



Empowering, Encouraging, and Supporting Teachers to Present at NCTM Conferences

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Whose voice needs to be heard?

MATH EDUCATOR



TEACHER LEADERS

Why do you feel that way?



SECONDARY TEACHER



ELEMENTARY TEACHER



Goals

- Encourage teachers to submit proposals because the teacher voice and their ideas are important
- Consider topics that make good sessions/workshops
- Become familiar with the proposal form
- Share tips for facilitating your talk



Thinking About Professional Development

What stands out about the best
conference sessions you've
attended?



Why Should I Speak at a Conference?

Every profession benefits from a shared knowledge base that is contributed to by the practitioners of that profession.



What Do I Have to Say?

“What are your kids doing that you’re proud of?”

What student work do you have that you could share?

How will your work and experiences help other educators improve their practice?

Anthony Bokar, Cuyahoga Falls HS,
OH





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What Do I Have to Say?

“What are current issues in education?”

What are you doing that is having a positive effect on students and colleagues?

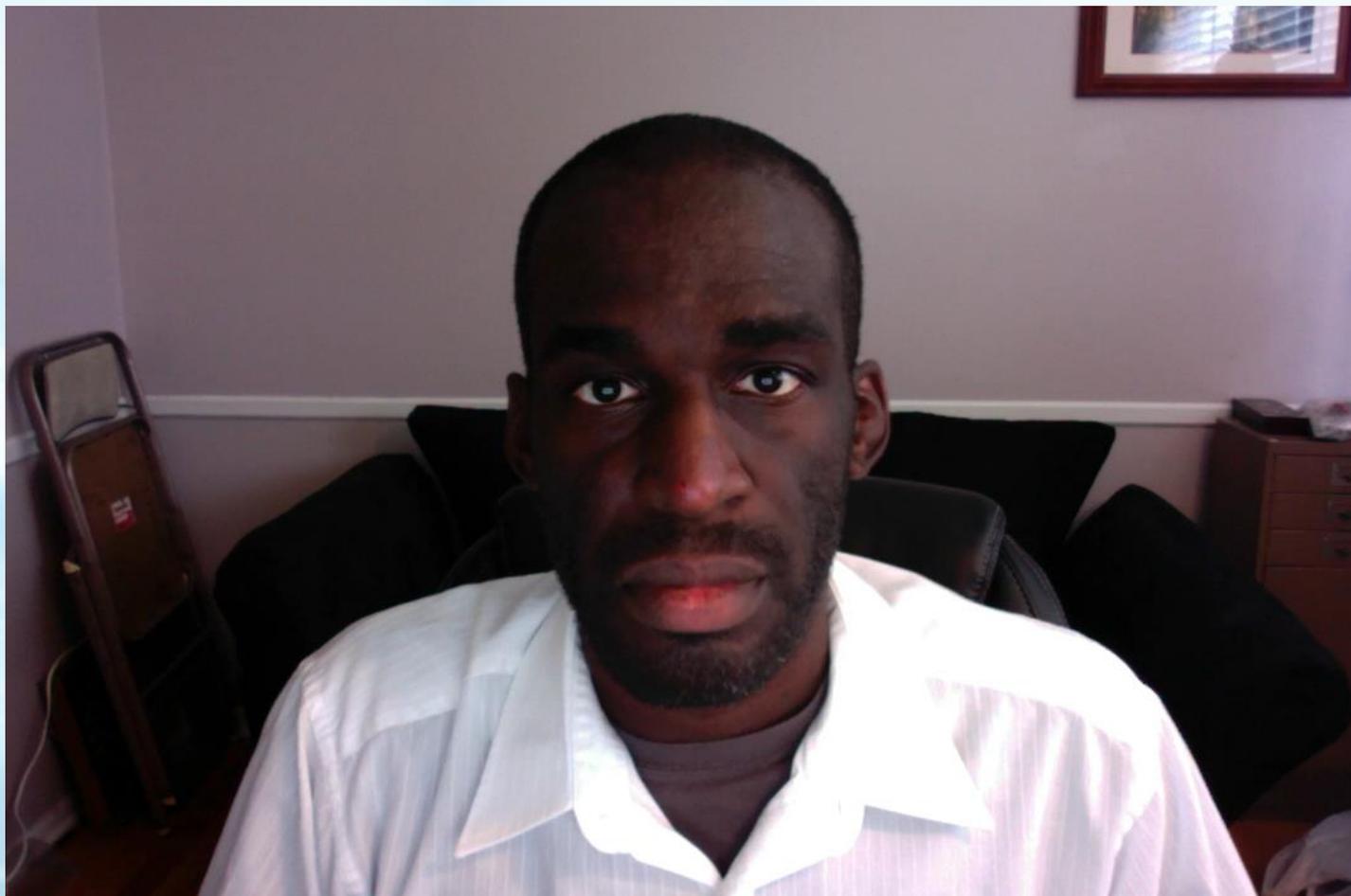
What ideas do you have to help another educator to solve this problem?

Carl Oliver City-As-School High School.
NYC





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What Do I Have to Say?

“What is a favorite lesson or project?”

What is a project or task your students have worked on and why are you proud of what they did?

thinking?



Danielle Twitty

Lyles Middle School Garland, TX



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What Do I Have to Say?

Here is what I go to bed thinking about! Here is what I'm passionate about!

“This is my all-time favorite lesson!” What is the lesson? What were your goals? Why do you love it?

Can you present with colleagues about your thinking?



Karen Riley-Jeffers

Mathematics Instructional Coach
Prince George's County Public Schools MD



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Thinking about your session

What is the take-away for participants?

Goals, Math Focus, Pedagogy

What do you want participants to discuss/do?

Working a task

Small group discussion

Opportunities to use new ideas

How will participants reflect on their learning?



Writing Your Proposal





What's In A Title?



- Title is limited to 100 characters.
- Your title should not be all capital or all lower-case letters and should not include a product name.



What's The Difference?

Steps to a Better Lesson

The Five Practices

That's a Fact

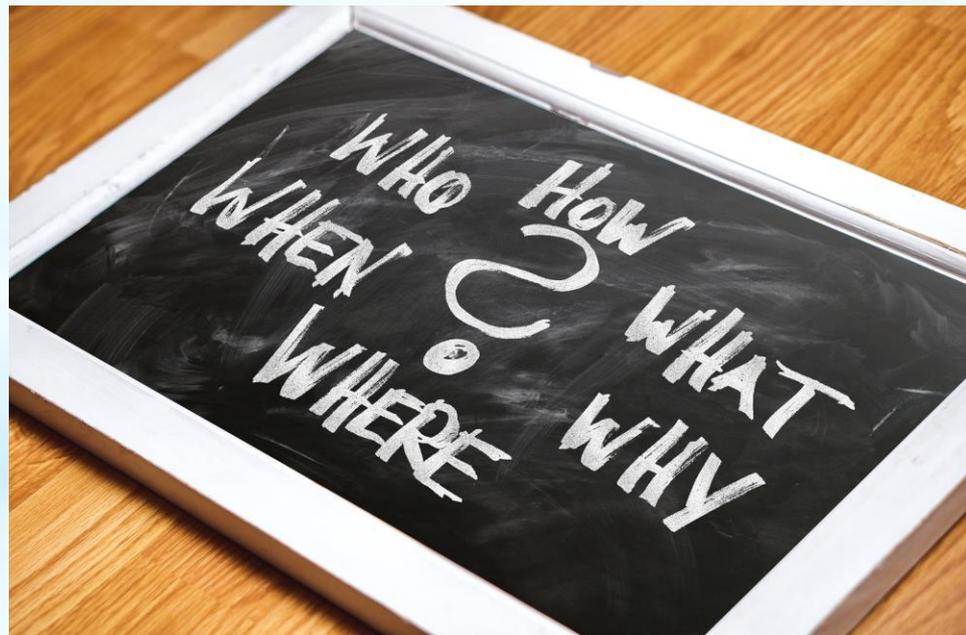
It's All The Same To Me: Equivalence and
Equality



Description

Write a concise, specific description of the essential content of your proposal.

Examine description A and description B. Which is more closely aligned to the proposal submission guidelines and why?





A Tale of Two Descriptions

Session A

Making Assistive Technology Heroes

In this session, we will model ways to access the CCSSM through the use of low, mild, and high tech tools and resources.



A Tale of Two Descriptions

Session B

Facilitating Productive Classroom Conversations Using Desmos Activity Builder

Experience a Desmos activity through a student lens and learn how to use the teacher dashboard and classroom conversation toolkit to facilitate individual and collaborative student thinking. Participants will learn how the Desmos Activity Builder can help you implement dynamic lessons and use pre-built activities from Desmos itself and its user community. Bring a device to maximize your participation.



Participant Learning

Participant Learning is limited to 1,000 characters (including spaces).

Include an **explicit** description of the **learning outcomes**.

Please also provide an **overview** on how **time** will be allocated during this presentation.



Overview of Time

1. Hook: video of students engaging in content (5 min), illustrating learning possibilities among a class of diverse students.
2. Description of social justice framework used (10 min). This includes assumptions, pedagogical strategies, description of students and educator, curriculum modifications, student performance history, interaction of educator and families, etc.
3. Sharing of impactful vignettes, anecdotes and surprise findings. Strengths of the pedagogical model are also discussed - affirming student identity, collaboration, cultural representation in mathematics. (10 min)
4. Interpretation of preliminary results and implications for further study (5 min)



Focus on Math



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



Let's Try It!

Understanding Place Value: When 97 is More Than $90 + 7$ - Pre-K - 2

Workshop

What are the big ideas students need to understand to have a deep and flexible knowledge of place value? How can teachers assess and support the development of such understanding? What does it look and sound like? We will examine student thinking via work samples, dialogue, and activities that promote a deeper understanding of place value in K - 2.

List four words you would use in the Focus on Math section for this workshop.

Use the link to share your response.



Which Session Type?

	Burst	Session	Workshop
Time	30-minute Presentation	60-minute Presentation	75-minute Presentation
Purpose	Allows speakers to quickly convey information on a specific topic or idea	Allows speakers to convey information about multiple topics or broad ideas in lecture format	Allows speakers to engage participants in an interactive environment
Room Set	Room is set with round tables .	Room is set either theater or classroom style.	Room is set with round tables for interaction.
<p>Note: Specific capacity charts will be available on the Speaker Information Page once acceptances have been sent out. Presentation formats cannot be changed without withdrawing your proposal and resubmitting. We will be unable to make changes to room sets once scheduled.</p>			



Interactive Workshop



How will you use the provided tables to create an interactive workshop? Be explicit about what participants will do together at tables.



Interactive Workshop

Examine the two statements. Which statement provides an **explicit** account of what participants will do together at the tables?

Use the link to share your response.





Interactive Workshop



Statement 1:

In this workshop, participants will be actively engaged in hands-on activities. Round tables that facilitate collaboration and cooperative work are needed to address the presentation objectives. The measurement activities and games presented in this workshop are designed to offer students opportunities to not only work as individuals, but to also work collaboratively with peers using partner and group activities.

Participants will be expected to actively engage in partner and group activities to encourage and facilitate engagement and to model the work that participants will do with their students. Participating in the activities will allow teachers to collaborate with others to differentiate activities based on their students' needs.



Statement 2:

A variety of manipulatives will be used to model instructional strategies and developmentally appropriate practice, and facilitate student understanding as participants engage in a variety of standards-aligned mathematics activities. Activities include using measurement units to: describe measurable attributes of objects, compare & order objects based on an attribute, and measure & estimate the lengths of objects using various measurement units.

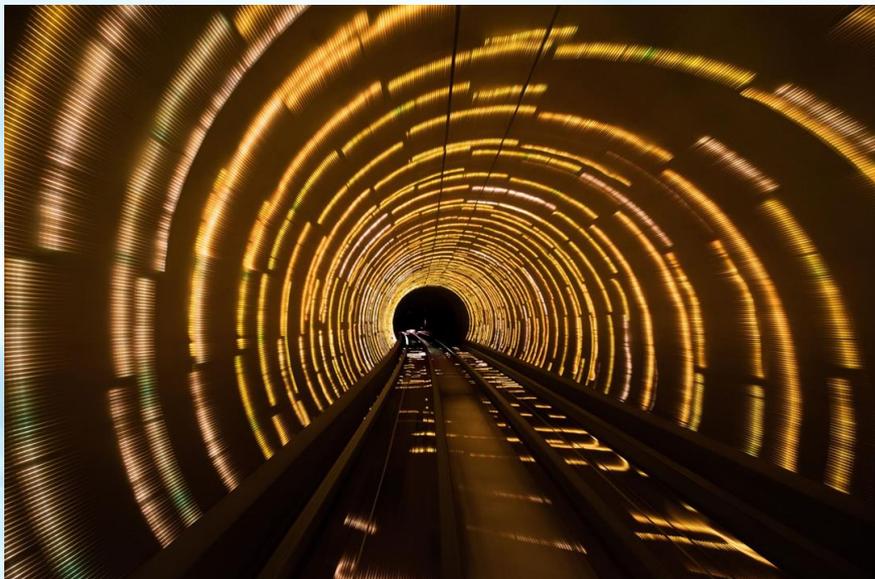


Equity Statement

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. This section is limited to 500 characters (including spaces).



No Short Cut



More than access to
devices or curriculum

More than belief that all
kids can learn

Evidence of commitment
to change



Tips for Presenting

Here are things you shared that you liked about PD you have attended.



Make a Lesson Plan

Don't wing it! It's like teaching a class!

- Map out what you are planning on doing before you start. What timing do you want to try to use?
- What questions do you want to be sure to ask?
- What answers are you looking for? What do you anticipate hearing?



Create a positive learning environment

Start by walking around the room and meeting people. If possible, make a seating chart of several people.

Do you want to have music playing as participants enter? Do you want something on the screen to engage participants before session starts?



In Person or Virtual?

How can you bring the things in your presentation to life in person or virtually?



Keep participants engaged

- Participants are active learners
- Wearing the student hat
- Concrete goals that are clearly articulated
- Practical to classroom (realistic)
- Knowledgeable presenter
- Sharing resources



Avoid these

- Talking at the participants

- Fluff – this is fun, but isn't connected to student learning, teaching improvement, or teacher well-being

- No connection to classroom practice

- Sales pitch

- Not allowing participants the chance to experiment, discuss, and share thinking



Your classroom experiences are important for improving the profession

Your students are amazing and have work and ideas you can share

You have tried things to increase student involvement, address current issues, promote diversity, use technology – your peers want to know what you've done

You are an expert at what you do



What Questions Do You Have?

We'll take questions from Chat



Thanks for being here!

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