**Justification Toolkit**

Making the case for professional development requires a solid understanding of the benefits of attending an event.

The **NCTM 2023 Virtual Conference**, **March 29–April 1**, offers a valuable opportunity to improve your instructional practice, explore the latest trends in mathematics and in mathematics education and to gain insight that will transform your experience, learning and teaching mathematics.

This toolkit provides resources to help define and clearly communicate these benefits so you can make the case for attendance.

**This toolkit includes the following:**

* Why You Should Attend
* Benefits Worksheet
* Conference Strands
* Registration Rates
* Sample Justification Letter

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| **Why You Should Attend** |

If you’re a classroom teacher, administrator, math coach, supervisor, college professor, or preservice teacher―you will benefit from the sessions, workshops, learning opportunities, and connections available at the **NCTM 2023 Virtual Conference**.

**Professional Development:** Benefit from four days of learning from educational leaders, master teachers, and experts in mathematics education in a positive and supportive environment. Bring back actionable information and strategies to your school, district, and classroom.

**Networking/Community:** Our virtual conference platform offers numerous opportunities for you to connect through live interactive sessions, RoundTable discussions, networking, social, and collaborative opportunities, and much more.

**Exposition:** Discover innovative tools and resources to support your teaching. Meet with exhibitors and get answers to your questions about their products and services. Request additional information or schedule a follow-up.

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| **Professional Benefits** |

Beyond fulfilling your personal professional development goals, attending the **NCTM 2023 Virtual Conference** enables you to take expertise and knowledge back to your school or district. When you submit a request to attend, be sure to ***focus on what you will specifically bring back to your school or district***. Connect your responsibilities, goals, and challenges to your conference experience. Here are some goals common to mathematics teachers and the ways the **NCTM 2023 Virtual Conference** meets these goals.

**Benefits Worksheet**

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| **GOAL** | | **How NCTM Supports Your Goal** |
| ü | Gain insight into how to support students and teachers most significantly **impacted by the pandemic**. | NCTM conferences feature experts in mathematics education who can strategies and their experience with research-based methods to address immediate needs and support students and teachers. A variety of sessions provide tools and strategies to support and engage students who are struggling in mathematics learning. |
| ü | Stay on top of **current (and future) trends** in mathematics education | NCTM’s conferences offer various types of sessions to keep you ahead of the trends in mathematics education. You will gain new and effective intervention methods, refine your assessment techniques, discover the latest technologies, and acquire strategies to support the needs and learning of underrepresented populations. |
| ü | Expand your **professional network** | You’ll connect with knowledgeable speakers and session leaders as well as experience exceptional peer-to-peer networking opportunities where you will learn from others and grow your network. |
| ü | Keep your students **engaged and excited** about learning | Classroom teachers and other experts in mathematics education, who are breaking new ground and witnessing real success in schools across the country, present workshops and sessions to share their insights and strategies. |
| ü | Gain **fresh ideas** and get inspired | Get inspired by keynote speakers and leaders in mathematics education who will stimulate your passion for teaching mathematics. |
| ü | Learn about **new advances and technologies** for the classroom | Talking with vendors can be a great way to access expert knowledge and learn about new products and educational resources. Speak with exhibitors through chat or video meetings. |
| ü | **Share information with** your school or district | Session handouts are posted and available on the NCTM website after the event so you can support the investment of time and budget dollars by sharing information with your colleagues. Recordings of all sessions will also be available for 30 days after the event. |

# Conference Strands

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| **Changing Times: Dynamic Opportunities with**  **Technology and Data** |

NCTM advocates for technology as an essential resource to help students learn and make sense of mathematical ideas, reason mathematically, and communicate their mathematical thinking. We are also continually immersed in data in our daily lives. How might we use technology to support deep investigation and analysis of data? How might we leverage the expansions of new technologies and the creative integrations of technology to support the advancement of student learning and data literacy? What are some of the best practices emerging from pandemic teaching and learning?

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| **Remixing Assessment: Using Assessment to Build**  **Student Confidence** |

communities.

Students often have strong reactions, one way or another, to assessments. How can we use assessment, formative and summative, to raise student confidence and highlight powerful learning opportunities? How do we use assessment to build student confidence, to highlight powerful learning opportunities, and to empower students and embrace the richness of their cultural and community experiences they bring into the classroom?

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| **Beyond School Walls: Teaching and Learning Mathematics in Multiple Settings** |

The teaching and learning of mathematics happening in a variety of settings, including but not limited to formal and informal settings, museums, after-school settings, homeschools, independent, public, virtual, hybrid, face-to-face, and alternative settings. Though these various settings have existed for years, the pandemic helped expose or highlight various ways in which the world engages in mathematics. In what varied ways can teachers and learners engage in mathematical thinking? What are some of the best practices across multiple settings that help support the mathematics learning of each and every student such that the teaching and learning of mathematics is seen more as a community-building rather than a community-isolating process? Finding the best ways to teach each and every student in the setting that best meets students’ needs is imperative to ensuring equity across mathematics education.

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| **The Power of Unity: Building Partnerships for Collective Voice and Action** |

By engaging in advocacy, the NCTM community focuses, raises awareness, and influences policymakers and the public on issues of high-quality mathematics education. Advocacy can also take many forms. How do you work with others to help the teaching and learning of mathematics be more accessible to each and every student? With whom do you partner and how do your visions align to support mathematics learners? What are some of the lessons learned from effective partnerships that work to advocate for more equitable and inclusive mathematics learning spaces? In what ways do we advocate for the teachers and learners of mathematics, both formally and informally?

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| **Express Yourself: (Re)engaging Students with Doing**  **and Learning Mathematics** |

NCTM’s Catalyzing Change books advocate for a mathematics program that expands opportunities for all learners and for learners to experience the joy and beauty of mathematics. How can engaging in mathematics provide both pleasure and a sense of achievement for each and every student? In what ways can learning mathematics in a supportive environment create confidence and motivation for students to take on new challenges? How can we help foster a joy for doing mathematics, inspire appreciation for the beauty and utility of mathematics, connect to students’ cultures and identities, and provide space for students to express who they are through the mathematics they do?

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| **Transformative Power: Engaging in Inclusive**  **Culture-Based Mathematics** |

The effective use of inclusive practices can be told through stories that show how intentionality, thoughtfulness, and care ensure that all students are seen and heard in the mathematics classroom. How do we nurture and foster student identity and agency in the mathematics classroom? Culture-based mathematics instructional practices are a vital component of the mathematics classroom; what happens when we ground instruction and student learning in the values, norms, knowledge, beliefs, practices, experiences, and language that are the foundation to students' cultural identity? How do we transform the teaching and learning of mathematics through practices that are anti-racist; nurture students’ positive mathematical identities; disrupt systems of oppression by challenging spaces of marginality and privilege within classrooms; and nurture students’ mathematical agency, belonging, and joy?

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| **Registration Rates** |
| The most up-to-date rates can be found [**online**](https://www.nctm.org/virtual2023/#Rates). |

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| **Sample Justification Letter** |
| Personalize and use this draft letter to help gain approval to attend the **NCTM 2023 Virtual Conference**. We recommend downloading this portion as a word document to modify and share with your supervisor. |

<Date>

**Request to Attend the NCTM 2023 Virtual Conference**

[**www.nctm.org/virtual2023/**](http://www.nctm.org/virtual2023/)

Dear <Colleague>,

At the NCTM 2023 Virtual Conference, educators at all levels will virtually come together to enhance their professional skills, knowledge, and careers. I would like to participate in this event, which is scheduled for March 29–April 1, 2023, to learn best teaching practices to build a strong foundation of deep mathematical understanding and further our mathematics instruction for each and every student.

For an <NCTM Member / Nonmember>, the registration fee for the entire four-day conference would be $\_\_\_\_\_\_\_. I believe that I would also benefit from attending a Preconference Workshop, *Making Differentiated Instruction Work for Them and Work for You* on March 29 for an additional $85. The total cost for my participation would be $\_\_\_\_\_\_\_.

At this event, I will select presentations (sessions, bursts, and workshops) specific to my grade level from the following topic strands:

* Changing Times: Dynamic Opportunities with Technology and Data
* Remixing Assessment: Using Assessment to Build Student Confidence
* Beyond School Walls: Teaching and Learning Mathematics in Multiple Settings
* The Power of Unity: Building Partnerships for Collective Voice and Action
* Express Yourself: (Re)engaging Students with Doing and Learning Mathematics
* Transformative Power: Engaging in Inclusive Culture-Based Mathematics

My participation in this program will complement our school’s objectives, and I plan to return with resources to share what I’ve learned with my peers, and to give our students the tools they need to succeed.

Sincerely,

***<Your Full Name>***