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NEWS RELEASE

NCTM Provides Guidance for Teachers, Administrators and Families Planning for the Fall

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Reston, Va. — July 27, 2020 — As teachers, school leaders and families prepare for the coming school year, the [National Council of Teachers of Mathematics \(NCTM\)](#) is providing guidance, resources and support to determine how best to educate our students as we continue to navigate the impact of COVID-19.

The [NCTM Back to School](#) resources were developed by a task force of mathematics teachers and district leaders from across the country and Canada to support decision-making and concerns being experienced in many communities. Back to School builds from NCTM's earlier work, [Moving Forward: Mathematics Learning in the Era of Covid-19](#), developed in partnership with [NCSM Leadership in Mathematics Education](#).

NCTM has developed recommendations for district administrators, math leaders, classroom teachers and families. The guidance supports those responsible for math teaching, learning, and policy to create equitable opportunities for each and every student through rigorous and engaging math learning. Some recommendations include:

- No standardized testing for the 2020–2021 school year
- Strategies for learning missed content
- Planning and preparing for remote teaching and learning, both synchronous and asynchronous, as well as face-to-face instruction

As the pandemic shuttered schools, NCTM and its members were looking for ways to collaborate and prepare to teach in the new online environment. NCTM launched the [100 Days of Professional Learning](#) on April 1, 2020. In just three months, NCTM has engaged with a quarter of a million educators from all 50 states and Canada.

NCTM is also hosting free Back to School webinars starting today through Thursday, July 30, 2020. The webinars will focus on topics such as understanding what math learning should look like, supporting the mental health of teachers and students and creating structures and policies to meet the needs of each and every student in math.

The Back to School resources also include guidance for

- school and district administrators, as they support underserved students, who may have been adversely impacted by the move to online learning,
- math leaders, as they work to consider where to invest time and resources,
- teachers, as they consider how address lost learning moving forward, and
- parents, as they determine how to best support their children as they learn math.

“There are many uncertainties right now,” said NCTM President Trena Wilkerson. “We are continuing to collaborate and listen to teachers. At the heart of their concerns are how they can best do their job of continuing to engage students in learning meaningful mathematics in this new environment. We know that schools will look different for math teachers in California compared to those in Texas or New York, and we are looking to share guidance that will help. We believe there are ways to create environments where students see themselves as doers of math, understand math and know how to use it.”



"We know teachers are having to orient themselves to new environments and circumstances," said Nevels Nevels, NCTM Task Force member and Mathematics Curriculum Coordinator, Hazelwood School District in Florissant, Missouri. "As we embark on an unprecedented time in education, the Task Force seeks to provide educators with resources and guidance for this next chapter, and whether it is distance, hybrid or in-person, the approach will have to be supported and informed to best engage all students."

Additional resources include:

- [*Moving Forward: Mathematics Learning in the Era of Covid-19*](#)
- [*Catalyzing Change: a series that looks at policies, practices, and issues that impact mathematics education*](#)
- [*Principles to Actions: guidance for teachers, mathematics coaches, administrators, parents and policymakers*](#)

For more information about NCTM's Back to School recommendations visit www.nctm.org/backtoschool/.

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About the National Council of Teachers of Mathematics

The [National Council of Teachers of Mathematics](#) celebrates 100 years as the public voice of mathematics education, supporting teachers to ensure equitable mathematics learning of the highest quality for each and every student through vision, leadership, professional development and research. With 40,000 members and more than 200 Affiliates, it is the world's largest organization dedicated to improving mathematics education in prekindergarten through grade 12. NCTM is dedicated to ongoing dialogue and constructive discussion with all stakeholders about what is best for students and envisions a world where everyone is enthused about mathematics, sees the value and beauty of mathematics, and is empowered by the opportunities mathematics affords.