



# **Back to School Recommendations**

*Available at  
[Nctm.org/backtoschool](https://nctm.org/backtoschool)*



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# Four Sets of Recommendations

- K-12 classroom teachers
- Mathematics leaders
- Building and district administrators
- Families

**Back to School**

Classroom Teachers

**Back to School**

Building or District Administrators

**Back to School**

Math Leaders

**Back to School**

Families



## For each set...

- Recommendations
- Resources
- Webinars



# Advocating for No Standardized Testing for 2020-2021

- Equity
- Time
- Finances



# Recommendations for K-12 Classroom Teachers

Back to School

Classroom Teachers



# General

1. Ensure a strong focus on high-quality mathematics instruction.
2. Addressing student concerns and questions to the current state of events.
3. Advocate for yourself and your students.
4. Practice good self-care.



# General

5. Establish effective communication with families.
6. Provide opportunities for students to explore mathematics.
7. Utilize the 8 Effective Mathematics Teaching Practices as well as the 9 Equitable Mathematics Teaching Practices.
8. Develop a culture of formative assessment.





# Plan/Prepare Instruction for Remote and Face-to-Face Teaching and Learning

1. Translate effective classroom teaching into online strategies.
2. Use technology to promote classroom discourse.
3. Be strategic about the physical arrangement of the learning environment.



# Plan/Prepare Instruction for Remote and Face-to-Face Teaching and Learning

4. Create plans for working with/disinfecting shared tools.
5. Consider using virtual manipulatives (see [list from myNCTM](#)).
6. Be mindful of and actively support socialization in remote settings.



# Considerations for Addressing Missed Content

“Coverage” is rarely learning.

1. Collaborate with colleagues to ensure vertical articulation.
  - Attend to progressions of key concepts.
  - Seek out effective curricular resources.



# Considerations for Addressing Missed Content

2. Deeply engage students in doing mathematics rather than merely “covering” the content.
3. Start teaching your grade level content and fill in the missed content, in context, along the way.



# Considerations for Addressing Missed Content

4. Focus on creating positive mathematical identity at beginning of year.
5. Help identify students for implementing effective tier 2 and tier 3 interventions.



## 2 Resources

- *2020-2021 Priority Instructional Content in English Language Arts/ Literacy and Mathematics* from Student Achievement Partners
- *Addressing Unfinished Learning After Covid-19 School Closures* from Council of the Great City Schools