



# May Affiliate Leadership Meeting

NCTM MARC

Spotlighting Advocacy and Affiliate Work

Membership and Affiliate Relations Committee

# Agenda:

- Introductory Remarks
- Spotlight on Advocacy and Affiliate Work
- A State Perspective and Resources
- Closing Remarks



# To enhance value for NCTM and Affiliates, MARC will:



- Connect affiliates to NCTM resources
- Be a liaison between NCTM and affiliates
- Connect affiliates to other affiliates



# 2023-2024 Membership & Affiliate Relations Committee



Paul Alves  
MARC Chair



Tonya Clarke  
NCTM Board Liaison



Carrie DeNote  
Southern Region Rep



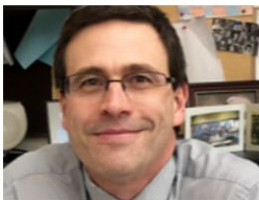
Ben Lawson  
Student Rep



Rebekah Baker  
Central Region Rep



David Martin  
Canadian Rep



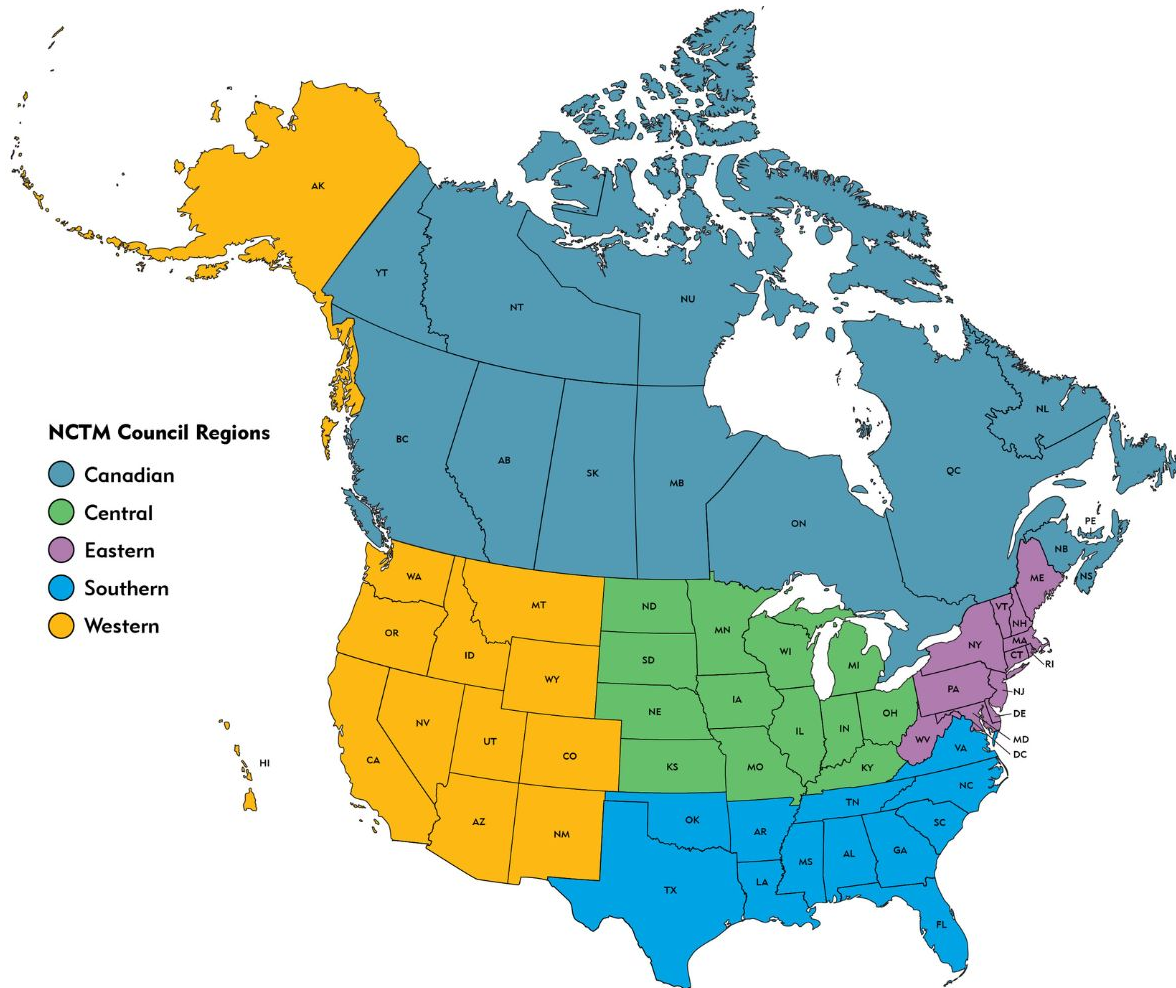
Steve Levesque  
Eastern Region Rep



Kimberley Rhodes  
Western Region Rep

## NCTM Council Regions

- Canadian
- Central
- Eastern
- Southern
- Western



# Affiliate Outreach and Engagement Award

[www.nctm.org/affiliateawards/](http://www.nctm.org/affiliateawards/)

(Deadline is June 1)



NATIONAL COUNCIL OF  
TEACHERS OF MATHEMATICS

**Outreach:** How the initiative works to connect with members, potential members, audiences of need, or relevant communities with respect to their affiliate.

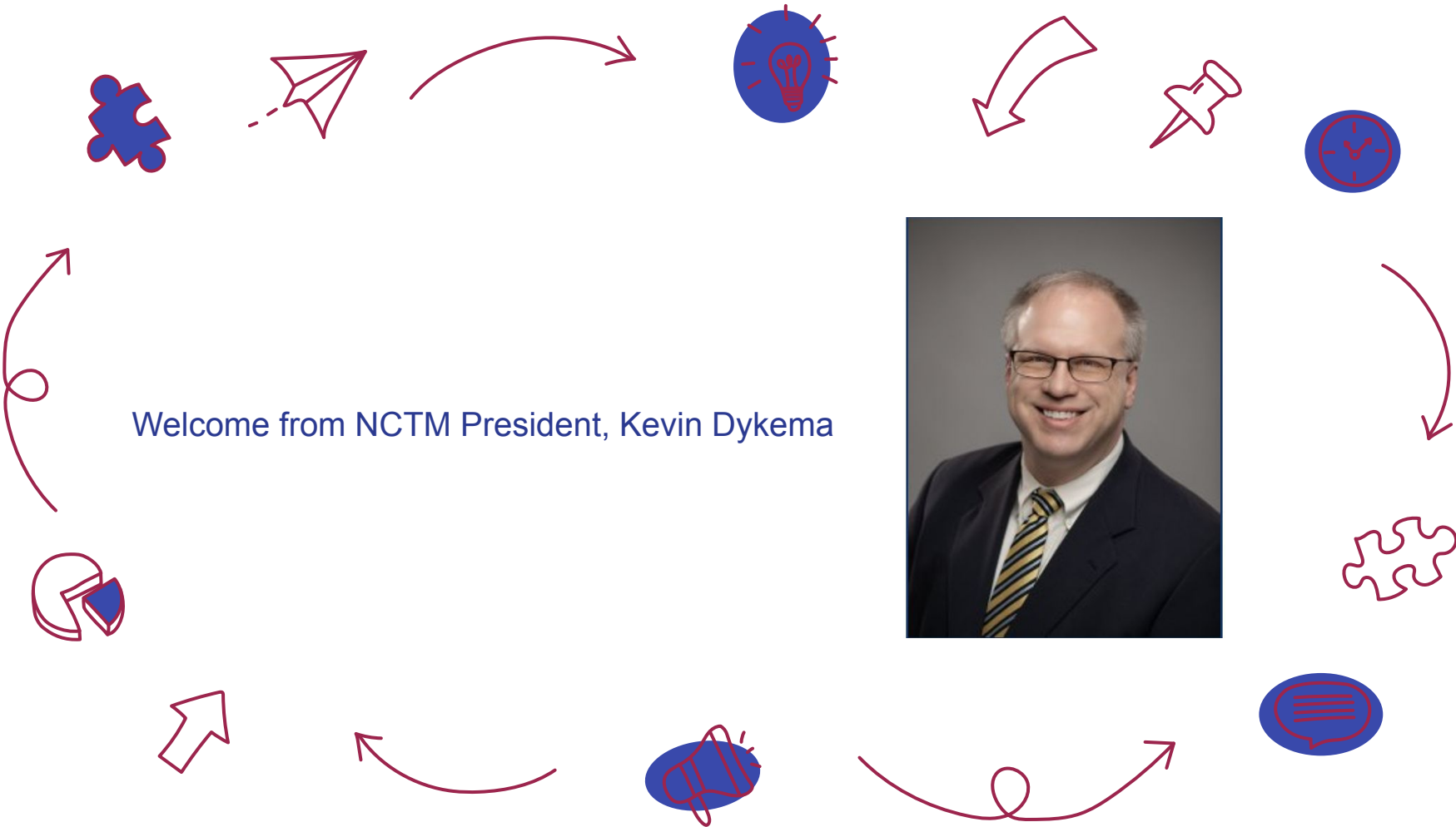
**Engagement:** How the initiative works to connect with, support and actively engage with their target audience in support of their roles and development

**Impact:** How has this effort positively impacted those involved in the initiative and the affiliate.



→ Connect affiliates to NCTM resources

Welcome from NCTM President, Kevin Dykema





## Tonya Clarke

Vice President for Advocacy, GCTM  
Board Member, NCTM

Tonya will share details about using a lobbyist and how that has worked for her in her advocacy role at GCTM. Tonya will also share what they are doing beyond lobbyists.

# Spotlighting Advocacy and Affiliate Work





## Dave Barnes

Associate Executive Director, NCTM

Dave will discuss the logistics about organizing a Hill Day at the local or state level, using examples and best practices from NCTM Capitol Hill Days. Dave will also share more information about NCTM's Advocacy Toolkit and other downloadable advocacy resources.

# A State Perspective and Helpful Resources



# Supporting State Affiliate Advocacy



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# Why State Level Affiliate Advocacy?

- **Targets Local Needs**
  - You understand the local contexts.
  - You can push for solutions that are designed to meet your specific needs.
- **Education is the purview of states**
  - State's set education policy
  - Generally elected officials set policy

# Why State Level Affiliate Advocacy?

- **Build Connections and Networks**
  - Opportunity to connect within and across with other professional communities
  - Opportunity for collaborations with businesses, other institutions, and parent, student, and teacher groups.
- **Respond to State-Specific Challenges**
  - Resource Allocations
  - Policies and Practices – Teacher Certification, Assessment, etc.

# Why State Level Affiliate Advocacy?

- Professional Representation and Education
  - Certification and Standards
  - Recognition and Support
- Timely and Responsive
  - Change and impacting change can happen more quickly
  - Policy changes that immediately impact you, your colleagues, your schools, and your students.

# Six Reasons for Meetings with Policy Makers

1. **Relationship**: Develop ongoing relationships with Members and their staff. “You can’t make a friend when you need a friend.”
2. **Inform & Educate**: Inform/educate offices about the priorities and what is happening in local mathematics classrooms.
3. **Connection**: Connect affiliate and math educators to state goals, like improving student achievement, building the workforce, creating good citizens, supporting educators and administrators, etc.



# Six Reasons for Meetings with Policy Makers

4. **Value**: Share the positive impact of programs created and funded for schools, students, families, educators, and communities in their districts and also share ongoing and emerging needs
5. **Resource**: Policymakers like to connect with success and expertise; become the go-to resource for offices on local mathematics education and related issues
6. **Request**: Offices will expect you to ask for something



# Where to start?

- What are the current active issues in our state?
  - Talk with your State Math Supervisor
  - What committee sets education policy and funding?  
Sign up for newsletters and email updates.
  - Ask ChatGPT or other AI
    - What are the current education issues in the state of \_\_\_\_\_?
    - Are there any mathematics education related policies being considered in \_\_\_\_\_?

# Where to start? Issues

For an issue:

- What is the catalyst?
- What do we know that they may not?
- Are there unintended consequences?
- What are alternatives? Why are these better?

**Create and use a set of common talking points.**



# Anchor Statement

**Time and again, research demonstrates that the quality of the teacher in the classroom is the most important factor in successful learning.**

# Where to start? Individuals

- Who represents me?
- Who do I/we know?
- Who is on key committees?
- Who is impacted by this that we might talk to?  
Will they join us? Build a coalition.
- Who is negatively impacted?

# The Meeting I – Make Friends

- Introductions
- Background. Support their work.
- Share areas of (common) concerns.
- Offer to help and answer questions.
- Invite their questions.
- Share information, Invite to attend an event.
- Thank you. And follow up.

# The Meeting II - Issue

- Introductions
- Why you are here. Discuss...
- Tell a story that relates to the issue.
- The Ask. Be clear about what you want.
- Invite questions.
- Share information, Invite to attend an event.
- Thank you. And follow up.

# Resources

# nctm.org/CHD2023/

Advocacy	Research	Conferences & Professional Development	Grants & Awards
Policies and Recommendations		Advocacy Toolkit	
Advocacy and Legislation		ESSER - District Solutions	
Every Student Succeeds Act - ESSA Toolkit		NCTM Social Justice and Equity Resources	
Capitol Hill Day 2023			

Wednesday, October 25 | Walter E. Washington Convention Center Room 150A

- 8:00 AM - Check in and Materials Collection
- 8:30 AM - Final Preparations

Photo by [Tim Mossholder](#) on [Unsplash](#)



[The "Issues" Presentation](#) (October 12, 2023)



[Advocacy 101 Presentation](#) (September 28, 2023)

## Packet Materials

- [NCTM Talking Points](#) (internal)
- [Letter to Congress](#)
- [NCTM Legislative Platform](#)
- [Recommendations - Catalyzing Change \(PK-12\)](#)
  - [Catalyzing Change - High School Infographic](#)
  - [Catalyzing Change - Middle School Infographic](#)
  - [Catalyzing Change - Elementary Infographic](#)
- [Educators for America Infographic](#)
- [NCTM at a Glance](#)

## Informational Links

- <https://whoismyrepresentative.com/>
- <https://www.congress.gov/>
- <https://www.visitthecapitol.gov/visit>
- [https://www.senate.gov/committees/hearings\\_meetings.htm](https://www.senate.gov/committees/hearings_meetings.htm)
- <https://www.house.gov/legislative-activity>
- [I'm just a Bill... Yes, I'm only a Bill](#)

# nctm.org/advocacy-toolkit

## Advocacy Toolkit

NCTM is the world's leading mathematics education organization and advocates for high-quality mathematics teaching and learning for each and every student. Success on this count requires support from federal, state, and local lawmakers. Advocacy is crucial in this endeavor.

What is advocacy? Who can and should do it? How can mathematics advocates get started? Great questions. Your answers are here! Learn how to [Be an Advocate](#) and tell policymakers about the importance of policies that support high-quality mathematics teaching and learning for each and every student. Use this resource to learn who represents you, how to contact them and the elements of effective advocacy.

Ready to get started? Great! Learn about current [Key Issues](#) and NCTM's concerns, priorities, position statements and advocacy opportunities.

### [Be an Advocate](#)

What it means to be an advocate.

How to create a message.

How to put that message in action.

### [Key Issues and Resources](#)

Fluency

Educators for America Act

NCTM Legislative Platform and Position Statements

## Be an Advocate

### Who can be an advocate?

Simply put, anyone. An advocate is simply someone who is

- committed to change,
- willing and able to publicly share their commitments, and
- open to increasing their knowledge and understanding of key issues.

### What is advocacy? Why advocate?

**Advocacy is defined as any action that speaks in favor of; recommends; argues for a cause; or supports, defends, or pleads on behalf of others.**



## Procedural Fluency Requires Conceptual Understanding

Students who understand why and how math works (conceptual understanding) coupled with understanding when, why, and how to apply mathematical procedures to solve problems (procedural fluency) are able to solve problems better (i.e., more efficiently, flexibly, and accurately), setting them up for immediate and long-term success.

**When looking at a problem (like the ones below), Students with both conceptual understanding and procedural fluency...**

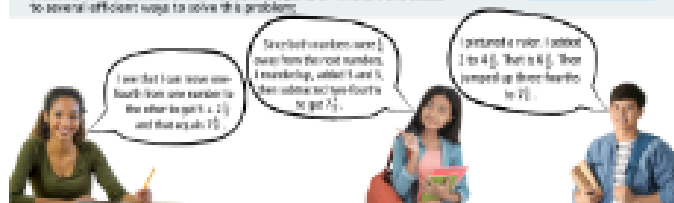
- Recognize there are options for how to approach the problem.
- Choose to decide on a "good way" to solve a given problem.
- Select and efficiently implement an efficient strategy or algorithm.
- Change to another option if the first strategy or algorithm isn't working out.
- Notice whether their answer is reasonable.

“When procedures are learned with the underlying concepts, students have better options of the procedures and are more able to apply them to new situations.”  
—James Beckett and Elizabeth Stein

### Example #1: Adding Fractions

People without conceptual understanding commonly add numerators and denominators to add to get a fraction greater than 1 or a negative. Students who understand that fractions represent a whole have access to several efficient ways to solve this problem.

$$4\frac{3}{4} + 2\frac{2}{4}$$



### Example #2: Multiplying Two-Digit Numbers

People without conceptual understanding commonly stack and use the standard algorithm, which has many steps of place value. Students who understand that multiplication means equal groups or rows, have more efficient options.

$$6 \times 22$$

**Idea #1:** 22 can be decomposed into 20 + 2.

**Solution process:**  
 $6 \times 20 + 6 \times 2 =$   
 $120 + 12 =$   
 $132$

**Idea #2:** 6 is 3 doubled.

**Solution process:**  
 $3 \times 22 = 66$   
double 66 to get 132

As educators, we need to support students to become confident decision makers as they engage in solving problems. Building conceptual understanding coupled with robust procedural fluency, including understanding why algorithms work, knowing when they are appropriate to use, and being able to apply them efficiently, flexibly, and accurately, provides the foundation students need each year to continue to develop their mathematics proficiency.



## Procedural Fluency

As educators, we need to support students to become confident decision makers as they engage in solving problems. Building conceptual understanding coupled with robust procedural fluency, including understanding why algorithms work, knowing when they are appropriate to use, and being able to apply them efficiently, flexibly, and accurately, provides the foundation students need each year to continue to develop their mathematics proficiency.

[Procedural Fluency Infographic](#)

[Procedural Fluency Position Statement](#)

[Mathematical Proficiency: The Five Strands](#)

[Webinar: Unpacking Research Claims About the Teaching and Learning of Mathematics](#)

# nctm.org/Standards-and-Positions/NCTM-Position-Statements/

## New and Recently Updated Position Statements

Data Science

Linking Mathematics Education Research and Practice

Teaching Data Science in High School: Enhancing Opportunities and Success

Artificial Intelligence and Mathematics Teaching

Ability Labels: Disrupting "High," "Medium," and "Low" in Mathematics Education

The Effective and Appropriate Use of Large-Scale Assessments in Mathematics Education to Guide Systemic Improvement and Equitable Student Learning

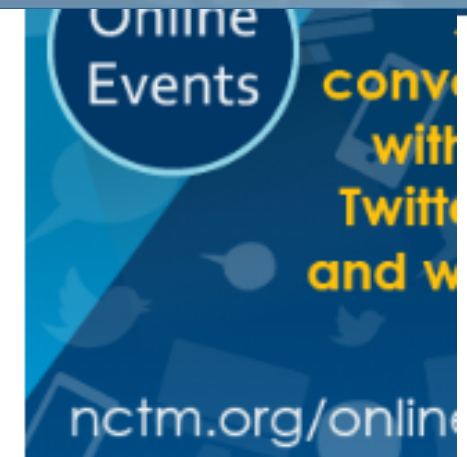
Equitable Integration of Technology for Mathematics Learning

Procedural Fluency in Mathematics

Mathematics in Early Childhood Learning

## NCTM Position Statements

Ability Labels: Disrupting "High," "Medium," and "Low" in Mathematics Education



# Questions

For state-specific questions contact  
Dave Barnes – [dbarnes@nctm.org](mailto:dbarnes@nctm.org)



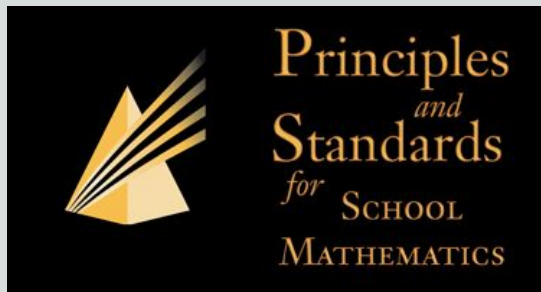
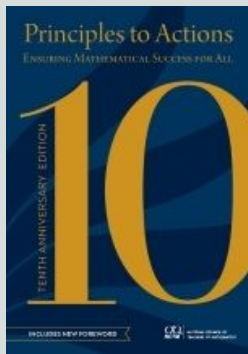
# Resources to Support the Work



## Position Statements

NCTM position statements define a particular problem, issue, or need and describe its relevance to mathematics education. They rest on the foundation provided by Principles and Standards for School Mathematics, Principles to Actions and research, and address issues that extend beyond the classroom.

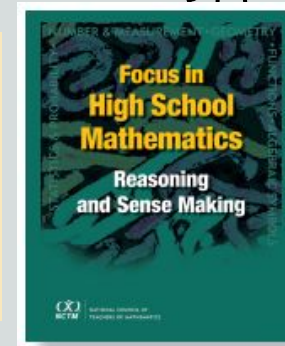
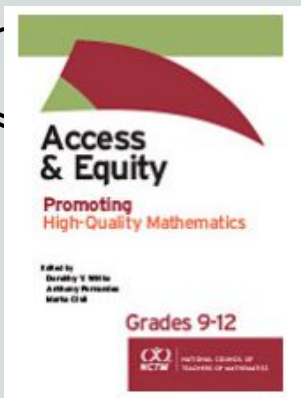
[Learn More](#)



## CAEP Standards

Math teacher preparation program accreditation standards and review process are managed by NCTM for the Council of the Accreditation of Educator Preparation (CAEP). Mathematics standards, content, reviewer rubrics, and program report development training are available to institutions seeking mathematics program accreditation for their secondary, middle grades, and elementary teacher preparation programs.

[Learn More](#)



Join at [menti.com](https://www.menti.com) | use code 3637 7969

Mentimeter

What specific areas within math (e.g., curriculum, teacher training, equity, legislation) that you believe require more attention from advocates?

leader focus bold creative fast transpiration inspiration





# June Affiliate & Leadership Meeting

Tuesday, June 25 , 2024

Engaging Student Affiliates: How a Math  
Camp Engages Students and the Community:  
Bowling Green