinafter referred to as LDE] the absolute right, permission, and license to record the likeness and/or voice of my minor child with still photography, film, videotape, digital recording or storage device and to edit such still photographs, film, videotape, or digital files at LDE's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from, any of them.

I do hereby waive any right to inspect or to approve the still photographs, films, and/or videotapes, digital files or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have with respect to the eventual use to which any of the aforementioned materials are or may be applied. Such still photographs, films, and/or videotapes, or digital files may be used at LDE's sole discretion, with or without my name, alone or in conjunction with any other material of any kind or nature.

I further expressly agree that the foregoing release is intended to be as broad and inclusive as is permitted by the laws of the State of Louisiana and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understand its terms. I am signing the release freely and voluntarily.

Signatures:

_Kinsey Jackson_ (Signature of Parent or Guardian)

_Kinsey Jackson_ (Print Name of Parent or Guardian)

_2.10.00_ (Date)

# DEPARTMENT of EDUCATION
## Louisiana Believes

### Videotape/Film/Audio/Photograph/Recording Consent Form

**STUDENT CONSENT FORM**

Fill out the appropriate information in the blanks provided

STUDENT NAME: (print name) _S'haylyn Weeden_

I, _Shaunya Weeden_ (name of guardian) do hereby perpetually and irrevocably grant to the Louisiana State Department of Education, its officers, agents, employees, students, assigns, and licensees, [hereinafter referred to as LDE] the absolute right, permission, and license to record the likeness and/or voice of my minor child with still photography, film, videotape, digital recording or storage device and to edit such still photographs, film, videotape, or digital files at LDE's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from, any of them.

I do hereby waive any right to inspect or to approve the still photographs, films, and/or videotapes, digital files or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have with respect to the eventual use to which any of the aforementioned materials are or may be applied. Such still photographs, films, and/or videotapes, or digital files may be used at LDE's sole discretion, with or without my name, alone or in conjunction with any other material of any kind or nature.

I further expressly agree that the foregoing release is intended to be as broad and inclusive as is permitted by the laws of the State of Louisiana and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understand its terms. I am signing the release freely and voluntarily.

Signatures:

_Shaunya A Weeden_ (Signature of Parent or Guardian)

_Shaunya A. Weeden_ (Print Name of Parent or Guardian)

_2.10.22_ (Date)

**Videotape/Film/Audio/Photograph/Recording Consent Form**

**STUDENT CONSENT FORM**

**Fill out the appropriate information in the blanks provided**

**STUDENT NAME:** (print name) _Blake Smith_

I, _Erica Smith_ , (name of guardian) do hereby perpetually and irrevocably grant to the Louisiana State Department of Education, its officers, agents, employees, students, assigns, and licensees, [hereinafter referred to as LDE] the absolute right, permission, and license to record the likeness and/or voice of my minor child with still photography, film, videotape, digital recording or storage device and to edit such still photographs, film, videotape, or digital files at LDE's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from, any of them.

I do hereby waive any right to inspect or to approve the still photographs, films, and/or videotapes, digital files or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have with respect to the eventual use to which any of the aforementioned materials are or may be applied. Such still photographs, films, and/or videotapes, or digital files may be used at LDE's sole discretion, with or without my name, alone or in conjunction with any other material of any kind or nature.

I further expressly agree that the foregoing release is intended to be as broad and inclusive as is permitted by the laws of the State of Louisiana and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understand its terms. I am signing the release freely and voluntarily.

Signatures:

_Erica Smith_ (Signature of Parent or Guardian)

_Erica Smith_ (Print Name of Parent or Guardian)

_2\1\22_ (Date)

**STUDENT CONSENT FORM**

**Fill out the appropriate information in the blanks provided**

STUDENT NAME: (print name) _Brooklyn Stutsman_

I, _Uerla Stutsman_, (name of guardian) do hereby perpetually and irrevocably grant to the Louisiana State Department of Education, its officers, agents, employees, students, assigns, and licensees, [hereinafter referred to as LDE] the absolute right, permission, and license to record the likeness and/or voice of my minor child with still photography, film, videotape, digital recording or storage device and to edit such still photographs, film, videotape, or digital files at LDE's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from, any of them.

I do hereby waive any right to inspect or to approve the still photographs, films, and/or videotapes, digital files or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have with respect to the eventual use to which any of the aforementioned materials are or may be applied. Such still photographs, films, and/or videotapes, or digital files may be used at LDE's sole discretion, with or without my name, alone or in conjunction with any other material of any kind or nature.

I further expressly agree that the foregoing release is intended to be as broad and inclusive as is permitted by the laws of the State of Louisiana and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understand its terms. I am signing the release freely and voluntarily.

Signatures:

_Uerula Stutsman_ (Signature of Parent or Guardian)

_Uerla Stutsman_ (Print Name of Parent or Guardian)

_2/11/22_ (Date)

# DEPARTMENT of EDUCATION
## louisiana Believes

## Videotape/Film/Audio/Photograph/Recording Consent Form

### STUDENT CONSENT FORM

**Fill out the appropriate information in the blanks provided**

STUDENT NAME: (print name) _Reid Gomez_

I, _Shelley Gomez_, (name of guardian) do hereby perpetually and irrevocably grant to the Louisiana State Department of Education, its officers, agents, employees, students, assigns, and licensees, [hereinafter referred to as LDE] the absolute right, permission, and license to record the likeness and/or voice of my minor child with still photography, film, videotape, digital recording or storage device and to edit such still photographs, film, videotape, or digital files at LDE's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from, any of them.

I do hereby waive any right to inspect or to approve the still photographs, films, and/or videotapes, digital files or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have with respect to the eventual use to which any of the aforementioned materials are or may be applied. Such still photographs, films, and/or videotapes, or digital files may be used at LDE's sole discretion, with or without my name, alone or in conjunction with any other material of any kind or nature.

I further expressly agree that the foregoing release is intended to be as broad and inclusive as is permitted by the laws of the State of Louisiana and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understand its terms. I am signing the release freely and voluntarily.

Signatures:

_Shelley Gomez_ (Signature of Parent or Guardian)

_Shelley Gomez_ (Print Name of Parent or Guardian)

_2\11\22_ (Date)

## STUDENT CONSENT FORM

**Fill out the appropriate information in the blanks provided**
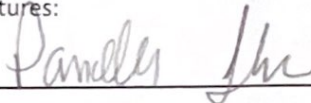
STUDENT NAME: (print name) __Kayla Lacoste__

I, __Shearron Price__, (name of guardian) do hereby perpetually and irrevocably grant to the Louisiana State Department of Education, its officers, agents, employees, students, assigns, and licensees, [hereinafter referred to as LDE] the absolute right, permission, and license to record the likeness and/or voice of my minor child with still photography, film, videotape, digital recording or storage device and to edit such still photographs, film, videotape, or digital files at LDE's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from, any of them.

I do hereby waive any right to inspect or to approve the still photographs, films, and/or videotapes, digital files or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have with respect to the eventual use to which any of the aforementioned materials are or may be applied. Such still photographs, films, and/or videotapes, or digital files may be used at LDE's sole discretion, with or without my name, alone or in conjunction with any other material of any kind or nature.

I further expressly agree that the foregoing release is intended to be as broad and inclusive as is permitted by the laws of the State of Louisiana and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understand its terms. I am signing the release freely and voluntarily.

Signatures:

_____ (Signature of Parent or Guardian)

__Shearron Price_____ (Print Name of Parent or Guardian)

__2-8-22_____ (Date)

**Videotape/Film/Audio/Photograph/Recording Consent Form**

## STUDENT CONSENT FORM

**Fill out the appropriate information in the blanks provided**

**STUDENT NAME:** (print name) Hannah Evans

I, Jennifer Evans , (name of guardian) do hereby perpetually and irrevocably grant to the Louisiana State Department of Education, its officers, agents, employees, students, assigns, and licensees, [hereinafter referred to as LDE] the absolute right, permission, and license to record the likeness and/or voice of my minor child with still photography, film, videotape, digital recording or storage device and to edit such still photographs, film, videotape, or digital files at LDE's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from, any of them.

I do hereby waive any right to inspect or to approve the still photographs, films, and/or videotapes, digital files or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have with respect to the eventual use to which any of the aforementioned materials are or may be applied. Such still photographs, films, and/or videotapes, or digital files may be used at LDE's sole discretion, with or without my name, alone or in conjunction with any other material of any kind or nature.

I further expressly agree that the foregoing release is intended to be as broad and inclusive as is permitted by the laws of the State of Louisiana and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understand its terms. I am signing the release freely and voluntarily.

Signatures:

_Jennifer Evans_ (Signature of Parent or Guardian)

Jennifer Evans (Print Name of Parent or Guardian)

2.8.2022 (Date)

# DEPARTMENT of EDUCATION
## Louisiana Believes

**Videotape/Film/Audio/Photograph/Recording Consent Form**

### STUDENT CONSENT FORM

Fill out the appropriate information in the blanks provided

STUDENT NAME: (print name) _____Emily West_____

I, _____Kristin West_____, (name of guardian) do hereby perpetually and irrevocably grant to the Louisiana State Department of Education, its officers, agents, employees, students, assigns, and licensees, [hereinafter referred to as LDE] the absolute right, permission, and license to record the likeness and/or voice of my minor child with still photography, film, videotape, digital recording or storage device and to edit such still photographs, film, videotape, or digital files at LDE's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from, any of them.

I do hereby waive any right to inspect or to approve the still photographs, films, and/or videotapes, digital files or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have with respect to the eventual use to which any of the aforementioned materials are or may be applied. Such still photographs, films, and/or videotapes, or digital files may be used at LDE's sole discretion, with or without my name, alone or in conjunction with any other material of any kind or nature.

I further expressly agree that the foregoing release is intended to be as broad and inclusive as is permitted by the laws of the State of Louisiana and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understand its terms. I am signing the release freely and voluntarily.

Signatures:

_____kwest_____ (Signature of Parent or Guardian)

_____Kristin West_____ (Print Name of Parent or Guardian)

_____2/10/22_____ (Date)

# DEPARTMENT of EDUCATION
## Louisiana Believes

**Videotape/Film/Audio/Photograph/Recording Consent Form**

## STUDENT CONSENT FORM

**Fill out the appropriate information in the blanks provided**

STUDENT NAME: (print name) _Haleigh Twiner_

I, _Danielle Solar_, (name of guardian) do hereby perpetually and irrevocably grant to the Louisiana State Department of Education, its officers, agents, employees, students, assigns, and licensees, [hereinafter referred to as LDE] the absolute right, permission, and license to record the likeness and/or voice of my minor child with still photography, film, videotape, digital recording or storage device and to edit such still photographs, film, videotape, or digital files at LDE's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from, any of them.

I do hereby waive any right to inspect or to approve the still photographs, films, and/or videotapes, digital files or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have with respect to the eventual use to which any of the aforementioned materials are or may be applied. Such still photographs, films, and/or videotapes, or digital files may be used at LDE's sole discretion, with or without my name, alone or in conjunction with any other material of any kind or nature.

I further expressly agree that the foregoing release is intended to be as broad and inclusive as is permitted by the laws of the State of Louisiana and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understand its terms. I am signing the release freely and voluntarily.

Signatures:

_Danielle Solar_ (Signature of Parent or Guardian)

_Danielle Solar_ (Print Name of Parent or Guardian)

_2-7-22_ (Date)

# Jordyn Vicknair

180 Evangeline Rd                                                                    (504) 201-3739
Montz, LA 70068                                                        jordyn.vicknair@apsb.org

## PURPOSE STATEMENT

I intend to share my knowledge of mathematics with high school students to fulfill my passion of inspiring students with the desire to learn.

## EDUCATION

**Louisiana State University (LSU), Baton Rouge, Louisiana**                    **May 2021**
Bachelor of Science, Mathematics                                                         GPA: 3.83
Honors: Margaret Oxley Mathematics Education Award, Cum Laude, Awarded Dean's List Fall 2017, Spring 2018, Fall 2018

**Destrehan High School, Destrehan, Louisiana**                                **May 2017**
Academic Honors Diploma                                                                    GPA: 3.9
Honors: Summa Cum Laude, Swim Team Co-Captain, Mu Alpha Theta President, National Honor Society Historian, Beta Club Secretary, Drama Club President, Freshman Mentor

## JOB EXPERIENCE

**Secondary Teacher**                                                    **Fall 2021- Current**
- Leading the geometry PLC to create engaging lessons using the Eureka curriculum
- Setting student goals and tracking through summative assessments
- Implementing classroom management and student discipline strategies
  - East Ascension High School, geometry teacher
  - Geometry PLC Leader (Fall 2021- Current)
  - After school math tutor

**Student Teaching**                                              **January 2021-May 2021**
- Using the Eureka curriculum to design engaging mathematics lessons
- Creating assessments, rubrics, and scoring student work
- Implementing classroom management and student discipline strategies
  - East Ascension High School (Spring 2021)

**Field Experience**
- Designing and implementing lesson plans and classroom management strategies
  - Baton Rouge Center for Visual and Performing Arts (Fall 2018), Mathematics, Science, and Arts Academy-East (Spring 2019), Baton Rouge Magnet High School (Spring 2020), Liberty High School (Fall 2020)

**LSU Student Advocacy and Accountability Student Worker**, Spring 2018 – Fall 2020
**Lifeguard: Larayo Community,** Summer 2016-Summer 2019
**Camp Counselor: Swamp School,** Summer 2016- Summer 2019
**Tutor,** Private Tutoring, Fall 2018 – May 2021

## ACTIVITIES AND VOLUNTEER WORK

- Alpha Delta Pi, Panhellenic Sorority 2017-2018
- Phi Sigma Pi, National Honor Fraternity 2018-2021 (Historian 2019-2020)
- GeauxTeach Student Organization 2017-2021 (Public Relations 2020)
- Counsel of Preservice Teachers of Mathematics (Chairperson 2020)
- QSM Grant Writing Workshop

## CERTIFICATIONS AND AWARDS

- Google Educator Certified
- LSU Distinguished Communicator Candidate
- Margaret Oxley Mathematics Education Award

February 15, 2022

To whom it may concern,

It's my absolute pleasure to recommend Jordyn Vicknair for the New Teacher of the Year award.

Jordyn has been part of the GeauxTeach program at LSU since her sophomore year. In May of 2021, she graduated with her Bachelor of Science degree in Mathematics and a Secondary Education Certification. I have worked with Jordyn during 4 semesters of field experiences courses in both middle and high school settings and most recently, during her time student teaching at East Ascension during the Pandemic.

I thoroughly enjoyed my time working with Jordyn and came to know her as a truly valuable asset to absolutely any team. She is honest, dependable, and incredibly hard-working. Beyond that, she is an impressive communicator who has demonstrated the ability to listen, understand, evaluate, and lead, often in times of extreme pressure. Jordyn is unlike most first-year teachers- even though she may lack clock hours in terms of experience, she makes up in effort and skill. She works extremely hard to provide the very best lessons for her students. She communicates well with all stakeholders and responds even better to feedback. She is constantly growing and developing. I am so very proud of her growth and very happy she has decided to pursue teaching as her career. She is acutely aware of what her students need and works diligently with other school staff to meet those needs.

Jordyn has a degree in Mathematics. Her content knowledge and expertise in teaching are a huge advantage to the department as well as the entire school. Her content knowledge far exceeds those in her field, but most impressively she can effectively communicate this understanding with her students. She is always planning new and exciting activities, combining innovative pedagogical approaches with appropriate mathematic concepts and practices in mind.

Along with her undeniable natural teaching talent, Jordyn has always been an absolute joy to work with. She has taken initiative to shadow department heads and master teachers to see how they provide professional development and applied this knowledge to her practices. She works well with her peers and inspires and motivates her students. She appreciates diversity, fosters inclusion, and always manages to drive positive discussions and bring the best out of others. She is someone you want on your staff. She is someone I want to teach my kids. She is someone who I wish taught me.

Without a doubt, I confidently recommend Jordyn as a recipient of the New Teacher of the Year award. As a dedicated and knowledgeable practitioner and an all-around great person, I know that she will represent her school, district, and our state well. Please feel free to contact me at cduhon3@lsu.edu should you like to discuss Jordyn's qualifications and experience further. I'd be happy to expand on my recommendation.

Best wishes,

Chelsea D. Graves
Louisiana State University
GeauxTeach Master Teacher

Lauren Avery
**Principal**
Kim Uzee
**Associate**
**Principal**

**East Ascension High School**
**612 East Worthey Road**
**Gonzales, LA 70737**
**(225) 391-6100**

Allison Brignac
Mary Laginess
Tracy Swacker
Walter Traveler
**Assistant**
**Principals**

February 17, 2022

To whom it may concern,

It is with great pleasure that I write this letter on behalf of Jordyn Vicknair as she pursues the award of 2022 New Teacher of the Year. I have had the privilege of working with her in PLCs while she was student teaching, which then gave me the opportunity to support her as a first year geometry teacher at East Ascension High School. Ms. Vicknair is the best first year teacher I have seen in my twenty-three years in education. She welcomes challenges, relates to students, and works well with other teachers. It is extremely clear upon entering her classroom that she has a rapport with her students that revolves around trust, respect, and perseverance.
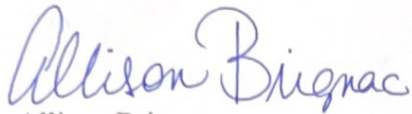
This year, our geometry teachers had a heavy focus on implementing the Eureka curriculum. Ms. Vicknair has embraced this Tier 1 curriculum to provide the most engaging and rigorous instruction possible for her students. As a Title I school, our students often have invisible obstacles; however, she identifies learning gaps that exist and seamlessly integrates interventions for these skills so that they do not create a barrier for success for her students. She also monitors student data and makes data driven decisions to increase mastery for all students.

As a first year teacher, many young educators struggle with how to relate to students and still keep appropriate professional boundaries. When anyone enters her classroom, it is clear who the teacher is, but the relationships and rapport she has created with these students is also very evident. Students feel secure enough to have a productive struggle with difficult content and provide high quality academic feedback to their peers.

Ms. Vicknair's reach extends beyond the walls of her classroom. She actively participates in Professional Learning Communities and collaborates with other geometry teachers. In these PLCs, she shares strategies and is open to trying new ideas to increase student understanding. Because she has been so successful at integrating curriculum with interventions and learning opportunities, she has had other new geometry teachers from different schools in our district observe her lessons to see how to integrate the curriculum while supporting students.

The students of East Ascension High School are extremely lucky to have Ms. Vicknair as a teacher. She is a model teacher - for all of our teachers. It is my pleasure to recommend Jordyn Vicknair for 2022 New Teacher of the Year because she embodies the Ascension Parish Schools Core Values: Leadership, Learning, Service and Teamwork.

Sincerely,

*Allison Brignac*

Allison Brignac
Assistant Principal
East Ascension High School
225-391-6147
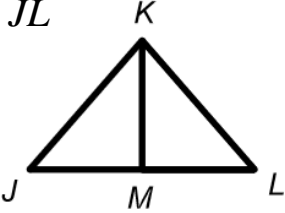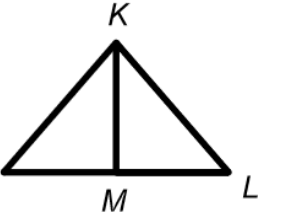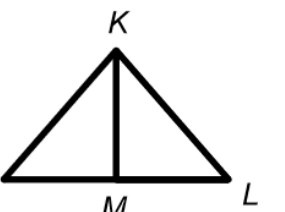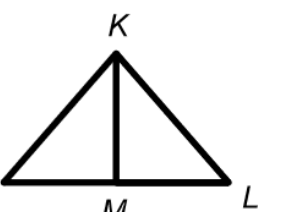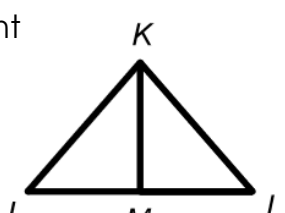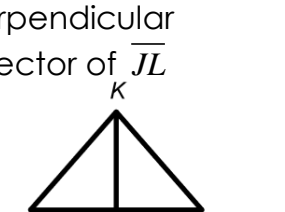
# Triangle Congruence Proofs – Vocab Reference Sheet

| Vocab Word | Definition | Picture | Statement |
|---|---|---|---|
| **Midpoint** | The point that divides a segment into two congruent segments | M is the midpoint of $\overline{JL}$  | $\overline{JM} \cong \overline{LM}$ <br><br> (definition of a midpoint) |
| **Segment Bisector** | A point, ray, line, line segment, or plane that intersects a segment at its midpoint | $\overline{KM}$ bisects $\overline{JL}$  | $\overline{JM} \cong \overline{LM}$ <br><br> (definition of a segment bisector) |
| **Angle Bisector** | A ray that divides an angle into two angles that are congruent | $\overline{MK}$ bisects $\angle JKL$  | $\angle JKM \cong \angle LKM$ <br><br> (definition of an angle bisector) |
| **Perpendicular Lines** | Two lines that intersect to form a right angle | $\overline{KM} \perp \overline{JL}$  | $\angle JMK, \angle LMK$ are right <br><br> (definition of perpendicular lines) |
| **Right Angle** | An angle that has a measure of 90° | $\angle JMK, \angle LMK$ are right  | $\angle JMK \cong \angle LMK$ <br>(Right Angles Congruence Thm) <br>**OR** <br>$\triangle JMK, \triangle LMK$ are right <br>(Definition of Right Triangle) |
| **Perpendicular Bisector** | A line that is perpendicular to a segment at its midpoint | $\overline{KM}$ is the perpendicular bisector of $\overline{JL}$  | $\angle JMK, \angle LMK$ are right <br>(Definition of Perpendicular Bisector) <br>**AND** <br>$\overline{JM} \cong \overline{LM}$ <br>(Definition of Perpendicular Bisector) |

**1**    Fill in the missing statements and reasons.

**DRAG & DROP THE ANSWER**

> *Given*
>
> *SSS*
>
> $\overline{AB} \cong \overline{DE}$
>
> $\triangle ABC \cong \triangle DEF$

Given: $\overline{AB} \cong \overline{DE}$, $\overline{AC} \cong \overline{DF}$, and $\overline{BC} \cong \overline{EF}$
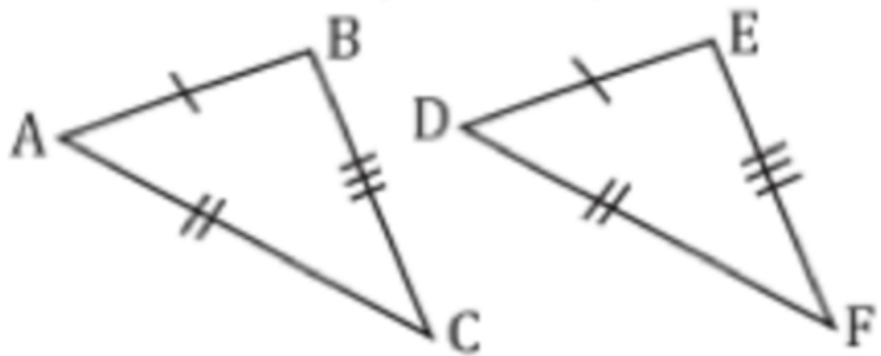


Prove: $\triangle ABD \cong \triangle DEF$

| Statements | Reasons |
|---|---|
|  | *Given* |
| $\overline{AC} = \overline{DF}$ | *Given* |
| $\overline{BC} \cong \overline{EF}$ |  |
|  |  |

**2** Which of the following statements is needed in order to prove these triangles are congruent using SAS?
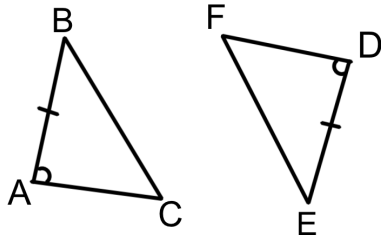


(A) $\angle ABC \cong \angle DEF$

(B) $\overline{BC} \cong \overline{EF}$

(C) $\overline{AC} \cong \overline{DF}$

(D) $\angle BCA \cong \angle EFD$

**3** Fill in the missing statements and reasons.

$$\overline{MO} \cong \overline{OM}$$

$$\triangle MLO \cong \triangle ONM$$

$$Given$$

$$\angle LOM \cong \angle NMO$$

$$AAS$$

Given: $\angle L \cong \angle N$, $\angle LOM \cong \angle NMO$
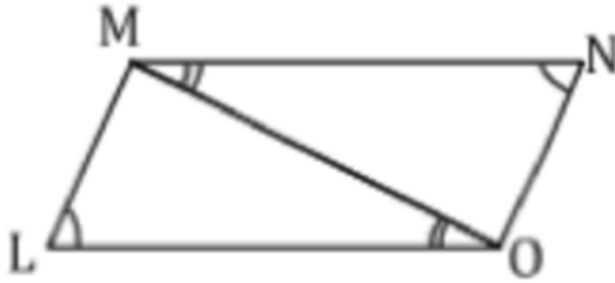


Prove: $\triangle LMO \cong \triangle NOM$

| Statements | Reasons |
|---|---|
| $\angle L \cong \angle N$ | |
| | Given |
| | Reflexive Property |
| | |

**4** *Given :* $\overline{DA} \cong \overline{WG}$ *and* $\overline{WA} \cong \overline{DG}$. *Prove that* $\triangle DAW \cong \triangle WGD$.

$\overline{DW} \cong \overline{WD}$

*Given*

$\triangle DAW \cong \triangle WGD$

*SSS*

$\overline{WA} \cong \overline{DG}$

*Reflexive Property*
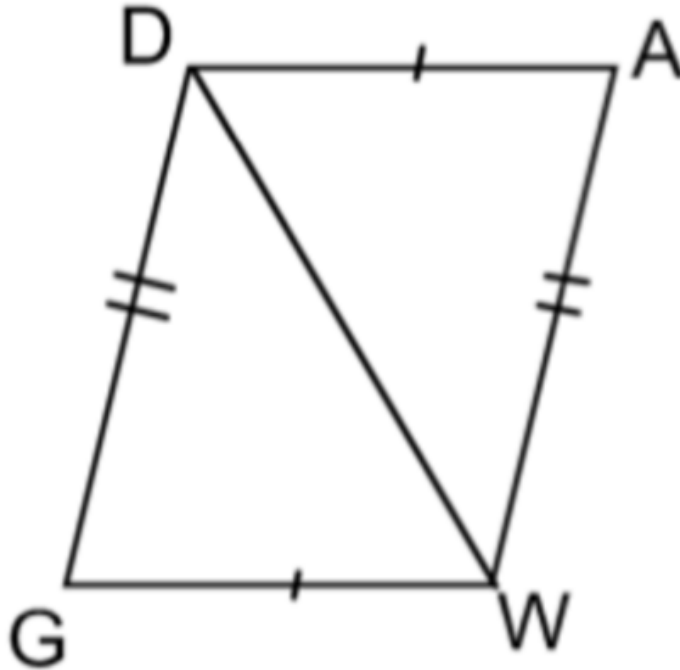


| Statements | Reasons |
|---|---|
| $\overline{DA} \cong \overline{WG}$ | |
| | *Given* |
| | |
| | |

**5** Which of the following can be used to show that these triangles are congruent?
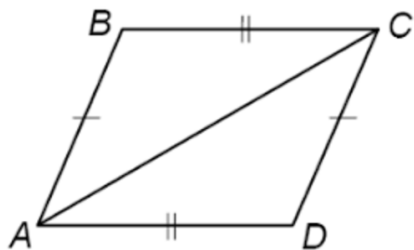


- (A) ASA
- (B) SSS
- (C) SAS
- (D) AAS
- (E) Not Congruent

---

**6** Which of the following can be used to show that these triangles are congruent?
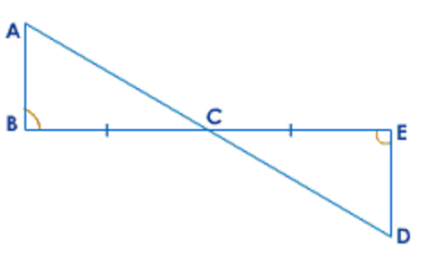


- (A) ASA
- (B) SSS
- (C) SAS
- (D) AAS
- (E) Not Congruent

**7** Which of the following can be used to show that these triangles are congruent?
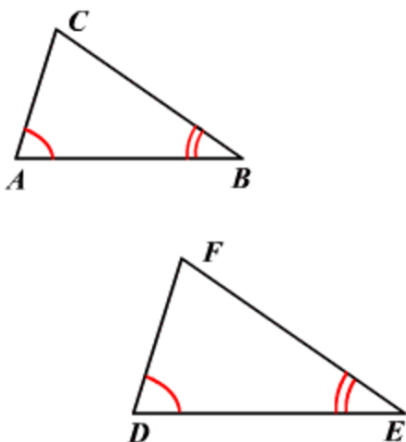


(A) ASA

(B) SSS

(C) SAS

(D) AAS

(E) Not Congruent

---

**8** Which of the following statements is needed in order to prove these triangles are congruent using SSS?
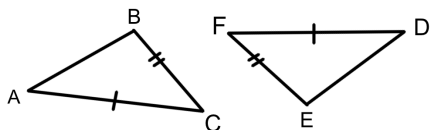


(A) $\angle BCA \cong \angle EFD$

(B) $\overline{AC} \cong \overline{ED}$

(C) $\overline{DE} \cong \overline{BC}$

(D) $\overline{AB} \cong \overline{DE}$

---

**9** Which of the following statements is needed in order to prove these triangles are congruent using ASA?
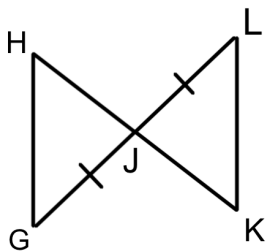


(A) $\angle GHJ \cong \angle LKJ$

(B) $\angle HGJ \cong \angle KLJ$

(C) $\overline{HJ} \cong \overline{KJ}$

(D) $\angle HJG \cong \angle LKJ$

Use the following picture to classify the following statements as true or false.
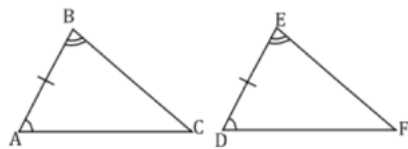


DRAG & DROP THE ANSWER

$\overline{BC} \cong \overline{EF}$

$\angle BAC \cong \angle EDF$

$\angle ABC \cong \angle FDE$

$\triangle ABC \cong \triangle DEF$ by AAS

$\triangle ABC \cong \triangle DEF$ by ASA

$\overline{AC} \cong \overline{DF}$

True

False

**Answer Key of Open Notes Quiz 2/9/22**

1. Tech Enhanced Item
2. C
3. Tech Enhanced Item
4. Tech Enhanced Item
5. B
6. A
7. E
8. D
9. B
10. Tech Enhanced Item

**Name:** _____          **Unit 4:** Congruent Triangles
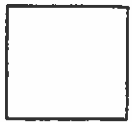
**Date:** _____ **Bell:** _____   **Homework 5:** Proving Triangles Congruent:
                                                                    SSS & SAS

**\*\* This is a 2-page document! \*\***

State whether the triangles could be proven congruent, if possible, by SSS or SAS.
Then, write a congruency statement.

| | |
|---|---|
| **1.**  | **2.**  |
| **3.**  | **4.**  |
| **5.**  | **6.**  |
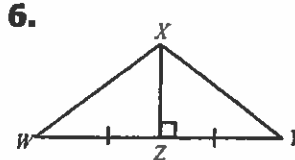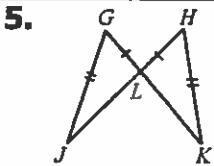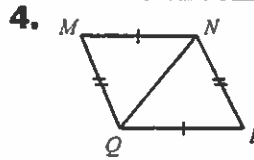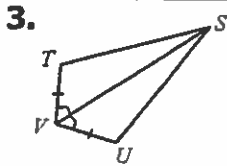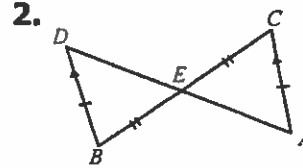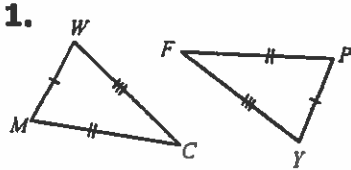
Complete the proofs below using the most appropriate method, SSS or SAS.

7. **Given:** $\overline{AM} \cong \overline{CP}$, $\overline{CM} \cong \overline{GP}$, $C$ is the midpoint of $\overline{AG}$
   **Prove:** $\triangle ACM \cong \triangle CGP$
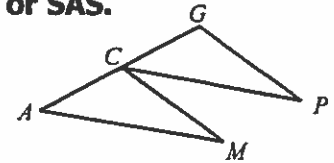


| Statements | Reasons |
|---|---|
| 1. $\overline{AM} \cong \overline{CP}$ | 1. |
| 2. | 2. given |
| 3. | 3. |
| 4. | 4. Def. of midpoint |
| 5. $\triangle ACM \cong \triangle CGP$ | 5. |

8. **Given:** $\overline{PQ} \cong \overline{RS}$, $\angle PQR \cong \angle SRQ$
   **Prove:** $\triangle PQR \cong \triangle SRQ$
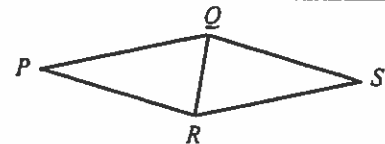


| Statements | Reasons |
|---|---|
| 1. | 1. given |
| 2. $\angle PQR \cong \angle SRQ$ | 2. |
| 3. $\overline{QR} \cong \overline{QR}$ | 3. |
| 4. | 4. |

(17)

# TRIANGLE PROOFS & CPCTC

| What is CPCTC? | Stands for: Corresponding Parts of Congruent Triangles are Congruent |
|---|---|
| | Use when asked to prove __parts__ are __congruent__. |
| | •• But first, you must prove the __triangles__ are __congruent__ ! |

## EXAMPLES WITH CPCTC:

1. **Given:** $\overline{AB} \cong \overline{AD}$, $\overline{BC} \cong \overline{CD}$
   **Prove:** $\angle BCA \cong \angle DCA$
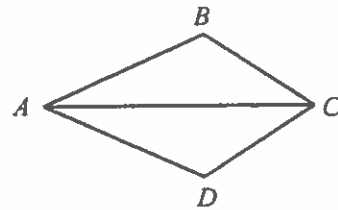
| Statements | Reasons |
|---|---|
| 1. $\overline{AB} \cong \overline{AD}$ | 1. |
| 2. | 2. given |
| 3. | 3. reflexive prop. |
| 4. $\triangle ABC \cong \triangle ADC$ | 4. |
| 5. | 5. CPCTC |

2. **Given:** $\overline{PS} \parallel \overline{QR}$, $\angle QPS \cong \angle SRQ$
   **Prove:** $\overline{PQ} \cong \overline{RS}$
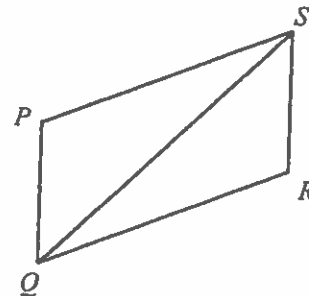
| Statements | Reasons |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. $\angle PSQ \cong \angle RQS$ | 3. alternate interior angles |
| 4. $\overline{QS} \cong \overline{QS}$ | 4. |
| 5. $\triangle PSQ \cong \triangle RQS$ | 5. |
| 6. $\overline{PQ} \cong \overline{RS}$ | 6. |

(18)

**1**

Given: $\overline{WX}$ bisects $\angle ZXY$, $\overline{ZX} \cong \overline{YX}$
Prove: $\triangle ZXV \cong \triangle YXV$
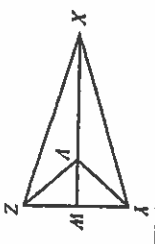


| Statements | Reasons |
|---|---|
| 1. $\overline{WX}$ bisects $\angle ZXY$ | 1. Given |
| 2. | 2. Definition of Angle Bisector |
| 3. $\overline{ZX} \cong \overline{YX}$ | 3. |
| 4. | 4. Reflexive Property |
| 5. $\triangle ZXV \cong \triangle YXV$ | 5. |

**2**

Given: $\overline{PQ} \parallel \overline{RS}$, $\angle PQR \cong \angle RSP$
Prove: $\triangle PQR \cong \triangle RSP$
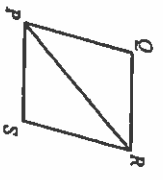


| Statements | Reasons |
|---|---|
| 1. | 1. Given |
| 2. | 2. Alternate Interior Angles |
| 3. $\angle PQR \cong \angle RSP$ | 3. |
| 4. $\overline{RP} \cong \overline{PR}$ | 4. |
| 5. $\triangle PQR \cong \triangle RSP$ | 5. |

**3**

Given: $\overline{AC} \cong \overline{DE}$, $B$ is the midpoint of $\overline{AD}$ and $\overline{CE}$
Prove: $\triangle ABC \cong \triangle DBE$
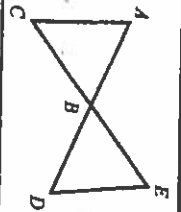


| Statements | Reasons |
|---|---|
| 1. $\overline{AC} \cong \overline{DE}$ | 1. |
| 2. $B$ is the midpoint of $\overline{AD}$ and $\overline{CE}$ | 2. |
| 3. | 3. Definition of Midpoint |
| 4. | 4. Definition of Midpoint |
| 5. $\triangle ABC \cong \triangle DBE$ | 5. |

**4**

Given: $\triangle JKL$ and $\triangle LMJ$ are right triangles, $\overline{JK} \cong \overline{LM}$
Prove: $\angle JLK \cong \angle LJM$
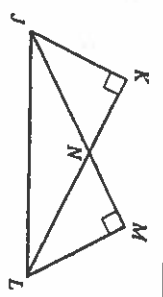


| Statements | Reasons |
|---|---|
| 1. $\triangle JKL$ and $\triangle LMJ$ are right triangles | 1. |
| 2. | 2. Given |
| 3. $\overline{JL} \cong \overline{LJ}$ | 3. |
| 4. | 4. Hypotenuse-Leg (HL) |
| 5. $\angle JLK \cong \angle LJM$ | 5. |

(19)

## 5

**Given:** $\overline{DF} \parallel \overline{HG}$, $F$ is the midpoint of $\overline{EG}$

$\overline{DF} \cong \overline{HG}$
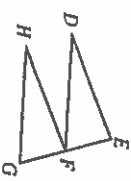
**Prove:** $\triangle DEF \cong \triangle HFG$



| Statements | Reasons |
|---|---|
| 1. | 1. Given |
| 2. $F$ is the midpoint of $EG$ | 2. |
| 3. | 3. Given |
| 4. | 4. Corresponding Angles |
| 5. $\overline{EF} \cong \overline{FG}$ | 5. |
| 6. $\triangle DEF \cong \triangle HFG$ | 6. |

## 6

**Given:** $N$ is the midpoint of $\overline{LQ}$,

$\angle NLM \cong \angle NQP$
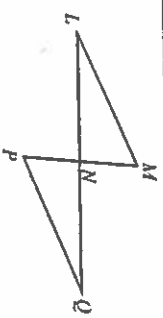
**Prove:** $\triangle MNL \cong \triangle PNQ$



| Statements | Reasons |
|---|---|
| 1. $N$ is the midpoint of $\overline{LQ}$ | 1. |
| 2. | 2. Definition of Midpoint |
| 3. $\angle LNM \cong \angle QNP$ | 3. |
| 4. $\angle NLM \cong \angle NQP$ | 4. |
| 5. $\triangle MNL \cong \triangle PNQ$ | 5. |

VERSION 2

## 7

**Given:** $\overline{SU}$ and $\overline{RT}$ bisect each other,

$\overline{ST} \cong \overline{UR}$

**Prove:** $\angle STV \cong \angle URV$
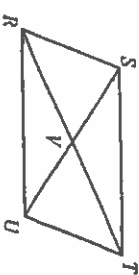


| Statements | Reasons |
|---|---|
| 1. $\overline{SU}$ and $\overline{RT}$ bisect each other | 1. |
| 2. $\overline{SV} \cong \overline{UV}$; $\overline{RV} \cong \overline{TV}$ | 2. |
| 3. | 3. Given |
| 4. | 4. Side-Side-Side (SSS) |
| 5. $\angle STV \cong \angle URV$ | 5. |

## 8

**Given:** $\overline{HJ} \parallel \overline{LK}$, $\overline{HL} \parallel \overline{JK}$

**Prove:** $\triangle HKL \cong \triangle KHJ$
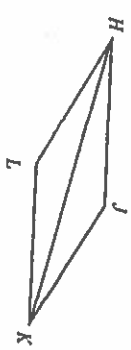


| Statements | Reasons |
|---|---|
| 1. $\overline{HJ} \parallel \overline{LK}$, $\overline{HL} \parallel \overline{JK}$ | 1. |
| 2. | 2. Alternate Interior Angles |
| 3. $\angle JKH \cong \angle LHK$ | 3. |
| 4. | 4. Reflexive Property |
| 5. $\triangle HKL \cong \triangle KHJ$ | 5. |

VERSION 2

# Lesson 26: Triangle Congruency Proofs

## Classwork

### Exercises

1. Given: $\overline{AB} \perp \overline{BC}, \overline{BC} \perp \overline{DC}$

   $\overline{DB}$ bisects $\angle ABC$, $\overline{AC}$ bisects $\angle DCB$

   $EB = EC$

   Prove: $\triangle BEA \cong \triangle CED$
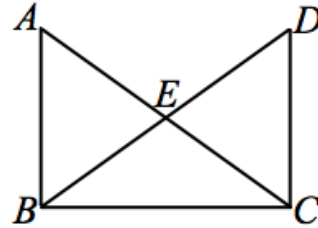


2. Given: $\overline{BF} \perp \overline{AC}, \overline{CE} \perp \overline{AB}$

   $AE = AF$

   Prove: $\triangle ACE \cong \triangle ABF$
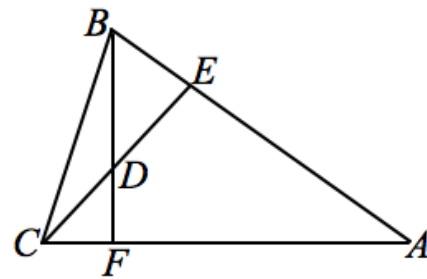
3. Given: $XJ = YK, PX = PY, m\angle ZXJ = m\angle ZYK$

   Prove: $JY = KX$
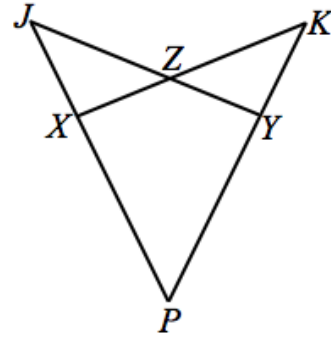


4. Given: $JK = JL, \overline{JK} \parallel \overline{XY}$

   Prove: $XY = XL$
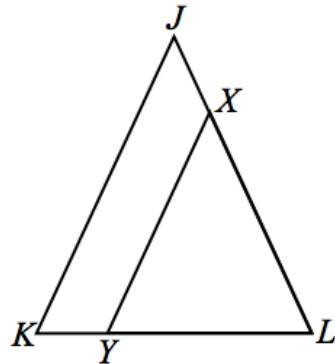
5.   Given:     $\angle 1 \cong \angle 2, \angle 3 \cong \angle 4$
     Prove:     $\overline{AC} \cong \overline{BD}$
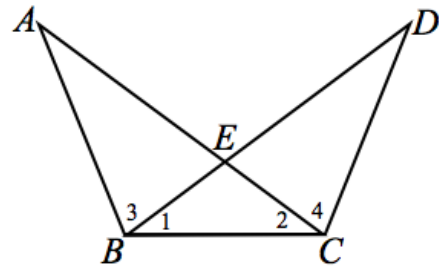
6.   Given:     $m\angle 1 = m\angle 2, m\angle 3 = m\angle 4, AB = AC$
     Prove:     (a)  $\triangle ABD \cong \triangle ACD$
                (b)  $m\angle 5 = m\angle 6$
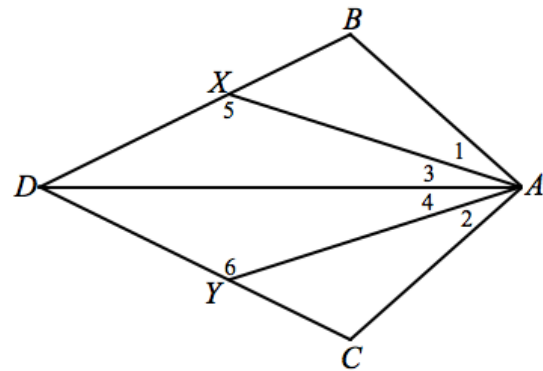
## Problem Set

Use your knowledge of triangle congruence criteria to write a proof for the following:

In the figure, $\overline{RX}$ and $\overline{RY}$ are the perpendicular bisectors of $\overline{AB}$ and $\overline{AC}$, respectively.

Prove:   (a)  $\triangle RAX \cong \triangle RBX$

(b)  $\overline{RA} \cong \overline{RB} \cong \overline{RC}$
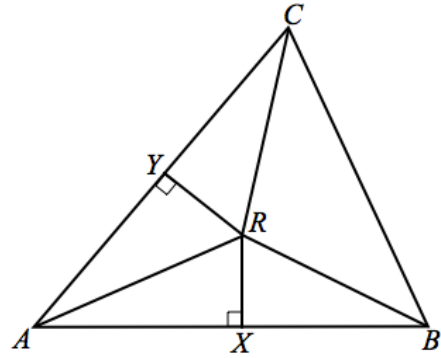
## Basic Properties Reference Chart

| Property | Meaning | Geometry Example |
|---|---|---|
| Reflexive Property | A quantity is equal to itself. | $AB = AB$ |
| Transitive Property | If two quantities are equal to the same quantity, then they are equal to each other. | If $AB = BC$ and $BC = EF$, then $AB = EF$. |
| Symmetric Property | If a quantity is equal to a second quantity, then the second quantity is equal to the first. | If $OA = AB$, then $AB = OA$. |
| Addition Property of Equality | If equal quantities are added to equal quantities, then the sums are equal. | If $AB = DF$ and $BC = CD$, then $AB + BC = DF + CD$. |
| Subtraction Property of Equality | If equal quantities are subtracted from equal quantities, the differences are equal. | If $AB + BC = CD + DE$ and $BC = DE$, then $AB = CD$. |
| Multiplication Property of Equality | If equal quantities are multiplied by equal quantities, then the products are equal. | If $m\angle ABC = m\angle XYZ$, then $2(m\angle ABC) = 2(m\angle XYZ)$. |
| Division Property of Equality | If equal quantities are divided by equal quantities, then the quotients are equal. | If $AB = XY$, then $\frac{AB}{2} = \frac{XY}{2}$. |
| Substitution Property of Equality | A quantity may be substituted for its equal. | If $DE + CD = CE$ and $CD = AB$, then $DE + AB = CE$. |
| Partition Property (includes *Angle Addition Postulate*, *Segments Add*, *Betweenness of Points*, etc.) | A whole is equal to the sum of its parts. | If point $C$ is on $\overline{AB}$, then $AC + CB = AB$. |

# DMR Feb 9

DO NOT TURN IN YET !!!! We will discuss each problem before you are required to turn in this DMR.

The respondent's email (**null**) was recorded on submission of this form.
<span style="color:red">* Required</span>

1. Email *

_____

2. Last Name, First Name (Diesel, Vin) *

_____

3. Determine if the following triangles are congruent. If so, state which congruence criteria theorem can be used to prove the triangles are congruent.
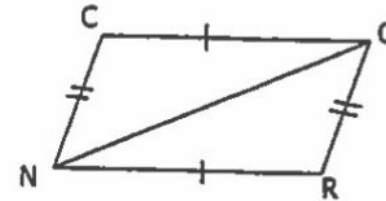
2 points



. △AEB ≅ △DEC
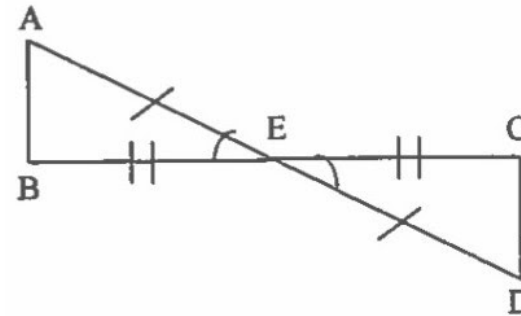
*Mark only one oval.*

⃝ Yes, they are congruent by SSS

⃝ Yes, they are congruent by SAS

⃝ Yes, they are congruent by ASA

⃝ Yes, they are congruent by AAS

⃝ No, they are not congruent

4. Determine if the following triangles are congruent. If so, state which congruence criteria theorem can be used to prove the triangles are congruent.
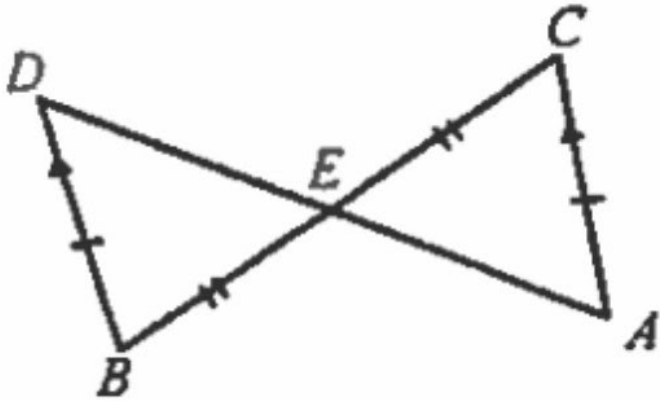
2 points

ΔRTS ≅ ΔCBA _____
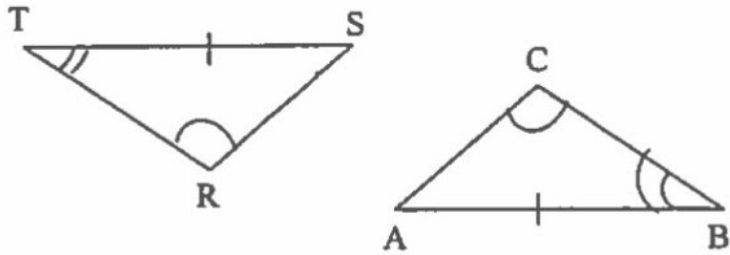


*Mark only one oval.*

◯ Yes, they are congruent by SSS

◯ Yes, they are congruent by SAS

◯ Yes, they are congruent by ASA

◯ Yes, they are congruent by AAS

◯ No, they are not congruent

5. Determine if the following triangles are congruent. If so, state which congruence criteria theorem can be used to prove the triangles are congruent.
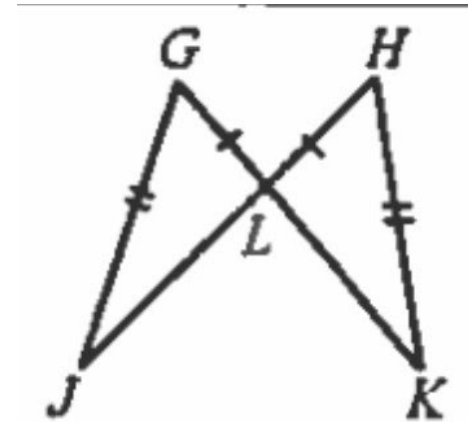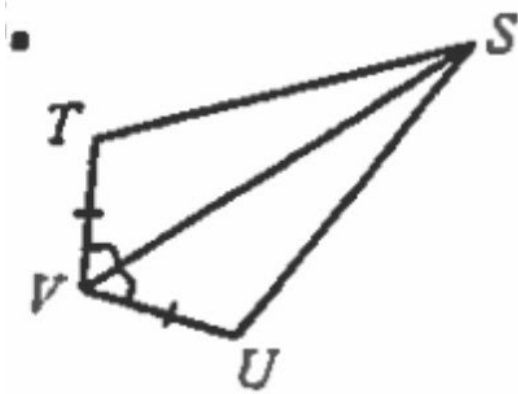
2 points

. ΔABC ≅ ΔADC _____
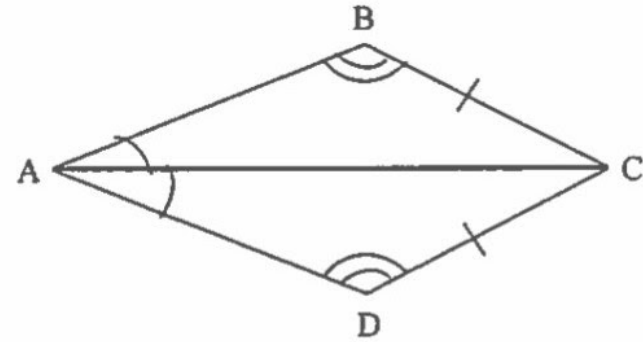


*Mark only one oval.*

◯ Yes, they are congruent by SSS

◯ Yes, they are congruent by SAS

◯ Yes, they are congruent by ASA

◯ Yes, they are congruent by AAS

◯ No, they are not congruent

6.  Determine if the following triangles are congruent. If so, state which          2 points
    congruence criteria theorem can be used to prove the triangles are
    congruent.

$\triangle BAP \cong \triangle BCP$

Given: $\overrightarrow{BD}$ bisects $\angle ABC$
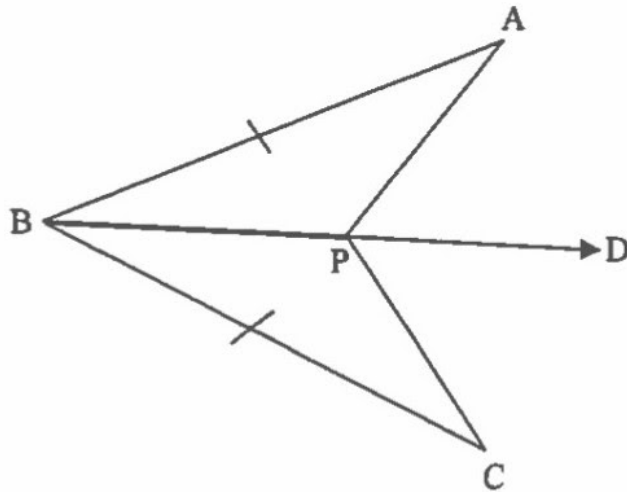


*Mark only one oval.*

( ) Yes, they are congruent by SSS

( ) Yes, they are congruent by SAS

( ) Yes, they are congruent by ASA

( ) Yes, they are congruent by AAS

( ) No, they are not congruent

7.  Determine if the following triangles are congruent. If so, state which          2 points
    congruence criteria theorem can be used to prove the triangles are
    congruent.



*Mark only one oval.*

( ) Yes, they are congruent by SSS

( ) Yes, they are congruent by SAS

( ) Yes, they are congruent by ASA

( ) Yes, they are congruent by AAS

( ) No, they are not congruent

8. Determine if the following triangles are congruent. If so, state which congruence criteria theorem can be used to prove the triangles are congruent.
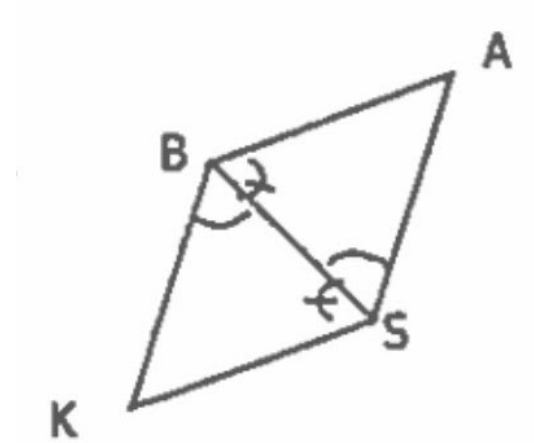
2 points



Mark only one oval.

- ◯ Yes, they are congruent by SSS
- ◯ Yes, they are congruent by SAS
- ◯ Yes, they are congruent by ASA
- ◯ Yes, they are congruent by AAS
- ◯ No, they are not congruent

9. Determine if the following triangles are congruent. If so, state which congruence criteria theorem can be used to prove the triangles are congruent.
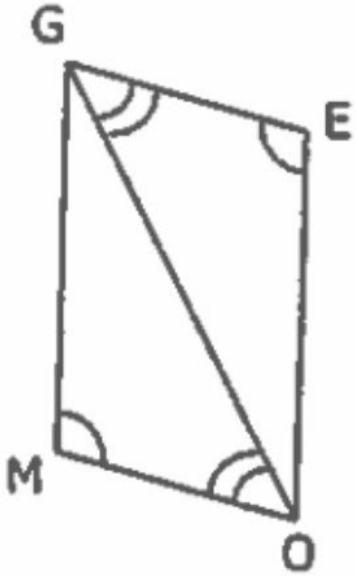
2 points



Mark only one oval.

- ◯ Yes, they are congruent by SSS
- ◯ Yes, they are congruent by SAS
- ◯ Yes, they are congruent by ASA
- ◯ Yes, they are congruent by AAS
- ◯ No, they are not congruent

10. Determine if the following triangles are congruent. If so, state which congruence criteria theorem can be used to prove the triangles are congruent.

2 points



*Mark only one oval.*

○ Yes, they are congruent by SSS

○ Yes, they are congruent by SAS

○ Yes, they are congruent by ASA

○ Yes, they are congruent by AAS

○ No, they are not congruent

11. Determine if the following triangles are congruent. If so, state which congruence criteria theorem can be used to prove the triangles are congruent.

2 points



*Mark only one oval.*

○ Yes, they are congruent by SSS

○ Yes, they are congruent by SAS

○ Yes, they are congruent by ASA

○ Yes, they are congruent by AAS

○ No, they are not congruent

12. Determine if the following triangles are congruent. If so, state which congruence criteria theorem can be used to prove the triangles are congruent.

2 points



*Mark only one oval.*

- ◯ Yes, they are congruent by SSS
- ◯ Yes, they are congruent by SAS
- ◯ Yes, they are congruent by ASA
- ◯ Yes, they are congruent by AAS
- ◯ No, they are not congruent

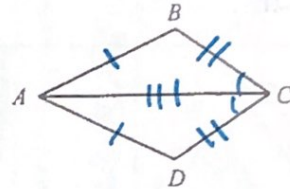This content is neither created nor endorsed by Google.

# TRIANGLE PROOFS & CPCTC

| What is CPCTC? | Stands for: Corresponding Parts of Congruent Triangles are Congruent |
|---|---|

Use when asked to prove __parts__ are __congruent__.

••But first, you must prove the __triangles__ are __congruent__!

## EXAMPLES WITH CPCTC:

1. Given: $\overline{AB} \cong \overline{AD}$, $\overline{BC} \cong \overline{CD}$
   Prove: $\angle BCA \cong \angle DCA$



| Statements | Reasons |
|---|---|
| 1. $\overline{AB} \cong \overline{AD}$ | 1. given |
| 2. $\overline{BC} \cong \overline{CD}$ | 2. given |
| 3. $\overline{AC} \cong \overline{AC}$ | 3. reflexive prop. |
| 4. $\triangle ABC \cong \triangle ADC$ | 4. SSS |
| 5. $\angle BCA \cong \angle DCA$ | 5. CPCTC |

*①

2. Given: $\overline{PS} \parallel \overline{QR}$, $\angle QPS \cong \angle SRQ$
   Prove: $\overline{PQ} \cong \overline{RS}$
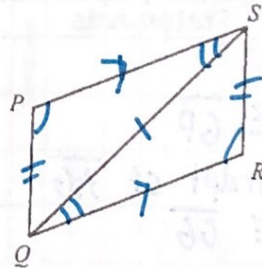
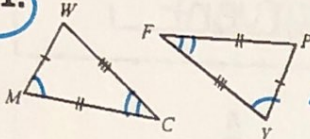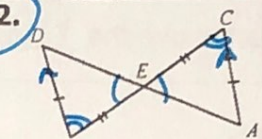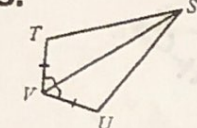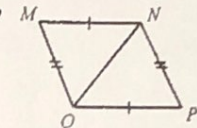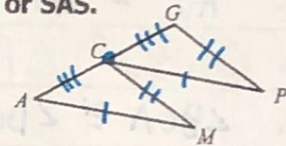| Statements | Reasons |
|---|---|
| 1. $\overline{PS} \parallel \overline{QR}$ | 1. given |
| 2. $\angle QPS \cong \angle SRQ$ | 2. given |
| 3. $\angle PSQ \cong \angle RQS$ | 3. alternate interior angles |
| 4. $\overline{QS} \cong \overline{QS}$ | 4. Reflexive property |
| 5. $\triangle PSQ \cong \triangle RQS$ | 5. AAS |
| 6. $\overline{PQ} \cong \overline{RS}$ | 6. CPCTC |

(18)

**\*\* This is a 2-page document! \*\***

State whether the triangles could be proven congruent, if possible, by ~~SSS or SAS.~~
Then, write a congruency statement.

**1.**

SSS

$\triangle MCW \cong \triangle PFY$

**2.**

ASA

$\triangle CEA \cong \triangle BED$

**3.**

**4.**

**5.**

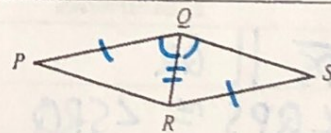**6.**

SAS

$\triangle XZW \cong \triangle XZY$

Complete the proofs below using the most appropriate method, SSS or SAS.

**7. Given:** $\overline{AM} \cong \overline{CP}$, $\overline{CM} \cong \overline{GP}$, $C$ is the midpoint of $\overline{AG}$
   **Prove:** $\triangle ACM \cong \triangle CGP$

| Statements | Reasons |
|---|---|
| 1. $\overline{AM} \cong \overline{CP}$ | 1. given |
| 2. $\overline{CM} \cong \overline{GP}$ | 2. given |
| 3. $C$ is mdpt of $\overline{AG}$ | 3. given |
| 4. $\overline{AC} \cong \overline{CG}$ | 4. Def. of midpoint |
| 5. $\triangle ACM \cong \triangle CGP$ | 5. SSS |

**8. Given:** $\overline{PQ} \cong \overline{RS}$, $\angle PQR \cong \angle SRQ$
   **Prove:** $\triangle PQR \cong \triangle SRQ$

| Statements | Reasons |
|---|---|
| 1. $\overline{PQ} \cong \overline{RS}$ | 1. given |
| 2. $\angle PQR \cong \angle SRQ$ | 2. given |
| 3. $\overline{QR} \cong \overline{QR}$ | 3. Reflexive property |
| 4. $\triangle PQR \cong \triangle SRQ$ | 4. SAS |

(17)

**3**

Given: $\overline{AC} \cong \overline{DE}$, $B$ is the midpoint of $\overline{AD}$ and $\overline{CE}$

Prove: $\triangle ABC \cong \triangle DBE$



| Statements | Reasons |
|---|---|
| 1. $\overline{AC} \cong \overline{DE}$ | 1. given |
| 2. $B$ is the midpoint of $\overline{AD}$ and $\overline{CE}$ | 2. given |
| 3. $\overline{AB} \cong \overline{DB}$ | 3. Definition of Midpoint |
| 4. $\overline{CB} \cong \overline{EB}$ | 4. Definition of Midpoint |
| 5. $\triangle ABC \cong \triangle DBE$ | 5. SSS |

**4**

Given: $\triangle JKL$ and $\triangle LMJ$ are right triangles, $\overline{JK} \cong \overline{LM}$

Prove: $\angle JLK \cong \angle LJM$



$JL \cong LJM$ $\overline{JL} \cong \overline{LJ}$ $\overline{KL} \cong \overline{JM} \cong \overline{CJ}$ $\triangle JL \cong \triangle LJM$

| Statements | Reasons |
|---|---|
| 1. $\triangle JKL$ and $\triangle LMJ$ are right triangles | 1. given |
| 2. $\overline{KL} \cong \overline{JM} \cong \angle LJM$ | 2. Given |
| 3. $\overline{JL} \cong \overline{LJ}$ | 3. Reflexive prop. |
| 4. $\triangle JLK \cong \triangle LJM$ | 4. Hypotenuse-Leg (HL) |
| 5. $\angle JLK \cong \angle LJM$ | 5. CPCTC |

**1**

Given: $\overrightarrow{WX}$ bisects $\angle ZXY$, $\overline{ZX} \cong \overline{YX}$

Prove: $\triangle ZXV \cong \triangle YXV$



| Statements | Reasons |
|---|---|
| 1. $\overrightarrow{WX}$ bisects $\angle ZXY$ | 1. Given |
| 2. $\angle YXW \cong \angle ZXW$ | 2. Definition of Angle Bisector |
| 3. $\overline{ZX} \cong \overline{YX}$ | 3. given |
| 4. $\overline{XW} \cong \overline{XW}$ | 4. Reflexive Property |
| 5. $\triangle ZXV \cong \triangle YXV$ | 5. SAS |

**2**

Given: $\overline{PQ} \parallel \overline{RS}$, $\angle PQR \cong \angle RSP$

Prove: $\triangle PQR \cong \triangle RSP$



| Statements | Reasons |
|---|---|
| 1. $\overline{PQ} \parallel \overline{RS}$ | 1. Given |
| 2. $\angle QRP \cong \angle SPR$ | 2. Alternate Interior Angles |
| 3. $\angle PQR \cong \angle RSP$ | 3. given |
| 4. $\overline{RP} \cong \overline{PR}$ | 4. Reflexive prop. |
| 5. $\triangle PQR \cong \triangle RSP$ | 5. AAS |

## 5

**Given:** $\overline{DF} \parallel \overline{HG}$, F is the midpoint of $\overline{EG}$
$\overline{DF} \cong \overline{HG}$

**Prove:** $\triangle DEF \cong \triangle HFG$

| Statements | Reasons |
|---|---|
| 1. $\overline{DF} \parallel \overline{HG}$ | 1. Given |
| 2. F is the midpoint of $\overline{EG}$ | 2. given |
| 3. $\overline{DF} \cong \overline{HG}$ | 3. Given |
| 4. $\angle EFD \cong \angle FGH$ | 4. Corresponding Angles |
| 5. $\overline{EF} \cong \overline{FG}$ | 5. Def. of mdpt |
| 6. $\triangle DEF \cong \triangle HFG$ | 6. SAS |

## 6

**Given:** N is the midpoint of $\overline{LQ}$,
$\angle NLM \cong \angle NQP$

**Prove:** $\triangle MNL \cong \triangle PNQ$

| Statements | Reasons |
|---|---|
| 1. N is the midpoint of $\overline{LQ}$ | 1. given |
| 2. $\overline{LN} \cong \overline{QN}$ | 2. Definition of Midpoint |
| 3. $\angle LNM \cong \angle QNP$ | 3. ver. $\angle$'s are $\cong$ |
| 4. $\angle NLM \cong \angle NQP$ | 4. given |
| 5. $\triangle MNL \cong \triangle PNQ$ | 5. ASA |

## 7

**Given:** $\overline{SU}$ and $\overline{RT}$ bisect each other,
$\overline{ST} \cong \overline{UR}$

**Prove:** $\angle STV \cong \angle URV$

| Statements | Reasons |
|---|---|
| 1. $\overline{SU}$ and $\overline{RT}$ bisect each other | 1. given |
| 2. $\overline{SV} \cong \overline{UV}$; $\overline{RV} \cong \overline{TV}$ | 2. Def. of bisect |
| 3. $\overline{ST} \cong \overline{UR}$ | 3. Given |
| 4. $\triangle SVT \cong \triangle UVR$ | 4. Side-Side-Side (SSS) |
| 5. $\angle STV \cong \angle URV$ | 5. CPCTC |

## 8

**Given:** $\overline{HJ} \parallel \overline{LK}$, $\overline{HL} \parallel \overline{JK}$
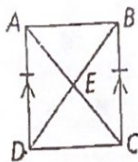
**Prove:** $\triangle HKL \cong \triangle KHJ$

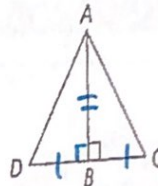| Statements | Reasons |
|---|---|
| 1. $\overline{HJ} \parallel \overline{LK}$, $\overline{HL} \parallel \overline{JK}$ | 1. given |
| 2. $\angle JHK \cong \angle$ | 2. Alternate Interior Angles |
| 3. $\angle JKH \cong \angle LHK$ | 3. Alt. int. $\angle$'s |
| 4. $\overline{HK} \cong \overline{HK}$ | 4. Reflexive Property |
| 5. $\triangle HKL \cong \triangle KHJ$ | 5. ASA |

Complete the proofs for each

## I. Proving Triangles Congruent:

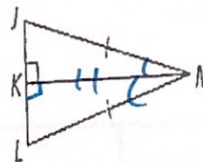**1.** Use AAS to prove the triangles congruent.

Given: $\overline{AD} \parallel \overline{BC}$, $\overline{AD} \cong \overline{CB}$

Prove: $\triangle AED \cong \triangle CEB$

**5.** Given: B is the midpoint of $\overline{DC}$. $\overline{AB} \perp \overline{DC}$

Prove: $\triangle ABD \cong \triangle ABC$

| | |
|---|---|
| B is mdpt of $\overline{DC}$ | given |
| $\overline{DB} \cong \overline{BC}$ | def. of mdpt |
| $\overline{AB} \perp \overline{DC}$ | given |
| $\angle ABD \cong \angle ABC$ | def. of $\perp$ lines |
| $\overline{AB} \cong \overline{AB}$ | Reflexive prop |

**6.** $\triangle ABD \cong \triangle ABC$    SAS

**2** Given: $\overline{KM} \perp \overline{JL}$, $\overline{JM} \cong \overline{LM}$, $\angle JMK \cong \angle LMK$
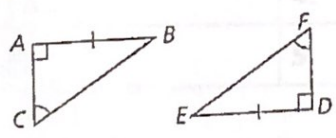
Prove: $\triangle JKM \cong \triangle LKM$

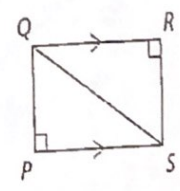| | |
|---|---|
| $\overline{KM} \perp \overline{JL}$ | given |
| $\angle JKM \cong \angle LKM$ | def. of $\perp$ lines |
| $\overline{JM} \cong \overline{LM}$ | given |
| $\angle JMK \cong \angle LMK$ | given |
| $\overline{KM} \cong \overline{KM}$ | Reflexive prop |

**3.** $\triangle JKM \cong \triangle LKM$    HL OR SAS

Given: $\overline{AB} \cong \overline{DE}$, $\angle C \cong \angle F$
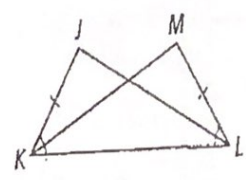
Prove: $\triangle ABC \cong \triangle DEF$

| | |
|---|---|
| $\overline{AB} \cong \overline{DE}$ | given |
| $\angle C \cong \angle F$ | given |
| $\angle A \cong \angle D$ | given |
| $\triangle ABC \cong \triangle DEF$ | AAS |

Use AAS to prove the triangles congruent.

Given: $\angle R$ and $\angle P$ are right angles.

$\overline{QR} \parallel \overline{SP}$

Prove: $\triangle QPS \cong \triangle SRQ$

**4.** Given: $\overline{JK} \cong \overline{ML}$, $\angle JKL \cong \angle MLK$

Prove: $\triangle JKL \cong \triangle MLK$

25

# LOUISIANA STATE UNIVERSITY

AND AGRICULTURE AND MECHANICAL COLLEGE

*GeauxTeach Secondary Education Program*

*College of Science*

February 16, 2022

To Whom it May Concern:

It is my pleasure to recommend Jordyn Vicknair for Louisiana New Teacher of the Year. Jordyn was a student in three of my math methods courses at Louisiana State University. I was also her university supervisor during her student teaching internship. During that internship she was awarded the Margaret Oxley Mathematics Education Award, a scholarship for math students based on teaching ability. She stood out as a teacher candidate who had a talent for teaching, a drive to be a leader, a creative problem solver, and an overall enjoyable teacher to be around. She earned an A+ in student teaching and accepted a job offer at the school where she was interning.

During her student teaching internship she went above and beyond expectations of participating in the school. She networked with a variety of teachers at her school, actively participated in the PLC, and contributed ideas to the Geometry team that were implemented by other teachers. Today, if you witness the way she communicates with stakeholders - teachers, parents, administration - you would never know that she is a first year teacher. She is already seeking out ways to get more involved in leadership positions at her school. Not so that she can leave the classroom, but so that she can have a platform to share the wonderful things that are working well for her and her students.

Jordyn is creative in her approach to teaching math. When things aren't working, she analyzes the data and listens to her students to identify what changes should be made. She is not afraid to try new things and when she does, amazing things happen. I saw the students in her classroom during her student teaching internship light up and begin to enjoy talking about mathematics. She allowed them to use technologies that interested them to explain Geometry theorems. Her students appropriately used TikTok, a popular app for short videos, to create a model of dilations. A group of students who were timid and shy about math at the beginning of the semester stood up in front of the class and presented about geometry with such precision of language and enthusiasm!

In a world where teacher recruitment is challenging and the teacher workforce is dwindling, Jordyn is the person you want on the front lines recruiting others to the profession. Her enthusiasm for teaching is contagious and she brings unmatched energy to any team. She is an excellent representative of new teachers in the state of Louisiana and I hope you will consider her as a finalist for this award.

Sincerely,

Rebecca Nguyen, M.N.S
Louisiana State University
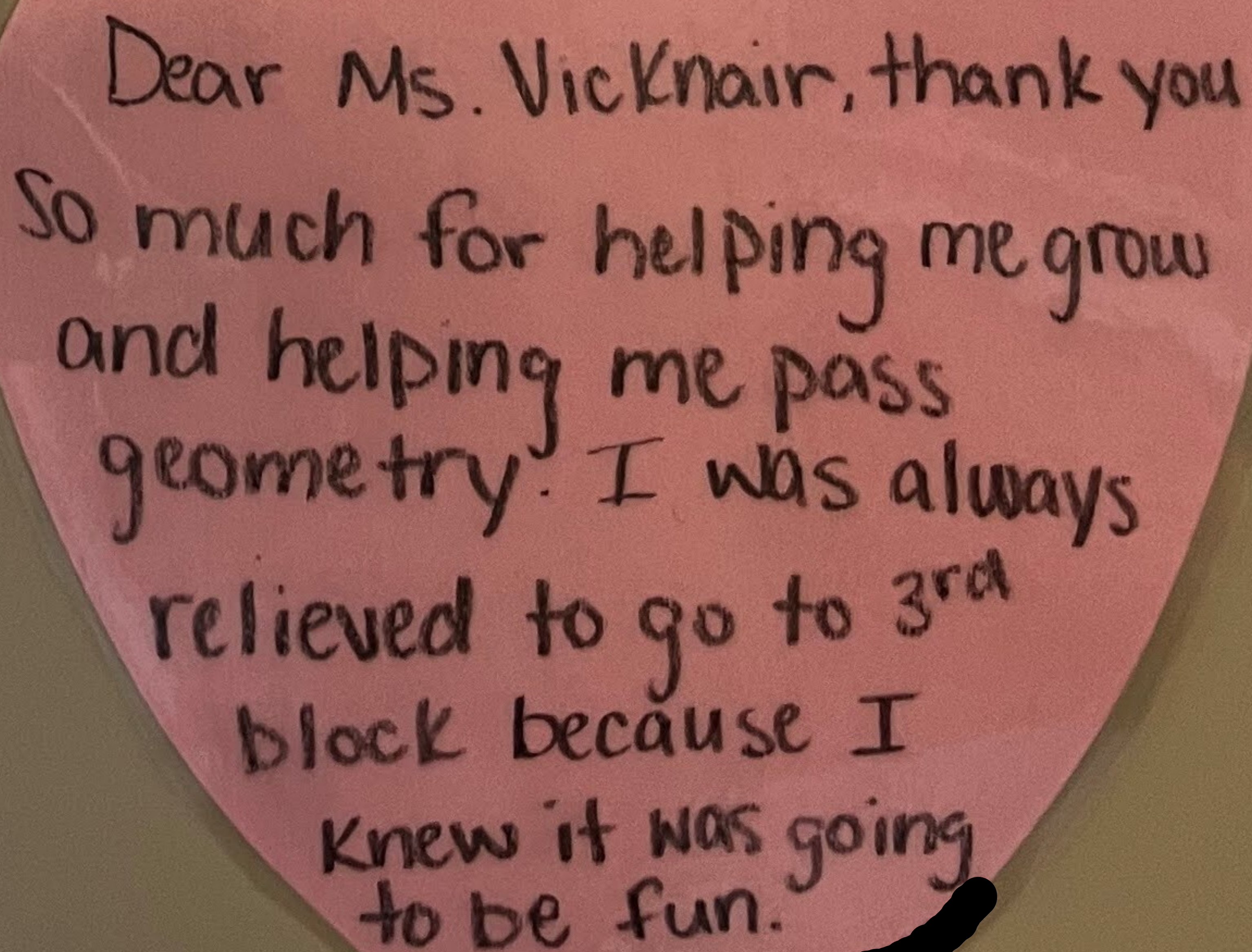College of Science, GeauxTeach Master Teacher

Ms.Vicknair
Thank you for being such a
helpful teacher and not making
going to class such a chore.
You are truly one of my favorite
teachers that I have had and
I am grateful for having you as a
teacher.

Ms. Vicknair Deserves
this b/c she's such an
inspirational teacher. She
motivates people to do there work.
I really liked you b/c you
always cared to make
sure I was ok, You also
kept up with me,

Dear Ms. Vicknair, thank you so much for helping me grow and helping me pass geometry. I was always relieved to go to 3rd block because I knew it was going to be fun.

Andre Nea