**Justification Toolkit**

Make the case of why ***you*** should attend the **NCTM 2023 Annual Meeting & Exposition**, which will be held in Washington, DC this fall, October 25-28. Brush up on your professional development, gain new knowledge to bring back to your classrooms, network with like-minded peers, and much more.

Use NCTM’s justification toolkit to help you define and clearly communicate the benefits of attending.

**This toolkit includes the following:**

* Why You Should Attend
* Benefits Worksheet
* Conference Strands
* Registration Rates
* Sample Justification Letter
* Testimonials

**Attend**

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| **Why You Should Attend** |

*The focus on mathematics teaching, learning, and all aspects of mathematics education through targeted sessions by national leaders and master teachers, and collaborations, innovations, and collective work with colleagues—are what make the NCTM Annual Meeting & Exposition the premier event for educators.*

If you’re a classroom teacher, administrator, math coach, supervisor, college professor, or preservice teacher―you will benefit from the sessions and workshops, learning opportunities, and connections available at the NCTM 2023 Annual Meeting & Exposition .

**Professional Development:** Benefit from four days of learning from educational leaders, teachers of math, and experts in mathematics education in a positive and supportive environment. Bring back actionable information and strategies to your school, district, and classroom.

**Networking/Community:** Enjoy the in-depth conversations, collaborative sharing, and camaraderie that happens when you meet in-person with like-minded educators from across the country.

**Exposition:** Discover innovative tools and resources to support your teaching. Meet with exhibitors and get answers to your questions about their products and services. Request additional information or schedule a follow-up.

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| **Professional Benefits** |

Beyond fulfilling your personal professional development goals, attending the NCTM 2023 Annual Meeting & Exposition enables you to take the expertise and knowledge you’ve learned back to your school or district. When you submit a request to attend, be sure to ***focus on what you will specifically bring back to your school or district***. Connect your responsibilities, goals, and challenges to your conference experience. Here are some goals common to mathematics teachers and the ways the NCTM 2023 Annual Meeting & Exposition meets these goals.

**Benefits Worksheet**

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| **GOAL** | | **How NCTM Supports Your Goal** |
| ü | Gain insight into how to support students and teachers most significantly impacted by the pandemic. | Meetings feature experts in mathematics education who can use strategies and their experience with research-based methods to address immediate needs and support students and teachers. A variety of sessions provide tools and strategies to support and engage students who are struggling in mathematics learning. |
| ü | Stay on top of **current (and future) trends** in mathematics education | NCTM’s conferences offer concurrent sessions, workshops, and bursts to keep you ahead of the trends in mathematics education. You will gain new and effective intervention methods, refine your assessment techniques, discover the latest technologies, and acquire strategies to support the needs and learning of underrepresented populations. |
| ü | Expand your **professional network** | You’ll connect with knowledgeable speakers and session leaders as well as experience exceptional peer-to-peer networking opportunities where you will learn from others and grow your network. |
| ü | Keep your students **engaged and excited** about learning | Experts in mathematics education, who are breaking new ground and witnessing real success in schools across the country, present workshops and sessions to share their insights and strategies. |
| ü | Gain **fresh ideas** and get inspired | Get inspired by keynote speakers and leaders in mathematics education who will stimulate your passion for teaching mathematics. |
| ü | Learn about **new advances and technologies** for the classroom | Talking with vendors can be a great way to access expert knowledge and learn about new products and educational resources. Tour a lively exhibit hall, test the latest educational resources, and collect free activities and lesson plans to bring back to the classroom. |
| ü | **Share information with** your school or district | Session handouts are posted and available on the NCTM website after the event so you can support the investment of time and budget dollars by sharing information with your colleagues. |

# Conference Strands

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| **Uplifting and Inspiring the Mathematics Educator** |

Educators’ professional lives are a continual push against limited time and resources—now more than ever. Although teaching is filled with days of ongoing interactions, it can easily feel isolating and defeating with ever-growing expectations. As a community of educators, we must find ways to collaborate and grow together in manageable, effective, and inspirational ways. Examples of sessions in this strand might include the following:

* Self-care resources and practices
* Connecting teachers and building community through online and in-person experiences
* Routines that can improve classroom teacher sustainability and effectiveness
* Building professional learning networks

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| **Creating Inclusive, Engaging, and Rigorous**  **Mathematics for All** |

communities.

Each and every student has the right to engage in grade-level content. To do this, we must create inclusive and rigorous learning experiences for all learners that center the needs of multilingual students and those with disabilities in math. Educators must also challenge practices and structures that deny access in our instruction and produce stagnation through separation. Each and every student can learn from and contribute to mathematics classes if instructional practices are inclusive, engaging, and rigorous. Examples of sessions in this strand might include the following:

* Assessment that is informative and encouraging
* Co-teaching/integration teaching strategies for success
* Centering the culture of non-English learners in the classroom
* Universal design for learning in mathematics
* Creating accessible tasks

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| **Challenging and Advancing Policy and Structures**  **in Mathematics Education** |

Policies and structures are often put into place with the intention of improving student outcomes; however, at times these policies and structures further perpetuate inequities. The needs of our students and society are rapidly changing, and as a result, we need a comprehensive review of the classroom structures and site policies that affect student learning. As we gather at the home of America’s decision makers, let’s empower teachers to make decisions that promote positive change in their district, school, and classroom. Examples of sessions in this strand might include the following:

* Review of evaluation and assessment policies
* Classroom structures that support the development of mathematical practices
* Broadened pathways to rigorous mathematical instruction
* Strategies for increasing the diversity of culture, practice, and thought
* Reflection of past and present decisions and the implications
* Recognizing and responding to disparities in schools and district outcomes
* Incorporating data science into classrooms and school decision-making

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| **Expanding the Narrative of Who Belongs** |

Our mathematics classrooms should be places that nurture a sense of belonging and foster positive mathematical identities for all students. This requires us to focus explicit attention on how students see themselves in their daily learning. Instruction must center, leverage, and build on their experiences and strengths, include a diverse representation of contexts that allow students to see themselves in the mathematics, and provide opportunities to think deeply about community and global contexts for mathematics situations. Examples of sessions in this strand might include the following:

* Instructional strategies such as representation in contexts and resources
* Broadening perspectives by using data to visualize and understand local and global issues
* Instilling students with an identity as mathematicians
* Activities that model community-building and genuine connections through math

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| **Improving Core Instruction through Deeper Mathematical Content and Pedagogical Knowledge** |

A deeper knowledge of mathematical content empowers teachers to engage students in developing deep conceptual understanding and mathematical thinking and reasoning. When teachers are equipped with a deep understanding of mathematics and equitable teaching strategies, they are poised to increase students’ joy for mathematics and decrease the number of students requiring intervention. Examples of sessions in this strand might include the following:

* Improvements for core instruction that reduce the need for interventions
* Deep mathematical understanding of concepts
* Appropriate use of assessment
* Reflection and practice of math pedagogical knowledge

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| **Registration Rates** |
| The most up-to-date rates can be found [online](https://www.nctm.org/dc2023/#Rates). |

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| **Sample Justification Letter** |
| Personalize and use this draft letter to help gain approval to attend the NCTM 2023 Annual Meeting & Exposition. We recommend downloading this portion as a word document to modify and share with your supervisor. |

*<<See Next Page>>*

<Date>

**Request to Attend the NCTM 2023 Annual Meeting & Exposition**

Dear <Colleague>,

At the NCTM 2023 Annual Meeting & Exposition in Washington, DC, educators at all levels will come together to enhance their professional skills, knowledge, and careers. I would like to attend this event, which is scheduled for October 25-28, 2023, to learn best teaching practices to build a strong foundation of deep mathematical understanding and further our mathematics instruction for each and every student.

To meet my professional development goals, I am seeking approval for the registration fee, travel expenses to the conference, and minimal food expenses during the conference. The detailed cost breakdown is listed below.

Conference Registration \_\_\_\_\_\_

Preconference Workshop registration (if applicable) \_\_\_\_\_\_

Flight \_\_\_\_\_\_

Lodging \_\_\_\_\_\_

Transportation \_\_\_\_\_\_

Food per diem \_\_\_\_\_\_

Total estimated conference cost of \_\_\_\_\_\_.

At this event, I will select presentations (sessions, bursts, and workshops) specific to my grade level from the following topic strands:

* Uplifting and Inspiring the Mathematics Educator
* Creating Inclusive, Engaging, and Rigorous Mathematics for All
* Challenging and Advancing Policy and Structures in Mathematics Education
* Expanding the Narrative of Who Belongs
* Improving Core Instruction through Deeper Mathematical Content and Pedagogical Knowledge

My participation in this program will complement our school’s objectives, and I plan to return with resources to share what I’ve learned with my peers, and to give our students the tools they need to succeed.

Sincerely,

***<Your Full Name>***

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| **Testimonials**  **From NTCM In-person Meetings, Conferences, and Events** |

**“The energy, the high level of participation, the spirit, and getting together with so many people. It’s just wonderful.”**

**“When I read blogs or look at different schools throughout the country and then see that they are going to be here, to be able to meet those people and connect with them in person—that really is an exciting thing.”**

**“You’re exposed to so many different ideas from so many different places and things that I have never even considered. Especially when you look around and see people incorporating different things in their own individual ways it’s like, ‘Oh, I can use that too.’”**

**“If you’re a new teacher, I think coming to the NCTM Annual Meeting is a huge deal. Just to see what’s out there . . . see the different exhibits, hear different speakers—it gets you inspired.”**

**“It’s so awesome and great to be around so many like-minded people who want to do well for their students, and we’re all teaching the same content and we all have the same goals in mind.”**

**“Having the opportunity to take an idea and go back to my classroom on Monday and be able to use it, that’s been the most valuable thing for me.”**

**“If you’re thinking about going to the Annual Meeting next year, definitely go. You’ll be able to talk with your peers, people who have knowledge about mathematics, research, research knowledge, practitioner knowledge . . . You’ll be able to find what you’re looking for.”**

**“I will go to every workshop, every session I can starting at 7:00 a.m. in the morning!”**