

NCTM ANNUAL MEETING & EXPOSITION 2019

April 3-6 | San Diego



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

*Empowering the
Mathematics Community*

Justification Toolkit

Making the case for support of travel, funding, and time off—especially in times of tight budgets and reduced staff—to attend any conference requires a solid understanding of the potential benefits of attending. NCTM’s conferences are not just an opportunity for you to improve your instructional practice and gain ready-to-use teaching and assessment strategies. They are also an opportunity to benefit the professional development of your colleagues, supervisor, and district. Use this toolkit to help define and clearly communicate these benefits in order to make the case to attend.

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Why You Should Attend

NCTM's conferences are a great opportunity to expand both your local and national networks, and they can help you find the information you need to prepare your pre-K–grade 12 students for college and career success. Classroom teachers, administrators, math coaches, supervisors, college professors, and preservice teachers can all benefit from the sessions and learning at this event.

Participants attend these conferences to—

- improve their knowledge and skills with high-quality professional development and hands-on activities;
- gain insights by connecting and sharing with like-minded educators;
- collect free activities that will keep students engaged and excited to learn; and
- learn from industry leaders and test the latest educational resources.

Expenses & Benefits

Beyond fulfilling your personal professional development goals, you can rightly claim that attending NCTM's conferences will also enable you to bring expertise and knowledge back to your school or district. When you propose a conference for approval, be sure to *focus on what you will specifically bring back to your school or district*. You'll also want to connect your responsibilities, goals, and challenges to your conference experience. To help you make a strong case for attending, here are some goals common to our attendees and the ways in which NCTM's conferences meet these goals.

Benefits Worksheet

GOAL	How NCTM's Conferences Support Your Goal
 Gain insight into successful implementation of college- and career-ready standards , including the Common Core State Standards for Mathematics	Meetings feature experts in mathematics education who can help you correlate the Common Core State Standards, as well as other state standards, to your curriculum and give you research-based strategies to assist with implementation. A variety of sessions provide tools to help you make the connections that you can take them back to your classroom.
 Stay on top of current (and future) trends in mathematics education	NCTM's conferences offer concurrent sessions, workshops, and bursts to keep you ahead of the trends in mathematics education. You will gain new and effective intervention methods, refine your assessment techniques, discover the latest technologies, and acquire strategies to address the needs of each and every student—including those considered "high needs."
 Expand your professional network	At these events you'll connect with knowledgeable speakers and session leaders as well as experience exceptional peer-to-peer networking opportunities where you will learn from others and grow your network.
 Keep your students engaged and excited about learning	Experts in mathematics education, who are breaking new ground and witnessing real success in schools across the country, present workshops and sessions to share their insights and strategies.
 Gain fresh ideas and get inspired	Get inspired by keynote speakers and leaders in mathematics education who will stimulate your passion for teaching mathematics.
 Learn about new advances and technologies for the classroom	Talking with vendors can be a great way to access expert knowledge and learn about new products and educational resources. Tour a lively exhibit hall, test the latest educational resources, and collect free activities and lesson plans to bring back to the classroom.
 Bring information back to your school or district	Session handouts are posted and available on the NCTM website after the event. You'll be able to support the investment of time and budget dollars by setting up training sessions or sending out information on your return.

Conference Strands

All presentations are submitted to unique topic strands developed by the Program Committee.

See below for strand titles and descriptions:

Assessment: Eliciting and Using Student Thinking

Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning. Sessions in this strand will include, but are not limited to, determining mathematical goals, developing purposeful ways to elicit student thinking, making sense of student thinking, asking meaningful questions to gain deeper insight into students' understandings, and using what we learn about students' mathematical reasoning to guide our instruction.

Building on Students' Strengths: Practices That Challenge, Engage, and Empower

Sessions in this strand focus on strengths-based teaching and learning practices for engaging and empowering each and every student. Sessions include, but are not limited to, designing and implementing instruction that affirms students' identities as humans and as authors of mathematics, challenges students to solve rigorous and worthwhile mathematical tasks that are relevant to them, amplifies students' voices and mathematical ideas, supports collaborative classroom communities, and leverages mathematics as a sense-making tool for personal and social change.

Professionalism & Advocacy

Who we are as professionals evolves throughout our careers. Whether participating in our first professional learning community (PLC) or stepping onto the national stage, we turn to our colleagues for professional support, and they turn to us. Sessions in this strand will meet you where you are on your journey as a teacher, learner, and advocate for mathematics education. Sessions will provide you with the ideas and tools necessary to continue evolving. Expect opportunities to learn about collaborative learning experiences, mentoring, coaching, social media, and how to become an effective advocate for our profession and our students.

Beyond the Classroom Walls: Empowerment, Access, and Equity

The Empowerment, Access, and Equity strand will focus on policies, strategies, and practices that support or impede access to the highest quality of mathematics teaching and learning with fair and impartial opportunity. This strand will look within and beyond the classroom to interrogate systemic barriers and explore ways to intentionally disrupt and dismantle them. Sessions can include policy advocacy and attitudes, practices, and belief systems to empower students who have not historically seen themselves as knowers and doers of mathematics.

Creating Inclusive Classrooms: Meeting the Needs of Each and Every Student

What should we consider when thinking about creating vibrant, inclusive, and inviting classroom communities? How do we genuinely make space for full participation and meaningful contributions from each and every student? Sessions in this strand will focus on giving teachers concrete strategies to support and empower the wide range of students to fully engage and excel. Sessions in this strand may address Response to Intervention (RTI), Multi-Tiered Systems of Support (MTSS), inclusion, multilingual education, gifted programming and instruction, and other forms of differentiation and strengths-based support strategies.

Building Mathematical Knowledge for Teaching

Building your mathematical knowledge for teaching involves both content and pedagogical knowledge. Sessions in this strand will take a participant through the decisions a teacher makes to teach a given topic. Sessions include, but are not limited to, using and connecting mathematical representations, building procedural fluency with a foundation on conceptual understanding, using technology to visualize and understand mathematical ideas, enhancing teacher content knowledge, and finding ways to articulate a topic across grade levels.

Enhancing Mathematical Thinking through Reading, Writing, Speaking, and Listening

Students regularly communicate in math class, but how can pre-K–12 teachers ensure that this communication is *mathematically* purposeful? Sessions across this strand will explore how to encourage students to engage in expressive and receptive discourse in ways that further their mathematical thinking as well as how teachers can plan for this important aspect of instruction. Participants will explore various ways to strengthen students' ability to prove, justify, explain, explore, argue, and reason through the utilization of various strategies, tools, and/or technology.

For the Love and Joy of Mathematics

Doing mathematics has the potential to be enjoyable, exciting, and awe-inspiring. Having positive experiences learning mathematics motivates future learning. Sessions in this strand are focused on the joy of doing mathematics. They may include doing math for math's sake, ways to inspire our students to see the beauty of mathematics, and how we craft ways to share the joy with our colleagues.

Expenses Estimate

Conference expenses are affected by a number of factors. Use the following worksheet to help you develop a cost estimate for attending your selected conference. Be prepared to compare the expenses against your benefits worksheet in order make the case for attendance.

Expense	Guideline	Cost
Conference Registration		\$
Preconference Workshop Registration (<i>if applicable</i>)	Optional fee, separate from conference registration.	\$
Flight	Estimate using a travel service	\$
Lodging	NCTM has negotiated discounted conference rates for hotel accommodations. Room rates for the Annual Meeting start at \$269* per night. <small>*Tax not included.</small>	\$
Transportation	Estimate using a travel service. Be sure to include transportation to and from the airport to the hotel. If driving, remember to include estimated parking costs and mileage reimbursement.	\$
Food Per Diem		\$
		TOTAL \$

Opportunities to Save

There are a number of ways you can save on your conference attendance. Here are two options to explore:

- If you register by the early-bird registration date, you can **save up to \$80 per person!**
- NCTM offers a discounted rate for a group of five or more attendees from the same institution. Register a group to **save 15% on each registration.**

Registration Rates

	Early-Bird Registration Register by: March 8, 2019	Regular Registration Register by: April 2, 2019	On-site Registration Begins April 3, 2019
Discounted NCTM Member Registration Rates			
Premium	\$355	\$390	\$424
Essential	\$405	\$445	\$485
Emeritus & Life Members	\$275	\$295	\$315
Student Member	\$203	\$223	\$243
Student Member One-Day	\$172	\$189	\$206
Group*	\$430/registrant	\$475/registrant	\$515/registrant
Nonmember Registration Rates			
Nonmember Full Registration	\$507	\$557	\$606
One-Day Nonstudents	\$374	\$394	\$414
Student Nonmember	\$253	\$273	\$293
Nonteaching Guest	\$275	\$295	\$315
Group* (nonmember)	\$430/registrant	\$475/registrant	\$515/registrant

*Register a group of five or more and receive a 15% discount off the individual nonmember rate!

Testimonials

Hear what past attendees have said about NCTM in-person meetings, conferences, and events:

“The energy, the high level of participation, the spirit, and getting together with so many people. It’s just wonderful.”

“When I read blogs or look at different schools throughout the country and then see that they are going to be here, to be able to meet those people and connect with them in person—that really is an exciting thing.”

“You’re exposed to so many different ideas from so many different places and things that I have never even considered. Especially when you look around and see people incorporating different things in their own individual ways it’s like, ‘Oh, I can use that too.’”

“If you’re a new teacher, I think coming to the NCTM Annual Meeting is a huge deal. Just to see what’s out there . . . see the different exhibits, hear different speakers—it gets you inspired.”

“It’s so awesome and great to be around so many like-minded people who want to do well for their students, and we’re all teaching the same content and we all have the same goals in mind.”

“Having the opportunity to take an idea and go back to my classroom on Monday and be able to use it, that’s been the most valuable thing for me.”

“If you’re thinking about going to the Annual Meeting next year, definitely go. You’ll be able to talk with your peers, people who have knowledge about mathematics, research, research knowledge, practitioner knowledge . . . You’ll be able to find what you’re looking for.”

“I will go to every workshop, every session I can starting at 7:00 a.m. in the morning!”

Justification Letter

Dear Educator,

We have prepared the following letter to assist you in garnering support from your principal or district leader to attend an NCTM Conference. Feel free to customize the document to help "make the case" for your attendance.

Dear <Colleague>,

At the NCTM 2019 Annual Meeting & Exhibition in San Diego, California., educators at all levels will be brought together to enhance their professional skills, knowledge, and careers. I would like to attend this event, which is scheduled for April 3–6, 2019, to learn best practices central to implementing college- and career-ready standards.

To meet my professional development goals, I am seeking approval for the registration fee, travel expenses to the conference, and minimal food expenses during the conference. The detailed cost breakdown is listed below.<Insert your expense estimate numbers here>

Conference Registration _____

Preconference Workshop registration (if applicable) _____

Flight _____

Lodging _____

Transportation _____

Food per diem _____

Total estimated conference cost of _____.

By attending this conference, I will be able to select presentations (sessions, bursts, and workshops) from the following topic strands that are specific to my grade level:

- Tools and Technology: Using Technology to Effectively Teach and Learn Mathematics
- Access, Equity & Empowerment: Teaching Mathematics with an Equity Stance
- Purposeful Curriculum: Cultivating Coherence and Connections
- Teaching, Learning, and Curriculum: Best Practices for Engaging Students
- Assessment: A Tool for Purposeful Planning and Instruction
- Professionalism: Learning Together as Teachers
- Mathematical Modeling: Interpreting the World through Mathematics
- Emerging Issues and Hot Topics

My participation in this program will complement our school's objectives, and I plan to return with resources to share what I've learned with my peers, and to give our students the tools they need to succeed.

Thank you in advance for your consideration.

Sincerely,

<Your Full Name>