



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

www.nctm.org

NCTM Delegate Assembly Update

Linda Gojak, President

National Council of Teachers of Mathematics

*John Carroll University
Cleveland, Ohio*

**NCTM Delegate Assembly
NCTM 2014 Annual Meeting & Exposition
New Orleans**



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NCTM Mission Statement

NCTM is the public voice of mathematics education, supporting teachers to ensure equitable mathematics learning of the highest quality for all students through vision, leadership, professional development, and research.



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NCTM Foundational Priorities

- Access and Equity
- Advocacy
- Curriculum, Instruction, and Assessment
- Professional Development
- Research
- Technology



Agenda

- Greetings from the NCTM Board of Directors
- Report on Major Initiatives
- 2013 Resolutions
- NCTM Affiliate Leadership Circle:
Continuing Members and New Members
- Presentation of Charter to New Affiliates
- Presentation of Affiliate Publication Award



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- **Diane Briars**
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- **Gladis Kersaint**
- **Jonathan (Jon) Wray**
- **Florence Glanfield**
- **Ruth Harbin Miles**
- **Jane Porath**
- **Rose Mary Zbiek**



Board of Directors 2014-2015

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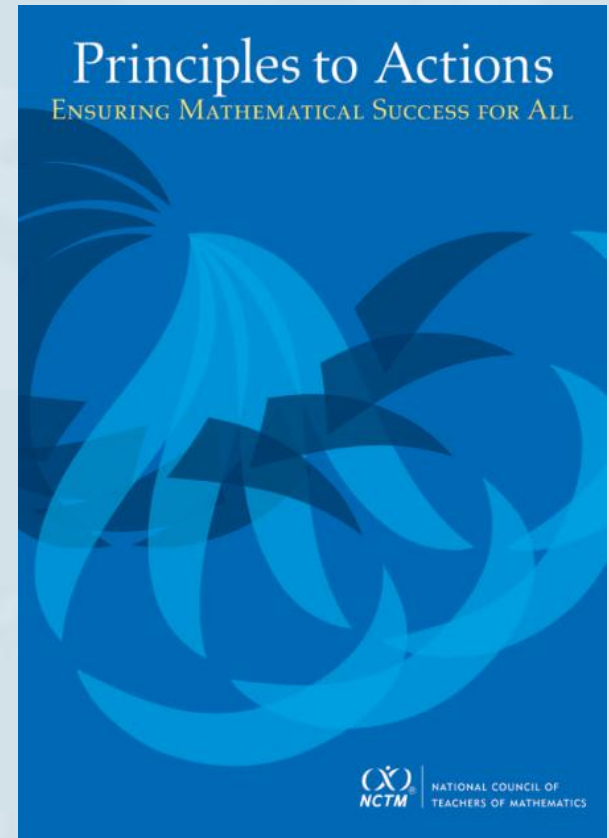
Major Initiatives

- NCTM Board Strategic Planning
- *Principles to Actions: Ensuring Mathematical Success for All*
- Common Core State Standards Resources



Major Initiatives

***Principles to Actions:
Ensuring
Mathematical Success
for All***



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Principles to Actions: Ensuring Mathematical Success for All

- The principles and actions, including specific teaching practices, that are essential for a high-quality mathematics education for all students
- What it will take to turn the opportunity of the Common Core into reality in every classroom, school, and district



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Principles to Actions: Ensuring Mathematical Success for All

- Describes the **supportive conditions, structures, and policies required** to give all students the power of mathematics.
- Focuses on **teaching and learning**
- Engages students in **mathematical thinking**
- How to ensure that mathematics achievement is maximized **for every student**
- It's not specific to any standards; **it's universal**



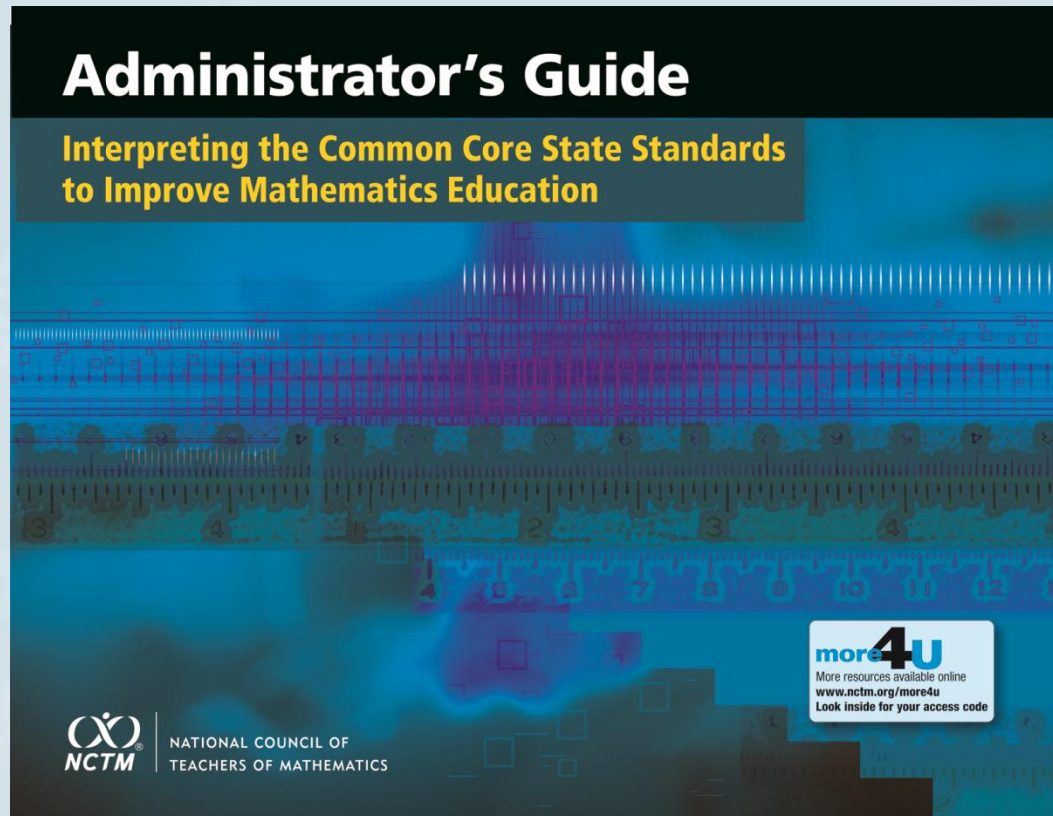
Major Initiatives

Common Core State Standards Resources

- Publications - NCTM and co-publications
 - Making It Happen
 - Administrator's Guide
 - Common Core Mathematics in a PLC at Work (with Solution Tree)
 - www.nctm.org/ccssmresources
- Mathematics Common Core Coalition: mathccc.org



Common Core State Standards



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Common Core Resources

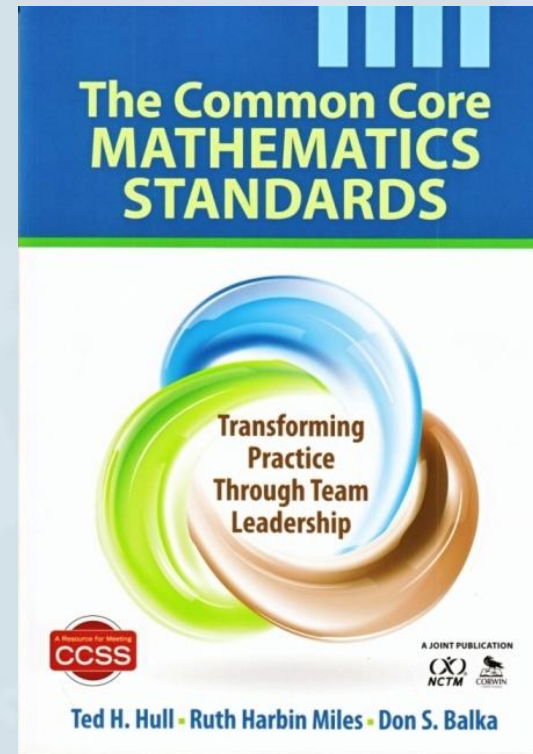
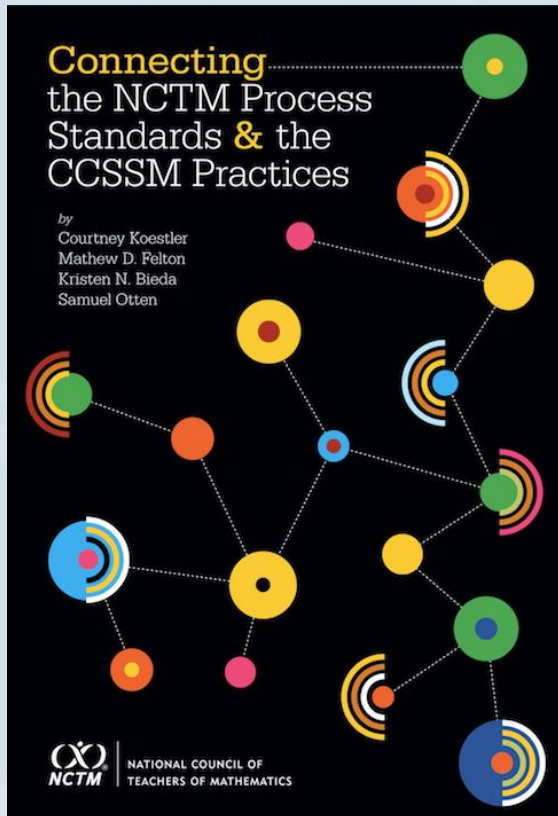


nctm.org/ccssmresources



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Common Core Resources



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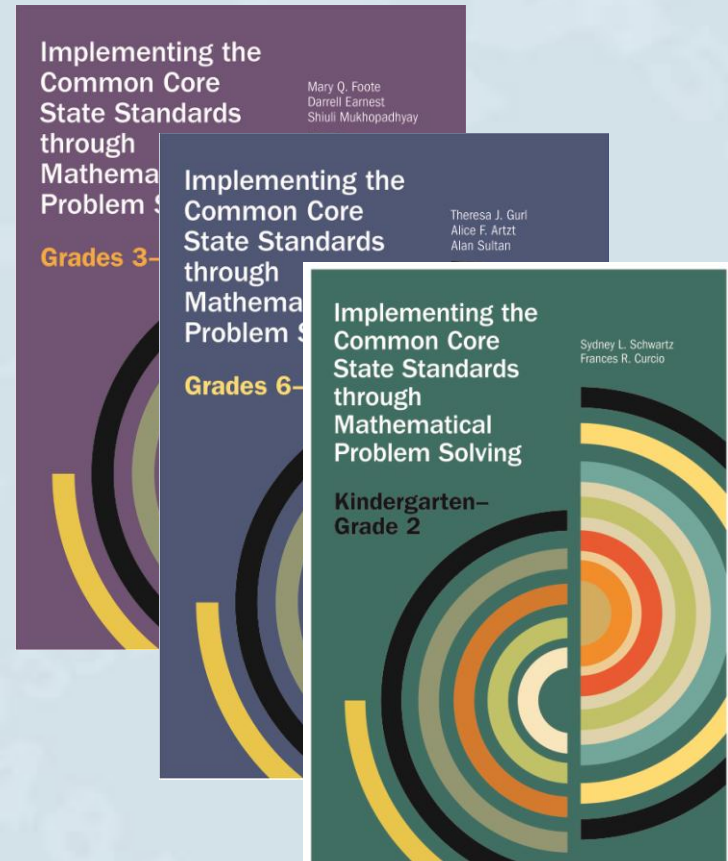
Common Core Resources

- Implementing the Common Core State Standards through Mathematical Problem Solving, Grades K-2, 3-5, 6-8
- Implementing the Common Core State Standards through Mathematical Problem Solving, Grades 6-8

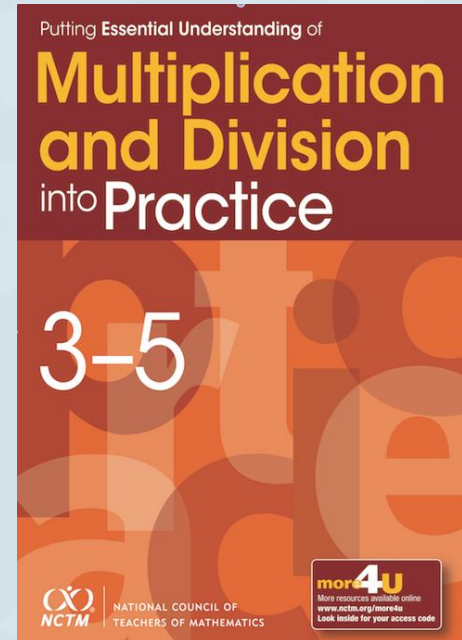
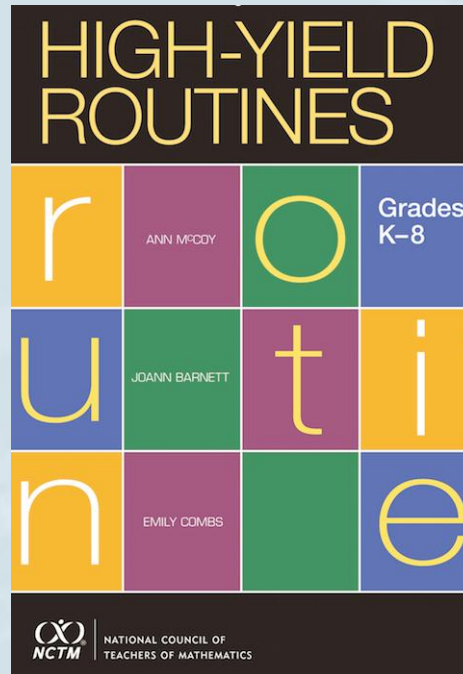
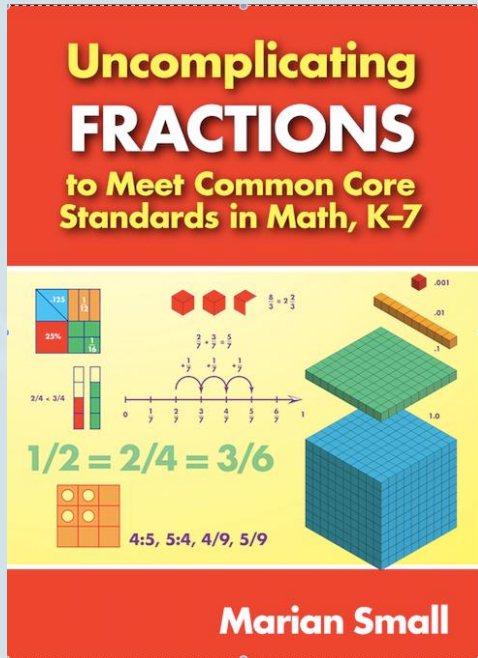
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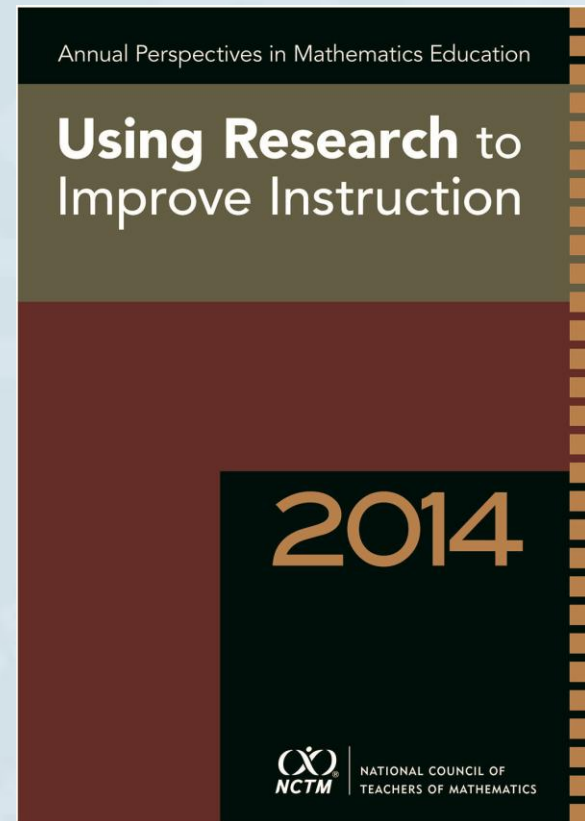
Supporting Teachers



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Recent Publications

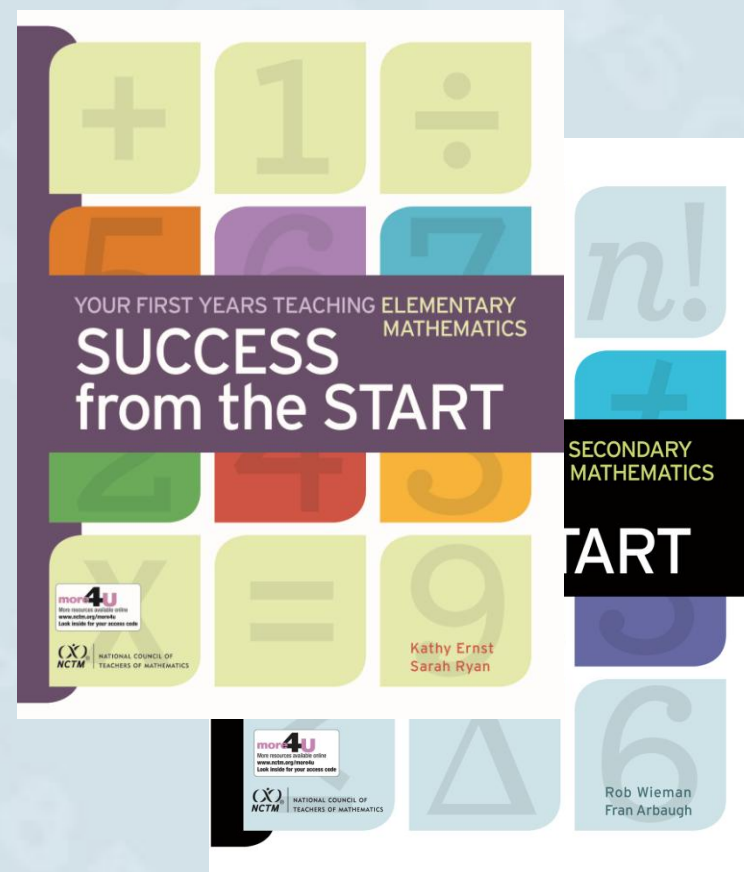
- Annual Perspectives in Mathematics Education 2014: Using Research to Improve Instruction



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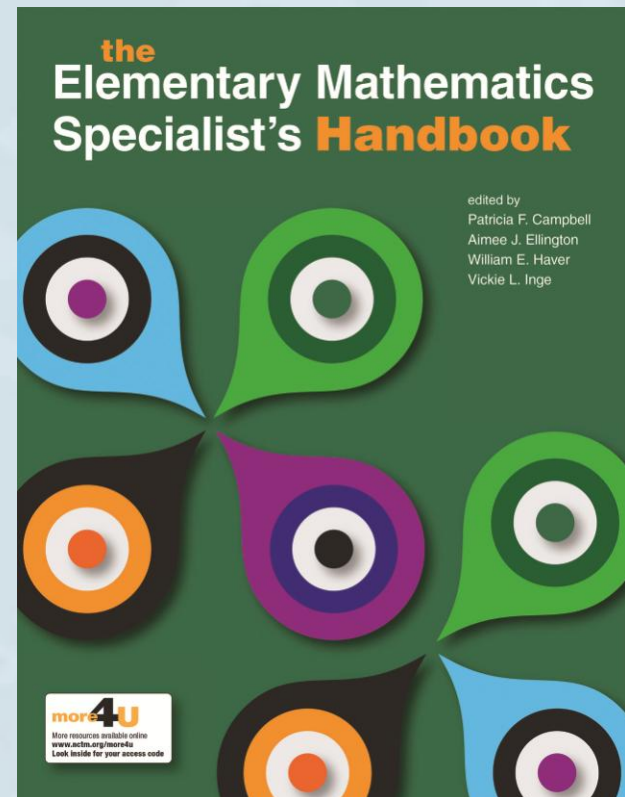
Recent Publications

- Success from the Start: Your First Years Teaching Elementary Mathematics
- Success from the Start: Your First Years Teaching Secondary Mathematics



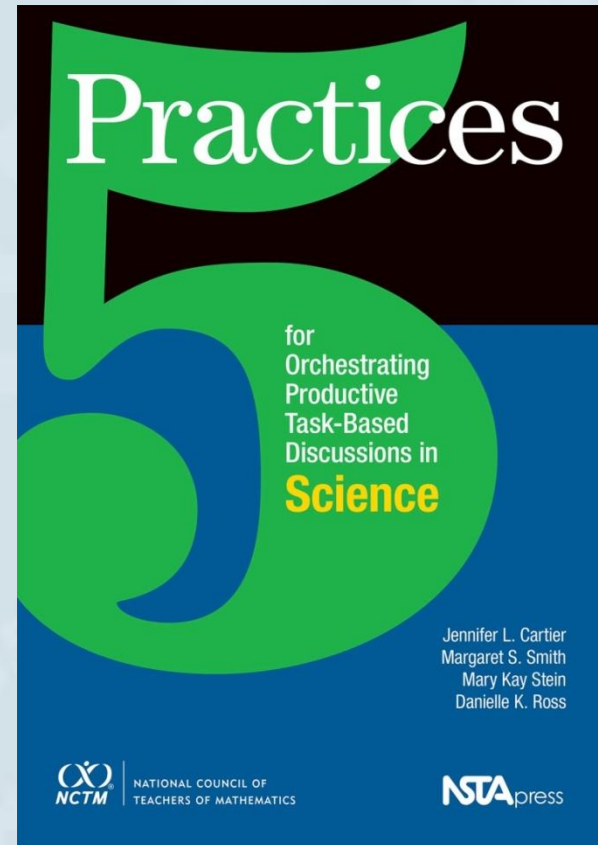
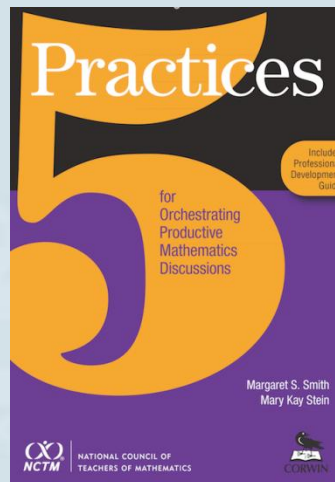
Recent Publications

- The Elementary Mathematics Specialist's Handbook



Recent Publications

- 5 Practices for Orchestrating Task-Based Discussions in Science



Recent Publications

- Recipes You Can Count On
(MET Cookbook)



Interactive Institutes

February 2014 Interactive Institutes

- Cutting to the Common Core for PK-12 Teachers and School Leaders
- Cutting to the Common Core for Grades 9-12
- Cutting to the Common Core for Grades PK-5
- Cutting to the Common Core for School Leaders



2014 Interactive Institutes



Algebra Readiness for Every Student, Grades 6-8 (July 7-9, San Diego)

- Connecting Number and Operations in the Classroom, Grades PK-5 (July 10-12, San Diego)
- Engaging Students in Learning: Mathematical Practices and Process Standards, Grades 9-12 (July 31- August 2, Chicago)



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NCTM Regional Conferences

- **Indianapolis**

October 29-31, 2014

- **Richmond**

November 12-14, 2014

- **Houston**

November 19-21, 2014



Linking Research and Practice Outstanding Publication Award

Developing Quantitative Mental Imagery

Teaching Children Mathematics, October
2012

Jonathan N. Thomas

Pamela D. Tabor



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Linking Research and Practice Outstanding Publication Award

Launching Complex Tasks

Mathematics Teaching in the Middle School,
August 2012

Kara J. Jackson

Emily C. Shahan

Lynsey K. Gibbons

Paul A. Cobb



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Linking Research and Practice Outstanding Publication Award

Connecting Research to Teaching: Reasoning about Quantities That Change Together

Mathematics Teacher, May 2013

Heather Lynn Johnson



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Research Briefs and Clips

- Linking Research and Practice
- nctm.org/clipsandbriefs
- BuzzHub presentations



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Research Brief



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Instruction
Research Clips

Effective Instruction: Skill and Conceptual Understanding

What are features of effective instruction of number with respect to skill and conceptual understanding?

Two features of instruction are especially likely to help students develop conceptual understanding of the mathematics topic they are studying:

- Attending explicitly to connections among facts, procedures, and ideas
- Encouraging students to wrestle with the important ideas in an intentional and conscious way

In essence, if instruction aims to help students develop conceptual understanding, then it must make explicit the crucial relationships that lie at the heart of such understanding.

Research findings suggest the following: mathematics teaching that facilitates skill efficiency

- is rapidly paced;
- includes modeling by the teacher with many teacher-directed, product type of questions;
- displays a smooth transition from demonstration to substantial amounts of error-free practice.

The teacher plays a central role in organizing, pacing, and presenting information to meet well-defined learning goals.

Many of the studies that focused on conceptual development also reported that students' skills increased at a level equal to or greater than those of students in the control groups. Students who mastered skills under conceptually supportive conditions acquired different competencies than those who were trained with a strict focus on developing skill—they were better able to adapt their skills to solve new kinds of tasks.

1906 ASSOCIATION DRIVE

Based on Effective Teaching for the Development of Skill and Conceptual Understanding of Number: What is Most Effective?
The views expressed or implied in this publication, unless otherwise noted, should not be interpreted as official positions of the Council.
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Position Statements

<http://www.nctm.org/about/>

- Supporting the Common Core State Standards for Mathematics
- Formative Assessment
- Mathematics in Early Childhood Learning
- Teaching Mathematics to English Language Learners
- Preparing Pre-K–12 Teachers of Statistics
- Teacher Mentorship



Advocacy and Outreach

- NCTM Legislative Platform for the 113th Congress
- Mathematics Common Core Coalition
- NCTM Staff Co-chair of STEM Education Coalition
- NCTM Staff on House STEM Caucus Steering Committee





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