

## 2022 NCTM Advocacy Task Force Report and Recommendations

### Summary of Task Force Meetings

The NCTM Advocacy Task Force met virtually on June 7, July 6, and July 20, 2022. Full agendas for each of the Task Force meetings may be provided upon request. While discussing the charge to the Task Force (see below) and beginning the process of providing recommendations for the NCTM Board of Directors, we were advised by Dr. William Tate IV, President of Louisiana State University, Dr. Joan Ferrini-Mundy, President of the University of Maine, and Dr. Karen Marrongelle, Chief Operating Officer of the National Science Foundation (NSF). Our time together, as a task force, while brief, was both informative and productive. The recommendations provided below are designed to generate discussion among the NCTM Board, and hopefully provide an initial step in NCTM's planning for advocacy.

### Charge to the NCTM Advocacy Task Force

- To identify key and emerging public and policy issues that NCTM can address through advocacy at a more systemic level.
- To consider how NCTM can influence federal policy in mathematics education that aligns with our mission, by identifying major areas of focus for advocacy.
- To develop and report final recommendations to the Board of Directors.

### NCTM Advocacy Task Force Members

Francis (Skip) Fennell, Chair, McDaniel College, Past-President NCTM  
Kyndall Brown, NCTM Board of Directors, California Mathematics Project  
Della Cronin, Principal, Bose Public Affairs Group  
Zandra de Araujo, NCTM Board of Directors, University of Florida  
Dewey Gottlieb, NCTM Board of Directors, Hawaii Department of Education  
Lya Snell, Georgia Department of Education  
Denise Walston, Council of Great City Schools, Past NCTM Board of Directors  
Cathery Yeh, NCTM Board of Directors, University of Texas  
Dave Barnes, NCTM Staff, Liaison

### Recommendations

1. Reconceptualize the NCTM Advocacy Toolkit
  - a. Make the Toolkit easily accessible online and provide periodic updates to the Toolkit.
  - b. Update Toolkit content
    - i. Include social media links/connections
    - ii. Organize to provide a "how to" section for those new to the Toolkit.
    - iii. Provide links for federal, or common state, and local activities associated with the Council's core advocacy themes.
    - iv. Consider the development of topical infographics to support the core advocacy themes

- v. Consider sections of the Advocacy Toolkit that would provide support for how to use resources of interest and importance (e.g., Catalyzing Change, newly released position statements, infographics).

**Rationale:** The NCTM Advocacy Toolkit, while an NCTM membership benefit for many years, needs to be reconceptualized and organized around current federal, state, and local policy initiatives and opportunities.

- 2. Create an NCTM ad hoc advisory group to work with the NCTM President-Elect in understanding the current policy and advocacy landscape that would define the advocacy themes for the President-Elect's upcoming term. While President, the ad hoc advisory group would have access to the Board and be able to encourage the formation of other ad hoc groups to provide additional insight to the President on key advocacy issues. Note that the President would also have members of NCTM Board, Staff, and consultants to support this effort.

**Rationale:** The establishment of an ad hoc advisory group, while not an NCTM standing committee, would support the President in developing and acting on advocacy opportunities as well as positioning the Council as a more active participant in advocacy-related themes and issues. The use of ad hoc advisory groups would also allow the Council to be more nimble in framing and acting on advocacy related topics, as well as ensuring more inclusive membership of such ad hoc groups.

- 3. Identify and advocate for a relatively small core of NCTM issues during a President's term. Some issues may take more than one cycle. Potential themes, at this time, include:
  - a. Teacher quality, diversity, and support
    - i. Teacher shortage, recruitment, and retention
    - ii. Professional learning
    - iii. Diversifying the profession
  - b. Student opportunity, engagement, and support
    - i. Addressing the negative impacts of high stakes assessments on student success, achievement, and teaching
    - ii. Improving student mathematics engagement and beliefs about mathematics ability
    - iii. Supporting opportunities for student success. For example:
      - 1. Preschool mathematics opportunities
      - 2. The interdependence of language and mathematics
      - 3. High-dosage tutoring
      - 4. Multi-Tiered Systems of Support (Intervention)
    - iv. Addressing Tracking
    - v. Accessing advanced courses at the high school level
  - c. Taking responsibility for the M in STEM
    - i. Mathematics is a critical component of all STEM disciplines. NCTM through publications, presentations, and related actions should be recognized as the leader of STEM connections involving mathematics.

ii. Mathematics is crucial to the needs of the country's STEM workforce

**Rationale:** The issues presented above are important day-to-day considerations for NCTM and teaching and learning mathematics. NCTM should take the lead in advocating for elements of the issues noted as well as identifying and focusing on related emerging topics/issues. And, STEM and the STEM workforce are important and well-publicized, which provides NCTM with an opportunity to define and advocate for elements of the M in STEM.

4. Periodically connect with and provide outreach and support to professional organizations and related groups (e.g. Hunt Institute - <https://hunt-institute.org>; Brookings Institution - <https://www.brookings.edu/topic/education/>; NEA - <https://www.nea.org>; NSTA - <https://www.nsta.org>; WestEd - <https://www.wested.org>; The Education Trust - <https://edtrust.org>; Council of Chief State School Officers - <https://ccsso.org>; National Association of State Boards of Education - <https://www.nasbe.org>; Council for Exceptional Children - <https://exceptionalchildren.org>; the National Urban League - <https://nul.org>; U.S. Commission on Civil Rights - <https://www.usccr.gov>, etc.).

**Rationale:** Our meeting with the Hunt Institute provided an illustrative example of how NCTM may be able to partner with organizations that have an interest in and value the importance of mathematics teaching and learning.

5. Regularly engage with the National Science Foundation directorate, seeking support for NCTM initiatives and offering advice, as requested. Such involvement should include an active NSF presence at NCTM Annual/Regional conferences.

**Rationale:** The Foundation will be contacting NCTM (per Dr. Marrongelle) with thoughts relative to collaboration. The Council should be poised to move forward in responding to this professional collaboration.

6. Consider regular invitations to advocacy leaders such as Dr. William Tate IV, Dr. Joan Ferrini-Mundy, Dr. Karen Marrongelle, Dr. Denise Spangler, Dr. Gladis Kersaint, Capitol Hill staffers, and agency staff, to present (virtually) at NCTM Board of Director Meetings.

**Rationale:** While not a component of the Council's plan for advocacy, the presentations may both inform the Board of Directors and stimulate adaptations to the recommendations above and suggest additional recommendations.

Note: As the recommendations were developed and framed it was useful to refer to the quadrant below which was presented to the NCTM Advocacy Task Force by Joan Ferrini-Mundy on July 20, 2022 - source Young, Eóin and Lisa Quinn (2012) ***Making Research Evidence Matter: A Guide to Policy Advocacy in Transition Countries***. [Online Publication - International Centre for Policy Advocacy]. Fig. 1, P. 2.2. Available from: <http://advocacyguide.icpolicyadvocacy.org>

