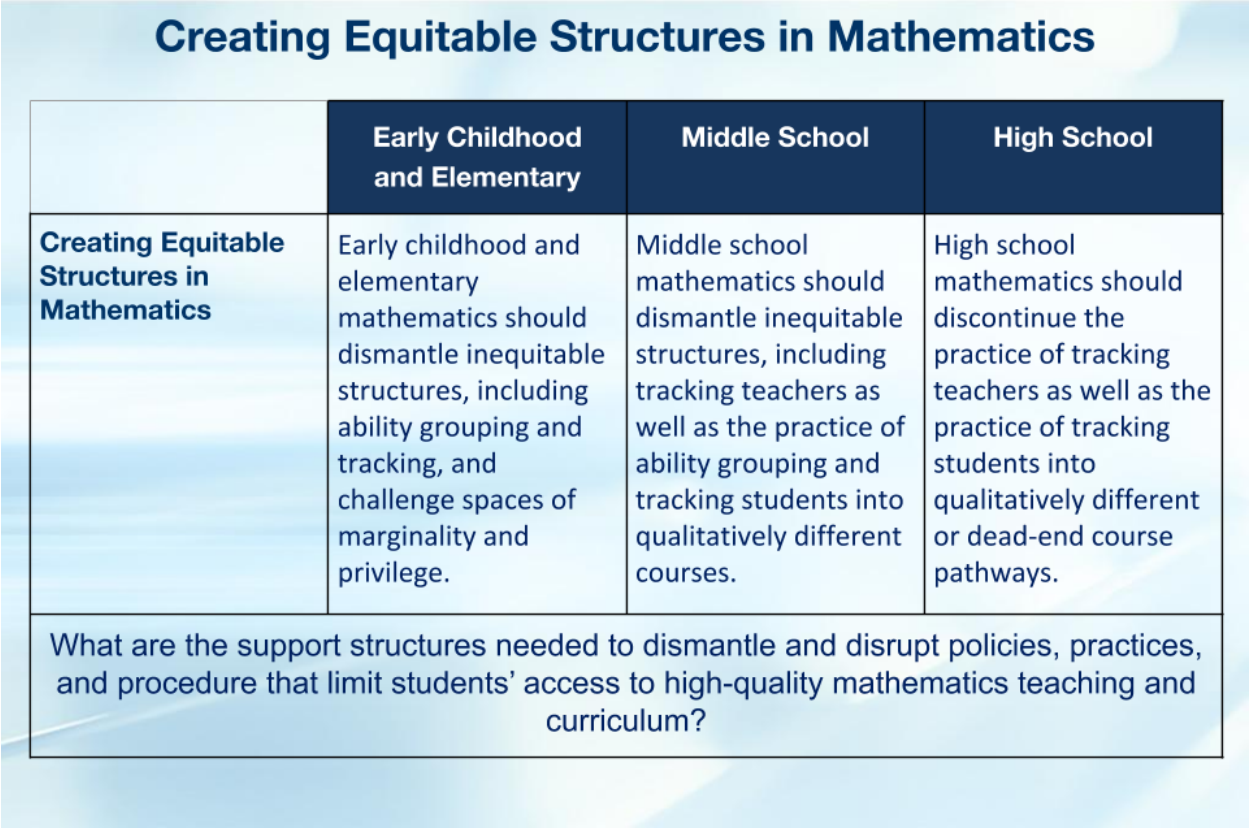
NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS
CELEBRATING 100 YEARS

#nctmchange



As a special ed teacher in a city we do not have enough expert math teachers. In the 7th grade we have students entering with 5th grade skills. We need the elementary grades to get the students on grade level

Deepen connections between families and school
Listen to what families' hopes and dreams are for their children
I
We need to have more conversation and collaboration between general education, special education and EL teachers. We need to shift the mindset and belief that all students belong to all staff. Eliminate "my students/your students". Eliminate tracking but provide PD about how to best meet the needs of all students.

I believe we need to remove the distinction between Special Education and General Education
Please begin sharing your ideas below:

- Many teachers and administrators believe that offering "easier" or below grade level tasks and content is the just way to teach students who have gaps in their learning. Perpetuating a cycle of students being "below grade level," even at the elementary level.

Create support for on-grade level classes for student who not successful in the moment so that all can be successful.

There is a need to communicate that remediation is not effective practice. This is typically presented under the well intended guise of “giving kids what they need.”

How can we convince all stakeholders that students need heterogeneous groupings -- no honors vs standard vs inclusion “levels” of courses
Multiple access points - low floor and high ceiling - for each lesson

Educating parents, teachers, and other staff about the “harm” can occur when inequitable practices are in place.

I am new to teaching Math to my 4th grade students, so the greatest help to me would be some consistent and effective teaching professional development and practices to help me effectively instruct my students, help them improve and grow consistently, and bring them to their appropriate grade level.

How do we get teachers at the HS leve, when teachers may not be prepared to handle untracking - the instructional strategies necessary, and how this may “bore” students - not because of diversity - but because teachers lack the understanding of how to deal with these types of students.

The belief that early childhood math and primary mathematics is “easy.”
That students who need additional support should receive “pull-out” instruction rather than general education with an added layer of support (Tier 2 intervention with high quality Tier 1 instruction).

Belief that in order to serve our highest achieving students we must separate them into a specific pathway.
PLC’s so that teachers can be collegial and help each other.

Offering different levels of a course (honors, CP or slower paced) sometimes leads to tracking.

Nervous about teachers being able to differentiate for students in mathematics

Detracking when the tracking system has been in place for more than 25 years.

I am a new math leader at my elementary school next year. So I am reviewing what is in place this summer and will work with the leadership team to review what works and implement new structures based on NCTM and district goals.

In our district we have removed tracking from 7th grade and made Algebra a ‘choice’ for students and families at 8th grade.
Involve all stakeholders in conversations about current trajectories and implications of them.

Create support for on-grade level classes for student who not successful in the moment so that all can be successful.

Math coaches to support elementary teachers in particular with the implementation of effective mathematics teaching practices and to help with content deepening for teachers. We teach the way we were taught, and too few of us have had the opportunity to learn in an environment that we want for every child.

Inform parents and community of a better way to teach mathematics that does not involve tracking - especially for “high” students.

One thing that would be helpful is if there were a reliable Curriculum that we could trust to help us guide out students. NCTM should consider making their own.

When hiring teachers, we need to make sure some teachers are willing to change old ways of thinking about math.

Professional learning opportunities for all stakeholders (teachers, administrators, etc.) to support necessary structural changes needed to de-track

Ks with multiplieLearn math to the hig
hest levels.

Detracking math classes. Inclusive classes.

hire a more diverse workforce because research shows that students (all of have them have better outcomes,especially students of color), partly because expectations are higher.

More diverse workforce

Support from school committee, administration, and parents
Class size

As a high school mathematics teacher I appreciate the different levels or students being grouped by ability expectation. I am here for others to convince me why it is not a good idea to group students on ability. If you have proper prerequisite guidelines I feel that it is beneficial for students to be grouped with students that have similar ability to move the pace of the curriculum and to have an expectation to plan according to ability.

Multiple level

Create support for on-grade level classes for student who not successful in the moment so that all can be successful.

High-quality, ongoing teacher education to give educators alternatives to some of the current practices in place.

First, I believe that as educators we must help students see themselves as mathematicians. Providing feedback and monitoring for progress within each lesson, unit, etc.

Curric
10.2 Day 2 HW

To set high expectations for all learners and to support them in reaching these

We need online access available for all students!!

I believe that we should make sure that there are academic support or special education educators outside and in the classroom that can provide small group or one-on-one instruction in any difficult material. That way, students can have access to different perspectives of the material being taught in the classroom. Furthermore, it can make communication and collaboration between teachers or even between teacher and students more effective.

Teaching through tasks that are

We need to dismantle institutional racism as a component of education as a system. Closing the opportunity gap means pulling down the current culture of education and the inherent inequities associated with it. However, it's important to keep in mind that we are up again 2, 3 maybe 4 thousand years of racism in western civilization. There is a tremendous amount inertia against this work and it's going to take more that one generation to "eat this elephant". Systematic interactions of all four components is certainly a good step in this direction.

I think we need to give students opportunity to work in small groups and work with their peers.

We need online access for all students!!
We need to be able to have students of all abilities within one classroom so that the instruction is equal and holding all students to the same level of rigor.

Bridge the "digital divide."

Create support for on-grade level classes for student who not successful in the moment so that all can be successful.

I think we also need to make sure the curriculum is equitable, possibly represents their culture.

At the elementary level, there are many teachers who do not have deep conceptual understanding themselves..

I think that we need to understand that not all students are in the same socio-economic status and to ensure they get same opportunities

A growth mindset from our teachers that all students can succeed at mathematics

Special educational needs more and an easy strategy and special curriculum for special needs.

In high school all teachers should work with multiple levels of mathematics. Promotes vertical understanding and quality instruction for all.

Create support for on-grade level classes for student who not successful in the moment so that all can be successful.