

## 2019 Delegate Assembly Recommendations and Responses

At the 2019 NCTM Annual Meeting, each Regional Caucus was given the opportunity to bring one or two important issues or suggestions to the Delegate Assembly. The issues from each Caucus with a brief rationale are listed below. The Board of Directors was asked to review the recommendations and respond to them or to assign the recommendation to the appropriate NCTM committee or staff for consideration and an appropriate response. Responses as well as any actions taken will be communicated to the Affiliates. The responses to each recommendation are included in this document.

### **Affiliates-at-Large**

**Issue/Suggestion 1:** Provide a combined Affiliates-at-Large (AAL) information table at conferences where all AALs would have the opportunity to share information, recruit, and answer questions about their Affiliate goals and purpose.

**Rationale:** The Affiliates-at-Large have a unique standing within NCTM. Because the Affiliates-at-Large are not regional, there are current and potential members at every NCTM annual and regional conference. The AALs also address specific needs of various constituencies (e.g., teacher education, supervisors and coaches, equity, technology) that are likely to be of interest to a wide range of conference attendees. While some of the larger AALs may be able to afford tables at the NCTM annual and regional meetings, not all can, creating a significant equity issue. Strengthening AALs floats all boats, and in turn strengthens NCTM membership. Having a central table for all interested AALs to share information and solicit members would be a significant benefit. AALs that would be interested in a standalone table would still have that option if they so choose. We imagine that a durable backdrop with AAL logos would provide a unifying display of the strength and breadth of NCTM Affiliates-at-Large.

**Response:** NCTM provides a generous discount to Affiliates for exhibit booths. There is great appreciation for Affiliates exhibiting at the NCTM conferences, and the discount is offered to support Affiliates. Affiliates can share the purchase of a single booth and receive two complimentary registration badges. Banners and staffing are the responsibility of the Affiliates.

**Issue/Suggestion 2:** Have NCTM partner with Affiliates-at-Large in their advocacy efforts in order to have greater impact.

**Rationale:** All of our advocacy efforts can benefit through collaborative work when we bring our memberships together to create larger numbers.

- When NCTM joins or organizes group position/advocacy statements, offer Affiliates-at-Large the opportunity to comment or endorse the position as appropriate.
- Affiliates-at-Large could be notified as the Advocacy and Legislation website develops in order to generate a collective response.
- This will create an advocacy network in which NCTM and Affiliates-at-Large inform one another of emerging issues, policies, and legislation and act collectively as appropriate.

**Response:** NCTM appreciates the interest in its advocacy efforts. When NCTM issues a public or policy statement or news release, Affiliates are welcome to promote the statement. Affiliates are encouraged to use the NCTM Advocacy Toolkit and share ideas of emerging issues with their Board Liaison to share with the Board.

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### Canadian Region

**Issue/Suggestion 1:** We suggest that NCTM consider developing supplementary resources or supports for NCTM materials that support Canadian Affiliates and Canadian members in using and implementing NCTM resources.

**Rationale:** Canadian contexts/issues and curriculum are similar but different from those in the United States. Ensuring that vocabulary, grade level, and contexts are explained in a manner accessible to Canadians would enable more Canadians to access and benefit.

**Response:** NCTM recognizes the importance of assisting members in Canada with reaching each and every student. The new *Catalyzing Change* books are a good example of the work being done to include Canadian context.

**Issue/Suggestion 2:** NCTM consider offering Canadian memberships at parity.

**Rationale:** The current exchange rate makes it cost prohibitive for Canadian teachers to become NCTM members when school divisions are not paying for memberships.

**Response:** NCTM appreciates the complexity of exchange rates on members from Canada and will continue to monitor the issue. At this time the ability to adjust rates for Canadian members is not possible. To assist with the affordability of memberships for all teachers, NCTM reduced the membership rates in 2018 and offered a significantly discounted introductory rate.

### Eastern Region

**Issue/Suggestion 1:** The Delegate Assembly should be able to discuss and vote on a proposal to be brought to the NCTM Board of Directors prior to any Board decision being made on the proposal.

**Rationale:** There was formerly a process for Affiliates to submit resolutions to be made from NCTM Caucuses in addition to those from the previous Fall (November 1). The Affiliates request more opportunities to bring issues to the Board. The decision that was made a few years ago to eliminate Resolutions and only provide suggestions has eroded the voice of the Affiliates.

**Response:** NCTM requests that the Delegate Assembly reinstitute the vote on resolutions to bring to the Board of Directors.

**Issue/Suggestion 2:** When Affiliate suggestions are made to the NCTM Board of Directors, the progress, decisions, and results should be communicated back to the Affiliates at least every quarter. Perhaps they could be included in the Affiliate Newsletter. Furthermore, the Affiliates should have an opportunity to provide feedback to the Board before the Board makes a decision.

**Rationale:** Previous suggestions have been addressed by the Board and there is a document that has a record of suggestions from Regional Caucuses. However, this was never directly communicated back to the Affiliates.

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**Response:** Delegate Assembly resolutions will be brought to the Board of Directors, and the Board will report on actions taken. Affiliate suggestions should go to the Membership and Affiliate Relations Committee (MARC). MARC will report on progress for Affiliate suggestions through the Affiliate Newsletter as appropriate.

**Issue/Suggestion 3: Proposed Resolution O.R.19.01: Be it resolved** that NCTM Appoint a Task Force to work in conjunction with major psychological organizations and child development organizations to recommend when it is appropriate to consider acceleration in mathematics and to provide guidance on what type of assessments and criteria should be used to make determinations for such advancement.

**Response:** This proposed resolution was received at the NCTM Headquarters Office. The NCTM Board of Directors reviewed and responded to the original submitting Affiliate, the New Jersey Council of Teachers of Mathematics and to all registered delegates prior to the 2019 Delegate Assembly. The Board concluded that given the work on *Catalyzing Change*, position statements, and President's Messages which address acceleration, a Task Force is not needed at this time.

### Central Region

**Issue/Suggestion 1:** The Central region recommends that NCTM provides tools/resources and how to implement these tools/resources on both *Catalyzing Change* and the *Taking Action* series.

#### Brief Rationale/Specific Suggestions:

- Toolkit about how to talk to administrators and/or parents (being developed by NCTM)
- Train-the-trainer sessions facilitated by the Membership and Affiliate Relations Committee (MARC) for Affiliate Conference presentations (that includes data that support the reason for these shifts to convince stakeholders).
- Book study and modeling the book study

How to communicate these tools:

- *Summing Up* email to membership that includes a link to these resources
- Affiliate Leadership Conference session

**Response:** NCTM is creating resource guides for the *Catalyzing Change* series, has implemented book studies and has book study resources for readers. Additional resource guides will be considered in the future. These materials have been – and will continue to be – promoted in *Summing Up*, social media, professional development workshops and through conference sessions.

**Issue/Suggestion 2:** Teacher shortages shouldn't mean lowering requirements for math content knowledge classes and math methods classes in university programs for licensure. We see trends in state systems leaning this direction. In order to support changes called for in *Catalyzing Change* and *Principles to Actions*, teachers need deep content knowledge. NCTM needs to create a position statement on the knowledge needed to teach at the various levels PreK-12 to support Affiliates as they work with legislators.

**Rationale:** (No rationale was included.)

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**Response:** NCTM continues to support rigorous and engaging teacher preparation in its many forms. In January NCTM will release new NCTM Standards for Teacher Preparation Programs for High School and Middle School. NCTM will also release *Catalyzing Change* publications for Early Childhood and Elementary and for Middle Grades on April 1. We believe these publications, as positions of the Council, will provide Affiliates with the foundation to support positive changes in their advocacy efforts.

### Southern Region

**Issue/Suggestion 1:** Generate stronger connections between *Principles to Actions* and *Catalyzing Change* and provide clarity about the role of each.

**Rationale:** There is a perception of competition between the two titles. There needs to be clarification about how these two publications connect. How can they be used to support each other? What resources can be developed for Affiliate leaders and stakeholders to engage in difficult conversations regarding detracking?

**Response:** The focus of *Principles to Actions* and also the *Taking Action* books includes clear direction on teaching and learning process for students PK-12. In contrast, *Catalyzing Change* highlights structural challenges in schools, namely policies, practices, and procedures which work to create different learning experiences for students. Collectively, these two foci embody NCTM's mission to improve the mathematics learning opportunities for each and every student.

**Issue/Suggestion 2:** Creation of a promotional advocacy toolkit for *Principles to Actions* and *Catalyzing Change* with materials that are customized for various stakeholders.

**Rationale:** There is a *Principles to Actions* toolkit for teacher professional development. This recommendation is for variations that would address different conversations, including but not restricted to, teachers, administrators, parents, community leaders, higher-education leaders, publishers, math leaders, business community, faith-based community, and policymakers.

**Response:** This is being addressed with the release of the new *Catalyzing Change* books to increase conversations within the primary and secondary audiences, and creation of the resource guides for the series. The representative case studies being developed are good starting points for local and national advocacy, and NCTM is working on a Capitol Hill briefing on *Catalyzing Change*. Materials from that briefing will be made available to Affiliates.

### Western Region

**Issue/Suggestion 1:** NCTM could create and curate more robust, turnkey, professional learning resources, focused at a PLC level specifically designed for Affiliates to use and disseminate.

**Rationale:** High-quality resources may help increase the value of professional learning at the state and local levels. NCTM-sanctioned professional learning can and should provide horizontal advancement and district or state continuing education credit. The PLC format will help align the classroom practices of early-service and of veteran teachers, providing voice for and implementation of new ideas.

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**Response:** The Professional Development Services Committee (PDSC) will discuss this.

**Issue/Suggestion 2:** NCTM should engage in advocacy efforts with stakeholders who are decision makers with easily accessible media. Consider media that actually reach various stakeholders (such as podcasts, webinars, print material) and whose content is easily accessible to stakeholders (administrators, school boards, parents, admissions officers, academic counselors, teachers/professors).

**Rationale:** NCTM can help create better alignment between PreK-12 and post-secondary education, thus ensuring that college/university admissions criteria align with the recommended, varied high school course pathways in *Catalyzing Change*.

**Response:** This is being addressed with the release of the new *Catalyzing Change* books, creation of the resource guides for the series, publication of case studies, executive summaries, and infographics. Additionally, there are professional development workshops, speaking engagements, webinars and book studies.