

The National Council of Teachers of Mathematics (NCTM) recognizes that as a building or district administrator, you are incredibly busy planning for the many potential scenarios of the beginning of the 2020-2021 school year. Below are some recommendations for what mathematics education should look like during the next school year. NCTM will also have recommendations for your mathematics leaders as well as your mathematics teachers.

No Standardized Testing for the 2020-2021 School Year

- Equity: With so many students having inadequate access to education during the pandemic, the results would highlight opportunity gaps rather than learning.
- Time: The time spent taking and preparing for standardized tests would be better spent teaching concepts and building students' mathematical reasoning.
- Finances: Many districts are facing huge financial cuts. Money spent on standardized testing could be spent elsewhere to help avoid some painful cuts in services that directly benefit students.

General Recommendations for Building and District Administrators

- Resist the urge to group and track students on the basis of their access to education during the pandemic. Continue to work toward de-tracking students. (See *Catalyzing Change* for additional information.)
- Involve your mathematics teachers in plans for what mathematics instruction should look like in the fall and beyond.
- Understand that relationship building is more crucial now than ever before. Many students and teachers have experienced trauma and disruption during these unprecedented times.
- Recognize that some teachers may not seek out the needed support and will have 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.
- Communicate with families of students about plans for the support students will receive both academically and emotionally. Also listen to families and students.

Recommendations for Addressing Missed Content

- Support teachers in building on students' strengths instead of focusing on perceived deficits.
- Rather than merely retreating to teach standards that were not addressed last year, work to address the needed learning, in context, as much as possible.
- Also remember there is more to learning, re-learning, or catching up than just "covering" the content. "Coverage" is rarely learning. Students need to engage with mathematical processes and practices to build the mathematical knowledge, identity, and agency required for future success.
- Instead of focusing on grading and other summative assessments, emphasize formative assessment to guide instructional decision making. These are uncharted times, and we must understand where our students are and what they need. Support teachers in this area; they are the experts in assessing what their students understand.

Resources

- *Catalyzing Change* Series
 - [Executive Summary](#)
 - [Publication and Resource Guides](#)
- [Publication and Supporting Resources](#)
- *Principles to Actions: Ensuring Mathematical Success for All*
 - [Executive Summary](#)
- [NCTM Research Briefs](#)
- [NCTM Position Statements](#)

Webinars from 100 Days of Professional Learning

- May 26: “*Catalyzing Change* across All Grade Levels: Opportunities and Challenges”
- May 27: “*Catalyzing Change*: An Overview of the 4 Key Recommendations for Early Childhood and Elementary Mathematics”
- May 28: “*Catalyzing Change in Middle School Mathematics: Initiating Critical Conversations* Centered on the 4 Key Recommendations”
- June 18: “Promote Equitable Teaching Practices AND Focus on Content and Connections—Don’t Settle for Only One!”
- July 30, 2020: “Opportunities and Challenges at District and School Levels: Making Back to School and Teaching Mathematics Work for All Students and Teachers”