



NCTM 2020

Virtual Conference

#NCTMVirtual

November 11–14, 2020

## Conference Strands

### Access, Equity, and Empowerment

NCTM advocates creating safe spaces for all students, including English language learners and those with disabilities, to engage in mathematics by fostering positive student mathematical identities and creating a sense of student agency. Presentations may include but are not limited to empowering each and every student; developing mathematical literacy; cultivating inclusive mathematical settings (both formal and informal) through student-centered learning and culturally relevant pedagogy; and creating equitable opportunities for all students to learn, including exploring challenges around tracked systems, accelerated programs, and marginalized communities.

### Deep Mathematical Learning through Effective Teaching

Presentations in this strand will focus on creating a challenging, engaging, and empowering classroom environment that includes mathematical practices such as problem solving and emphasizing conceptual understanding. Presentations may include but are not limited to high level tasks, robust assessments, connections and mathematical representations, effective questioning strategies, technology that supports visualizing and comprehending mathematical ideas, and productive struggle to promote deep mathematical learning and understanding.

### Actualizing Change

NCTM's Catalyzing Change Series calls for broadening the purposes of learning mathematics as well as creating and implementing equitable structures in mathematics. Presentations in this strand will feature ideas for systemic change at the classroom, school, and district levels, such as how educators can change systems and structures in their professional practice to support effective teaching and deep learning (e.g., integrated STE(A)M, classroom environments, grading practices, community building, student leadership opportunities) and how educators can support innovative practices in an era of accountability.

### Professionalism and Lifelong Learning

How we engage in professional learning defines our identities as teachers of mathematics throughout our careers. Presentations in this strand will include but are not limited to approaches for engaging in and maintaining a growth mindset; leading collaborative learning experiences such as lesson study, professional learning communities, networked improvement communities, mentoring, and coaching; and engaging in professional advocacy.