



2019 Salt Lake City Strands & Descriptions

All proposals must be submitted to a unique topic strand. You will select your strand along with your grade band audience on the "Topics" step of the proposal submissions. See below for strand titles and descriptions:

Professionalism Redefined: Teacher Learners & Teacher Leaders

As teachers we more frequently talk about what we can do to help our students, very infrequently do we talk about the struggles and realities that teachers deal with and what it takes to survive and thrive as an educator. Presentations in this strand will focus on re-energizing the concept of being a professional by helping teachers find a community in which they can learn to recognize the elements of quality practice. Additionally, this strand will focus on promoting teachers as leaders and advocates for themselves and their profession.

Access, Equity, and Empowerment: Teaching Brilliance

Seeing students as brilliant requires educators to gain a deep understanding of their resources, lived experiences, and knowledge. Presentations will investigate the ways that educators consider the impacts of privilege in the mathematics classroom and share strategies for disrupting that privilege and focusing on the brilliance of each and every students.

Tools for Teaching and Discourse: More Than Talk

What are best practices for facilitating mathematical discourse? What tools can teachers leverage to deepen the mathematical discourse in their classrooms? What tasks support such discourse? Presentations in this strand will focus on current and innovative practices that 1) incorporate the strategic use of mathematical discourse, 2) enhance students' learning and understanding through the use of mathematical tools, and/or 3) encourage all students to participate fully in their learning community.

Leveraging Assets: Learning to 'Shop' in Students' Stores

Students enter mathematics classroom with diverse experiences and knowledge that create funds or stores of opportunity. With a focus on how to leverage students' stores and position all students as knowers and doers of mathematics, sessions will address eliciting and using student thinking for understanding, acknowledging students as positive resources in mathematics learning, eliminating deficit thinking that dehumanizes mathematics and replacing it with a rehumanizing approach, and celebrating the dimensions of student diversity.

Differentiation: Increasing Opportunity for All Students

What are the possibilities when all students access the content? How can we as educators help to ensure that happens? In order to afford each and every students access, we must increase our skills at differentiating both the content and the environment. Sessions within this strand will afford educators the opportunity to explore learning spaces beyond the traditional classroom, innovative ways to provide accommodation and intervention, how to be flexible with time and methods to shape the learning environment to match the learner.

Mathematics: Continually Learning the Content We Teach

What are the important ideas of mathematics? How do these topics connect to each other? How are they best understood by novice and more advanced learners? In order to be constantly assessing our students and creating environments where they can best discover the beauty and elegance of mathematics, we can continue to learn about the

subject we teach. Presentations in this strand will provide opportunities for teachers to develop a deeper understanding of mathematics.
