



# **Back to School: Building or District Administrators**

*NCTM Task Force*



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# Panel Members

- Members of the task force:
  - Robert Berry, University of Virginia, NCTM Past President
  - Barb Dougherty, University of Hawai'i
  - W. Gary Martin, Auburn University
- Darwin Mills, Principal, Newport News (VA) Public Schools
- Christina Lincoln-Moore, Assistant Principal, Los Angeles Unified School District
- Cathy Martin, Associate Chief of Academics, Denver Public Schools



# Who Are You? (Zoom poll)



# 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

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Math Leaders

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Families



## Each Set Includes:

- Recommendations
- Resources
- Webinars

[www.nctm.org/backtoschool](http://www.nctm.org/backtoschool)



# Advocating for No Standardized Testing for 2020-2021

- Equity
- Time
- Finances



# General Recommendations

- Grouping students
  - **Resist the urge to group and track students based on their access to education during the pandemic.**
  - **Continue to work towards detracking students. (See Catalyzing Change for additional information.)**
- School climate
  - **Recognize that relationship building is more crucial now than ever before- many students and teachers have experienced trauma and disruption during these unprecedented times.**



# General Recommendations

- Mathematics instruction
  - **Involve your mathematics teachers in plans for what mathematics instruction should look like in the fall and beyond.**
  - **Recognize that some teachers may not seek out the needed support and will need to be encouraged to do so.**
  - **Encourage and support teacher collaboration and provide professional development and time to plan both horizontally and vertically to ensure student success.**



# General Recommendations

- Communicate with families of students about plans for the support students will receive both academically and emotionally.
  - Listen to families and students.



# Addressing Missed Content

## The issue:

- How can teachers compensate for the gaps in learning that may have occurred given the early closure of most schools Spring Semester 2020?

## The non-solution:

- Superficially “covering” the missed content will not prepare students for future mathematics learning.
- Students need to engage with mathematical processes and practices to build the mathematical knowledge and identity/agency they need for future success.



## Recommendations for Addressing Missed Content

- Rather than retreating to teach standards that were not addressed last year, work to address the needed learning, in context, as much as possible.
  - Example: Begin the unit on ratios in Grade 7 by addressing the Grade 6 standards on reasoning with ratios, then extend to the Grade 7 content on unit rates.
- Support teachers in building on students' strengths rather than focusing on perceived deficits.



# Recommendations for Addressing Missed Content

- Rather than focusing on grading and other summative assessments, emphasize formative assessment to guide instructional decision making.
  - *Note: Using formative assessments to make summative judgments (grades) undermines their usefulness.*
- These are uncharted times, and we need to understand where our students are and what they need.
  - Support teachers in this area as they are the ones who are the experts in assessing what their students understand.



# Panel Discussion

We will begin with some questions for the panelists to address.

We will then move to your questions:  
Submit your questions to the Q&A.



# Questions for Discussion

What steps are you taking to ensure that your teachers are continuing to effectively collaborate?



# Questions for Discussion

What support are you providing for your teachers and instructional coaches that will lead to instruction aligned with the eight Effective Mathematics Practices?



# Questions for Discussion

How are you conveying to teachers that issues around “catching up” missing content from last spring are not just about covering the content but must continue to build depth of knowledge?



# Questions for Discussion

How are you working to build a common commitment to high-quality mathematics instruction among teachers, parents, and students?



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# Your Questions



# Recommended Resources

- *Catalyzing Change* series
- *Principles to Action*
- NCTM Research Briefs
- NCTM Position Statements



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# Thank You for Your Participation!