Understanding and Reframing “Learning Loss” in Mathematics

Goals, Policies, and Practices for Strengths-Oriented and Equitable Solutions

4/12/2021
Moving Forward to 2021-2022

As we consider the impact of the 20-21 school year, ASSM, NCTM and NCSM are considering next steps to support mathematics teachers and leaders to best prepare for the 2021-2022 school year.

* Required

What state/province is the place of your employment? *

Your answer

Who do you directly support in your role? Select all that apply. *

- [ ] PK-12 students
- [ ] Teachers at a building level
- [ ] Teachers at a district level
- [ ] Teachers at a regional level
- [ ] Teachers at a state/province level
- [ ] Pre-service Teachers

Joleigh Honey
ASSM President

Mona Toncheff
NCSM President
What concerns or challenges emerge as you are thinking about the implementation of the mathematics curriculum?
What structures to support learning for students and faculty are you considering as you plan for the 21-22 school year?
Are there other issues you are grappling with as you move into the 21-22 school year?
What resources/support might you need from professional organizations for the 2020-2021 school year?