



2022 NCTM Baltimore Regional Conference Strands

Ignite Your Awareness: Integrating Social-Emotional and Academic Learning

Teachers, students, and the community have a variety of needs that emerge in the context of the teaching and learning of mathematics, falling into one or more of the following components:

- Self-Awareness: Recognizing teachers' and students' strengths within our math lessons
- Self-Management: Promoting strategies that decrease stress and promote healing and well-being for teachers and students; outcomes reinforce the mathematics concept and offer students the opportunity to problem solve, plan, and organize their product.
- Social Awareness: Encouraging social skills to build confidence within the teaching and learning process
- Relationship Skills: Examining how to establish relationships to positively influence students' learning of mathematics and fostering these relationships
- Responsible Decision Making: Encouraging improvement using language such as “not yet” versus “not” and rewarding effort alongside success; students are given autonomy in their approach but also challenged to use a variety of critical thinking skills during the process, in order to gain a better understanding of how their decisions influence learning.

Sessions in this strand include ways to integrate mathematics teaching and social-emotional learning strategies in the classroom.

Ignite Your Community: Partnering to Plan and Support Success for Students

The past two years have promoted an increased sense of isolation within the traditional school community as digital platforms have moved to the forefront for teachers, students, and families to connect with one another. Teachers' intrinsic motivation for lesson planning and preparation propels their drive to build confidence, accelerate learning, and reduce anxiety for students and parents, regardless of the classroom setting. How does sharing your passion for teaching and learning renew your sense of energy within your school community? Sessions in this strand will focus on lessons learned for fostering a sense of collaboration and community—with teachers, coaches, students, and families—that foster student learning.

Ignite Students' Engagement with the Mathematical Practices: Promoting Joy in the Classroom

The moment students “flip the switch” brings teachers and students joy in the classroom. Teachers leverage the Common Core State Standards for Mathematical Practice to achieve aha moments for students as they consider such questions as these:

- Which games promote students as problem solvers?
- Which technology helps ensure students strategize as they reason mathematically?
- Which practices stimulate student-centered talk to deepen their understanding?
- How can mathematical writers share arguments and explanations?

- What approaches to reading encourage students to make sense of mathematics?
- How does the use of hands-on materials promote learning and support reasoning?

Sessions in this strand will share ways to forefront students' sense making while remaining confident they will address the required content.

Ignite Your Power: Lifting Up Each and Every Person

Teachers, students, and the community have a variety of needs related to diversity, equity, and inclusion that emerge in the context of the teaching and learning of mathematics.

- Diversity is centered as teachers honor, respect, and include the personal stories of every student and teacher in the classroom to develop cultural competence through their math lessons, often involving people from different social, ethnic, gender, and sexual orientations.
- Inclusion ensures all students are empowered through groupings that recognize diverse backgrounds, abilities, and opportunities and use the strengths of each group member as a resource to achieve and succeed, which ultimately provides equal access to opportunities and resources for students who might otherwise be excluded or marginalized.
- Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome. Equitable and transparent classrooms provide support to each and every student to link everyone's needs to the goals and high expectations of their teacher through various lessons.

Sessions in this strand will identify diversity, inclusion, or equity as their focus and showcase practices that foster every student's mathematical agency, belonging, and joy to provide ways to create bonds and allies to overcome barriers.

Ignite Student Learning: Capitalizing on the Formative Assessment Process

Establishing a picture of student experience and understanding sets the stage for effective instruction. Varied instructional models used during pandemic learning have exacerbated learning gaps and affected student ability to demonstrate mastery of grade-level standards. The formative assessment process that identifies actionable data to support and extend learning is essential now more than ever. How has the formative assessment process helped guide instructional changes leading to student success? Sessions in this strand focus on how teachers engage in the formative assessment process to scaffold content, address student misconceptions, and engage in best practices for building student confidence and understanding to advance learning.

