

NCTM Centennial Annual Meeting Conference Strands & Descriptions

Celebrating 100 Years – Looking Back and Moving Forward

Implement the Effective Teaching Practices

Sessions in this strand will highlight the eight Effective Mathematics Teaching Practices as defined in *Principles to Actions: Ensuring Mathematical Success for All* with classroom-tested activities that allow all students to engage with and find success in mathematics. Examples include sessions that promote conceptual understanding, focus on strategic competence, promote lasting learning, choosing appropriate tools (including technological), use of assessment to promote student learning, and emphasis on effective intervention. Sessions will include evidence of classroom implementation, for example, samples of student work or classroom videos.

Experience the Depth and Excitement of Mathematics

"I never thought about _____ that way!" Sessions about experiencing the wonder, joy, and beauty of mathematics are appropriate for this strand. Sessions in this strand will help participants build deeper understanding of essential ideas and concepts about fundamental topics in mathematics. Sessions could also address new topics in mathematics that may be of interest to K–12 teachers (e.g., computational thinking, mathematical modeling), trajectories of big ideas, or important connections to other disciplines (e.g., design and engineering).

Look Back and Move Forward: A Centennial View

This centennial event is a time for celebrating the successes of NCTM and the progress of mathematics education. Sessions in this strand will offer a centennial perspective on what has been done and learned about teaching and learning as well as those obstacles that face our profession, and visions for mathematics education for the next 100 years.

Create Positive Change

Are you looking to create positive change with regard to mathematics teaching and learning? Sessions in the strand will explore ideas related to enhancing mathematics learning cultures in classrooms, schools, districts, and beyond. One such idea involves developing leadership: seeing teachers as leaders; encouraging the work of those who support teachers, such as instructional coaches; and clarifying the multifaceted role of school administrators in supporting mathematics teaching and learning. Effective professional learning structures and tools will be explored. This strand also provides space to examine systemic structures that promote sound, equitable mathematics teaching and learning for all students and ways to engage families, communities, and other stakeholders in the process.

Build Student Agency, Foster Student Identity, and Promote Social Change

This strand focuses on developing ways to build student agency, foster student mathematics identities, and promote social change. Sessions in this strand will focus on strategies that support and empower students to take risks and position them as doers of mathematics. Sessions include but are not limited to discussing equitable classroom norms and routines; creating spaces where students are socially and emotionally safe to engage in mathematics; and using mathematics to understand and critique the world.