### Log-In

#### The Call for Proposals for the 2024 Regional Conference opens May 2, 2023 at [www.nctm.org/speak](http://www.nctm.org/speak), and will close June 15, 2023 @ 11:59 PM PST. Be sure to read the Strand Title and Descriptions document before starting your submission. To begin, click on Call for Proposals, then NCTM Sign In. Please note: You will see the screen shown in step 2 below, or the screen shown in step 3 if this is your first time submitting.

1. **Sign in using your NCTM username and password.** Click on the Forgot Password option if you do not remember your password, or the Create Account button top right, if you do not have an NCTM log-in.

<table>
<thead>
<tr>
<th>Log In</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enter Your Email</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Password</strong></td>
<td></td>
</tr>
<tr>
<td>Log In</td>
<td></td>
</tr>
<tr>
<td>Forgot Password? Reset Here</td>
<td></td>
</tr>
<tr>
<td>Keep me logged in</td>
<td></td>
</tr>
<tr>
<td>Become a member</td>
<td></td>
</tr>
<tr>
<td>For more information, email <a href="mailto:nctm@nctm.org">nctm@nctm.org</a> or call 800.235.7666</td>
<td></td>
</tr>
</tbody>
</table>

**Not an NCTM member or need to create an account?**

Create Account

You may create an account to receive NCTM emails, shop online, or to sign up for membership and receive access to member benefits. If you believe you have an NCTM membership and are unable to log in, please contact Customer Care at (800) 235-7666 or email nctm@nctm.org.

Note: Creating a new account will not connect you to your existing account and you could end up with multiple accounts.

Send feedback to NCTM

Learn about the benefits of an NCTM membership
3. Once you are logged in you will be asked to confirm your contact information. Fill in any missing information.

Please remember to include your affiliation, city and state for the program book and ensure all of your information is up-to-date.

Note: You can update your speaker profile contact information at any time. Log-in and click on Dashboard.

4. Before creating a proposal: Select your desired presentation format. See presentation type and descriptions below. You may submit multiple proposals.

<table>
<thead>
<tr>
<th>Time</th>
<th>Burst</th>
<th>Session</th>
<th>Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-minute</td>
<td>60-minute</td>
<td>75-minute</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Burst</th>
<th>Session</th>
<th>Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allows speakers to quickly convey information on a specific topic or idea.</td>
<td>Allows speakers to convey information about multiple topics or broad ideas in lecture format.</td>
<td>Allows speakers to engage participants in an interactive environment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Room Set</th>
<th>Burst</th>
<th>Session</th>
<th>Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room is set with round tables.</td>
<td>Room is set either theater or classroom style.</td>
<td>Room is set with round tables for interaction.</td>
<td></td>
</tr>
</tbody>
</table>
### Submitting Your Proposal

Once you have selected your proposal type, you are ready to begin your submission! Remember, you must click **SAVE** on each page to move onto the next tab. This step saves your work and allows you to close out of the submission process at any point and return to your work later. You may edit your proposal at any point prior to the **June 15th submission deadline**.

### Note:
The individual who submits a proposal will be the Lead Speaker and point of contact for all communications. Lead speakers cannot be changed after a proposal has been submitted.

<table>
<thead>
<tr>
<th>Submit Workshop</th>
<th>1. The Title is limited to 100 characters (including spaces). Your title should not be all capital or all lower-case letters and should not include a product name.</th>
</tr>
</thead>
</table>
| *Title*         | **Title**
|                 | Type title as it should appear in the program book. Your title should not be all capitals or all lower-case. Limited to 100 characters
|                 | Remaining: 100
|                 | [Check Spelling]                                                                                                                         |
|                 | **Save**                                                                                                                                |

<table>
<thead>
<tr>
<th>Submit Workshop</th>
<th>2. After confirming that you are the lead speaker, you will have the opportunity to add up to four co-speakers to your proposal. Please ensure you are entering current contact information for all speakers.</th>
</tr>
</thead>
</table>
| *Add Co-Speaker*| **Add Co-Speaker**
|                 | Enter the name of the person who will be assigned as the Co-Speaker for your submission.                                               |
|                 | Name (First or Last):                                                                                                                   |
|                 | [Search]                                                                                                                                |
3. **Description of Presentation**

Write a concise, specific description of the essential content of your proposal. On acceptance of your proposal, the description will be printed in the program book, subject to editing by NCTM. Use appropriate capitalization.

Limited to 350 characters.

Remaining: 350

Check Spelling

3. Description is limited to 500 characters (including spaces). Write a concise, specific description of the essential content of your proposal. Please note upon acceptance, your description is subject to editing by NCTM.

4. **Participant Learning**

Write the participant learning outcomes of your presentation, including an explicit description of what participants will learn. Please also provide an overview describing how time will be allocated during this presentation.

Limited to 1000 characters.

Remaining: 1000

Check Spelling

4. Participant Learning is limited to 1,000 characters (including spaces). Include an explicit description of the learning outcomes. Also provide an overview on how time will be allocated during this presentation.

5. **Focus on Math**

What is the key mathematics content that is a focus of this presentation? Be specific.

Limited to 500 characters.

Remaining: 500

Check Spelling

5. Focus on Math is limited to 500 characters (including spaces). What is the key mathematics content that is a focus of this presentation? Be specific.
6. You will only be asked this question if you are submitting a Workshop (Burst and Session submissions will not ask for this information).

Interactive Workshop description is limited to 750 characters (including spaces). How will you use the provided tables to create an interactive workshop?

7. Please choose your **Intended Audience**. This selection describes who would benefit from your presentation.

Topics, you will select the most appropriate **grade-band audience**. While many presentations will appeal to multiple audiences, select the one audience that will most benefit from your presentation.

*Please note: the example to the left is for a Workshop submission and the available grade bands are less than Sessions and Bursts.*
Your proposal **MUST** align with a **Strand**. Select **ONE** from the list that best describes your presentation.

Be sure to read through all the descriptions to choose the one that best applies to your presentation.

### Strands

#### Developing Effective Advocacy Practices to Affect Students’ Sense of Value and Belonging within Mathematics

In this strand, we will focus on the components that are necessary for an equitable and sustainable system of mathematics education for all students. Effective advocacy work can take many forms, and all educational partners can participate and contribute to positive change. What is possible when we attend to, value, and connect the cultural capital of our students, families, and communities to schools? In what ways do we advocate for the teachers and learners of mathematics? Sessions in this strand might include, but are not limited to, the following:

- Interrogating current practices (classroom to systems) of inequity and oppression
- Empowering educators to recontextualize and transform classrooms, schools, and systems to ones that promote the just teaching and learning of mathematics
- Uplifting teachers to make decisions and take action in their classrooms

#### Eliminating Barriers to Inspire Creative Pathways Rooted in Students’ Authenticity, Value, and Sense of Belonging in Mathematics

When students view mathematics as relevant and essential to solve worthwhile problems, they are more likely to engage, productively struggle, and succeed. In this strand, we will focus on ways to remove mathematics as a barrier to success. Graduation pathways are essential in honoring students' interests and aspirations while providing them with opportunities to see mathematics as valuable. Sessions in this strand may include, but are not limited to, the following:

- Improving mathematical identities
- Ensuring every student makes progress
- Providing student choice in mathematics course sequence
- Elevating pathways while dismantling tracks and deficit mindsets
- Examining desired skills from different perspectives (trade, workforce, services, higher education)
- Modernizing mathematics

#### Fostering Belonging and Value for All Students through Instructional Practices and Systemic Initiatives

We must all challenge the practices and structures that deny access and perpetuate separation. In this strand, we will focus on instructional practices and structures/systems that are inclusive, diverse, and equitable. Through culturally rich and diverse mathematical experiences, each and every student can learn from and contribute to the mathematics community. What is possible when we ground our instructional and systemic practices in honoring the whole student? What do we all stand to gain from situating our decision-making, instruction, and student learning in the values, norms, knowledge, beliefs, practices, experiences, and language that are the foundation to students’ cultural identity? Sessions in this strand might include, but are not limited to, the following:

- Practices that promote and foster diversity, inclusion, and/or equity in order to invite every student into mathematics while cultivating strong mathematical agency, authentic belonging, and joy
- Strategies for fostering belonging in the classroom and school
- Ideas for authentically convening that every child brings value into the classroom, school, and community

#### Improving Students’ Sense of Value and Belonging through Assessment

In this strand, we will focus on formative and summative assessments as honours to support students in navigating their learning, promoting a positive mathematical identity, and nurturing a growth mindset. Assessment is often viewed as a grade, not a learning opportunity but should reflect the instructional shift that embraces students' unique educational, personal, and cultural experiences. How might we use assessment to break the cycle of grade captivity while evaluating what we value? Sessions in this strand may include, but are not limited to the following:

- Using student-centered assessment
- Focusing on the Standards for Mathematical Practice
- Implementing alternative assessment practices
- Providing formative feedback
- Leveraging multiple points of data to support every child
- Dismantling grade-driven motivation

#### Using Innovative Technology to Enrich Students’ Value and Sense of Belonging in Mathematics

In this strand, we focus on innovative instructional strategies that improve and enhance learning through the use of technology. The use of technology, both inside and outside the mathematics classroom, can support sense making and reasoning while also honoring multiple ways to communicate thinking. How can we use technology to create a greater sense of belonging for all students as they learn mathematics? Sessions in this strand may include, but are not limited to, the following:

- Virtual reality, artificial intelligence, and other technological tools to investigate real-world problems and support student learning
- Technology as a pedagogical tool for differentiation
- Technological tools that support visualizing mathematics, student engagement, and collaboration to achieve a deeper understanding of mathematics
- Equitable access for all students through the use of technology
- Integration with other content areas with technology

#### Valuing Students’ Authentic Funds of Knowledge to Enhance Deep Mathematical Learning and Belonging

This strand will focus on instructional practices that value and use students’ prior mathematical, personal, and cultural experiences to enhance deep mathematical learning, as well as practices and routines that provide opportunities to help students see the function of mathematics in their everyday lives. Instructional routines can uplift students’ classroom experiences, promote their sense of belonging, and value their unique lived experiences. What methods can foster students’ growth and confidence in math? What types of strategies, routines, and tasks can be used to promote meaningful student mathematical discourse, elicit student thinking, and provide opportunities for students to engage in the Standards for Mathematical Practice? Sessions in this strand will provide participants with strategies to deepen students’ mathematics knowledge by promoting active engagement through mathematics practices. Sessions may include, but are not limited to, the following:

- Higher-order thinking tasks
- Real-world connections
- Hands-on engagement
- Mathematical representations
- Effective questioning strategies
- Productive struggle to promote deep mathematical learning and understanding
8. You must complete all **seven** items listed under additional information to complete your submission.

### Audio/Visual Equipment:
Presentation rooms will be pre-set with computer audio, 1 LCD projector, 1 screen, and 1 microphone. Laptops and HDMI adapters will not be provided.

If your presentation requires the use of a *document camera* in addition to the above equipment, **you may choose yes**, and one will be available for you.

Speakers have the option of requesting *calculators* delivered to their room during their presentation if needed.

A calculator representative will contact you directly for additional information related to your calculator order, if applicable.

### Equity and Access description is limited to 1000 characters (including spaces):

After reading NCTM’s position on what is required to create, support, and maintain a culture of access and equity in the teaching and learning of mathematics, you will be asked to answer how your presentation aligns with NCTM’s dedication to equity and access.
NCTM Publications description is limited to 500 characters (including spaces):

Do you have an NCTM Publication? Enter “none” in the box shown on the left if you do not have an NCTM Publication.

Did you publish an article in a NCTM journal? Select all that apply from the list of NCTM journals.

New and Early Career Teacher
description is limited to 500 characters (including spaces):

If yes, describe how your presentation will focus on early career teachers.

Digital Program Book
You will be asked to answer if we have permission to print your email address in the digital program book under your presentation.

Please note co-speaker emails and twitter addresses will not be printed.
Enter the **three most recent speaking experiences** most relevant to the proposal topic (provide topic, conference name, year, and level of speaking engagement).

If this is a new topic you are speaking on, please list your most recent speaking experiences on another topic.

Minimal or no speaking experience does not disqualify you from submitting. Please enter N/A if applicable and to move to the next box.

If you require **special assistance** as defined by the ADA or any special scheduling considerations such as religious reason please specify your reason for accommodations upon acceptance.

You will have the opportunity to **preview** your entire proposal prior to submitting. You may also skip this step.

To complete your submission, you **must check the “Yes” box, to finalize your submission**. Incomplete proposal submission will not be reviewed.

Once you click to finalize, you will receive an email letting you know that your submission has been received. Proposal submissions can be edited or withdrawn by the submitter at any point prior to the deadline through your speaker ready room. Remember to **complete** your submission each time a change is made. Click the yes box and finalize button.

Once complete, your submission status will show **Completed** under My Proposals.
To update your profile, bio, photo, or proposal submission, log back into your account using your NCTM credentials and click on the word Dashboard in the upper left corner to see your options. Click on the items listed under Profile/Submission to enter your edits.

<table>
<thead>
<tr>
<th>What is next?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Deadline</td>
<td>June 15, 2023</td>
<td>Proposal submissions will close on June 15, 2023, at 11:59 PM (Pacific Time). Complete your submission early to avoid missing the deadline! Late proposals cannot be accepted.</td>
</tr>
<tr>
<td>Notification Date</td>
<td>September 2023</td>
<td>All submitters will be notified of their proposal acceptance status via email by September 1, 2023. Ensure your email address is up to date on your submission. If accepted, lead speakers will have two weeks from the time the notification is received to accept or decline the invitation to present.</td>
</tr>
<tr>
<td>Registration</td>
<td>November 2023</td>
<td>IMPORTANT: Lead speakers are required to register and pay a speaker registration fee.</td>
</tr>
<tr>
<td>Questions?</td>
<td></td>
<td>Contact NCTM Conferences Services at <a href="mailto:ConferencesDept@nctm.org">ConferencesDept@nctm.org</a></td>
</tr>
</tbody>
</table>

**Remember:**

Observe copyright and trademark rules. If you plan to use copyrighted or trademarked resources or songs, you must obtain appropriate permissions prior to submitting your proposal.