



Empowering the Voice of Teachers: *From Critical Conversations to Intentional Actions*



2021
**ANNUAL MEETING
& EXPOSITION**
September 22–25, Atlanta

Strands:



BROADENING THE PURPOSES OF LEARNING AND TEACHING MATHEMATICS

This strand highlights the diverse purposes of the learning and teaching of mathematics. Presentations can include ways in which teachers and students build a deeper understanding of essential concepts and processes, and ways in which they can develop their appreciation for the wonder, joy, and beauty of mathematics. Presentations can also focus on relevant topics in mathematics education, such as understanding and critiquing the world, empowering each and every student to extend their learning beyond the classroom, and broadening mathematical identity.



ADVOCACY TO MAKE AN IMPACT IN MATHEMATICS EDUCATION

The saying “You cannot pour from an empty vessel” reminds us all that we need to take care of ourselves in order to take care of others. When we advocate for teachers, and for high-quality mathematics education, we advocate for ALL of our students. Presentations in this strand may include approaches and lessons learned by educators in advocating for themselves, students, colleagues, and the larger community at the classroom, school, district, state/provincial, or national levels to address the unique needs of each and every one of our students and teachers.



EQUITABLE MATHEMATICS THROUGH AGENCY, IDENTITY, AND ACCESS

NCTM advocates for the empowerment of each and every student to be an author of mathematics through equitable teaching practices and inclusive classrooms. By dismantling barriers, students can experience school mathematics as a whole person by drawing upon their cultural and linguistic resources. Presentations in this strand will explore how to build student agency, foster student identity, and promote access for each and every student in mathematics.



BUILDING AND FOSTERING A SENSE OF BELONGING IN THE MATHEMATICS COMMUNITY

It is important that all feel that they belong in this mathematics community, and have equal voice, power, and position. This is achieved by not only building a welcoming space, but by truly co-creating mathematical experiences through shared expertise. All of us—the traditionally marginalized and the traditionally centered, practitioners and researchers, coaches and administrators, students and families—share a role, as well as a seat at the community table. Our collective power is realized through collaboration rather than individual work. Presentations in this strand can address ways in which we can ensure mathematics communities are built and sustained through collaboration that crosses boundaries.



EFFECTIVE MATHEMATICS TEACHING PRACTICES

Creating effective learning environments for each and every student will require implementing research-informed and equitable teaching practices. Presentations in this strand will support teachers in developing mathematical teaching practices while highlighting classroom-tested activities that allow each and every student to engage with and find success in mathematics. To promote deep mathematical learning, presentations may include the following: goals to focus learning, high-level tasks, robust assessments, connections and mathematical representations, effective questioning strategies, productive struggle, and technology that supports visualizing and comprehending mathematical ideas.

**Speaker Proposal Submission
opens July 1**

[NCTM.org/speak](https://nctm.org/speak)