



2020
ANNUAL MEETING
& EXPOSITION

Moving Forward - Kicking off NCTM's Next 100 Years

Conference Strands

Systemic Change

In order to create positive, systemic change, classroom teachers, instructional coaches, mathematics specialists, administrators, and other system level stakeholders must support and challenge one another to grow professionally. Sessions in this strand will explore ways to identify and leverage individual strengths within diverse communities of educators and empower one another to create positive systemic change.

Agency, Identity, and Access

To build student agency and foster student mathematics identity, NCTM advocates empowering each and every student to be an author of mathematics through conceptual understanding. Effective systems and structures must also be in place to ensure access to high-quality mathematics learning opportunities. Sessions in this strand include, but are not limited to, discussing equitable classroom norms and routines; creating spaces where students are socially and emotionally engaged in mathematics; strategies for cultivating inclusive mathematics classrooms.

Professionalism and Advocacy

Who we are as professionals evolve throughout our careers. Along the journey as a teacher, learner, and advocate for mathematics education, we often turn to our colleagues for professional support, and they turn to us. Sessions in this strand will feature opportunities to learn about collaborative learning experiences, mentoring, coaching, social media, and how to become an effective advocate for our profession and our students with all stakeholders as we continue to evolve.

Mathematics Teaching and Learning

NCTM describes mathematics teaching as a complex process that requires teachers to deeply understand mathematics content, know how concepts develop across students' school experience, and implement instructional practices that support learning for each and every student (NCTM, 2014). Sessions in this strand will support teachers in building mathematical knowledge for teaching and implementing the eight research-based teaching practices outlined in the Teaching and Learning Principle from Principles to Actions.