BROADEN THE PURPOSES OF LEARNING MATHEMATICS
Our personal stories have never been more important in giving us a sense of identity and belonging in our fragile and changing world. They have become needed catalysts and levers to reexamine the purposes of learning mathematics for all our students. Sessions in this strand will not only support the critical emergence of anti-racist math education but will also examine the universal and historic themes of joy and wonder that have crossed all cultures, civilizations, and socioeconomic situations. Mathematics must be seen through a prism that refracts all its possibilities and enchantments. Through powerful narrative, we can ensure that all our students can find their unique voice and purpose in learning mathematics.

CREATE EQUITABLE AND ANTI-RACIST STRUCTURES IN SCHOOLS AND SYSTEMS
Educational policies that have the power to shape students’ experiences, opportunities, and outcomes must be interrogated and revised as we strive for equitable and anti-racist schools. Presentations in this strand will look beyond the structures of the classroom to explore ways to intentionally disrupt systemic barriers to success so that we can ensure high-quality mathematics instruction for all learners. Sessions may focus on strategies for advocating for or effecting change within national, state, district, or school policies and practices. We also welcome presenters to share approaches and lessons learned by educators in advocating for themselves, students, colleagues, or larger communities.

DEVELOP DEEP MATHEMATICAL UNDERSTANDING
NCTM positions the development of deep mathematical understanding as a key lever in anti-racist teaching because a deep understanding of fundamental concepts provides access to other disciplines and prepares students to understand and critique their world. Sessions in this strand will model teaching practices that help build a strong foundation of deep mathematical understanding, use the history of mathematics to support students in reimagining their own mathematical futures, and share tasks that provide rich problem-solving environments for all students.

IMPLEMENT EQUITABLE MATHEMATICS INSTRUCTION
The effective use of inclusive practices can be told through stories that show how intentionality, thoughtfulness, and care ensure that all students are seen and heard in the mathematics classroom. Sessions in this strand may focus on teaching practices that are anti-racist; nurture students’ positive mathematical identities; disrupt systems of oppression by challenging spaces of marginality and privilege within classrooms; respond to and sustain students’ cultural and linguistic resources; and foster all students’ mathematical agency, belonging, and joy.

POSITION ASSESSMENT TO PROMOTE EQUITABLE PRACTICES AND SUPPORT STUDENT LEARNING
This strand positions assessment in mathematics as a means for eliciting and capturing students’ thinking in order to gauge progress toward mathematical understanding and adjust instruction to support and extend learning. It should contribute to students’ identities and sense of agency or efficacy. Sessions in this strand will focus on assessment as the vehicle to gain insights into students’ thinking, to empower students to use feedback as they continue their own learning, and as a resource for planning next steps in instruction to strategically meet the needs of each and every student.

REIMAGINE THE ROLE OF TECHNOLOGY IN MATHEMATICS EDUCATION
The pandemic put technology front and center in education, and we each experienced our own sets of challenges and successes. How have the last two years affected how we see the role of technology in math education? Sessions in this strand will support our community in taking stock of all that we have learned through the pandemic. They may focus on particular technological tools, best practices for teaching with technology, or design considerations for developing high-quality mathematical tasks and assessments for remote settings. A focus on strategies for cultivating equitable access to technology is encouraged.

TEACH EQUITY-CENTERED MATHEMATICS BY ATTENDING TO SOCIAL-EMOTIONAL LEARNING
The social-emotional needs of students, educators, and caregivers has always been important, but it was especially heightened during the pandemic. What have we learned during the last two years to help us better meet the needs of our school community? How do we ensure we are using best practices that prioritize belonging and agency for all learners of mathematics? Sessions in this strand could include topics such as current brain research, identity work, establishing positive relationships and their impact on students’ learning of mathematics, strategies to decrease stress and promote healing and wellbeing, and supporting the development of the whole child to be successful in mathematics and beyond.

Speaker Proposal Submission open July 1 – October 1 | NCTM.org/speak