



NCTM and Its Affiliates: Working Together

# 70TH DELEGATE ASSEMBLY PROCEEDINGS

*Thursday, April 4, 2019  
San Diego, California*

Joanie Funderburk, Chair of the NCTM Membership and Affiliate Relations Committee (MARC) presided over the Delegate Assembly. Funderburk introduced MARC members and gave a brief progress report on the issues/suggestions brought forth during the 2018 Delegate Assembly.

NCTM President Robert Q. Berry introduced the NCTM Board of Directors and delivered the President's Report, which included updates on the Council's activities. Following his report, Berry made presentations to Affiliates.

### **LEADERSHIP CIRCLE 2019–2022 MEMBERS**

Twelve Affiliates submitted their membership list for comparison; one (1) Affiliate qualified to become a Platinum level Leadership Circle Member based on 65% of its members who are also current members of NCTM. The Affiliate was presented a banner and certificate of membership by Berry.

#### **Platinum Members**

1. Association of Mathematics Teacher Educators

### **STUDENT AFFILIATES**

Four (4) new Student Affiliates were acknowledged during the Delegate Assembly. Berry presented charter certificates to the two Student Affiliates listed below:

1. Iowa State University Equipping Math Teachers
2. Binghamton University Student Council of Teachers of Mathematics (New York)
3. University of Arkansas Council of Teachers of Mathematics Student Organization
4. Mathematics Student Leadership Team at the University of Alabama at Birmingham

### **AFFILIATE PUBLICATION AWARDS**

Berry presented a plaque to three (3) Affiliates that qualified as winners of the 2019 Publication Award. This was the first year to have a winner in the special publication category.

1. **Association of Teachers of Mathematics in New England**  
Publication: *New England Mathematics Journal*  
Editor: Beverly J. Ferrucci
2. **Saskatchewan Mathematics Teachers' Society**  
Publication: *The Variable* (Newsletter)  
Editors: Ilona Vashchyshyn and Nat Banting
3. **California Mathematics Council**  
Publication: *Math at Home* (Special Publication)  
Editor: Paul Giganti, Jr.

## 2019 CAUCUSES SUMMARY BROUGHT TO THE DELEGATE ASSEMBLY

Each Regional Caucus had the opportunity to bring one or two important issues/suggestions to the Delegate Assembly. The issues/suggestions from each Caucus and a brief rationale are listed below. The NCTM Membership and Affiliate Relations Committee (MARC) will review and forward these issues/suggestions to the appropriate NCTM committee, staff, or Board of Directors for consideration. Responses or any actions taken will be communicated in the *Affiliate News, Summing Up*, and posted on the 2019 Delegate Assembly section of the NCTM website by August 31, 2019.

### **Affiliates-at-Large**

**Issue/Suggestion 1:** Provide a combined Affiliates-at-Large (AAL) information table at conferences where all AALs would have the opportunity to share information, recruit and answer questions about their Affiliate goals and purpose.

**Rationale:** The Affiliates-at-Large have a unique standing with NCTM. As the Affiliates-at-Large are not regionalized, there are current and potential members of the AALs at every annual and regional meeting, no matter where they are held. The AALs also address specific needs of the constituencies (e.g., teacher education, supervisors and coaches, equity, technology) that are likely to be of interest to a wide range of conference attendees. While some of the larger AALs may be able to afford tables at the annual and regional meetings, not all can, creating a significant equity issue. Strengthening AALs floats all boats, and in turn strengthens NCTM membership. Having a central table for all interested AALs to share information and solicit members would be a significant benefit. AALs that would be interested in a standalone table would still have that option if they so choose. We imagine that a durable backdrop with AAL logos would provide a unifying display of the strength and breadth of NCTM AAL.

**Issue/Suggestion 2:** Have NCTM partner with Affiliates-at-Large in their advocacy efforts in order to create a greater impact.

**Rationale:** All of our advocacy efforts can benefit through collaborative work when we bring our memberships together to create larger numbers.

- When NCTM joins or organizes group position/Advocacy statements, offer Affiliates-at-Large the opportunity to comment or endorse the position as appropriate.
- Affiliates at large could be notified as the Advocacy and Legislation site develops in order to generate a collective response.
- This will create an advocacy network in which NCTM and AALs inform one another of emerging issues, policies, and legislation and act collectively as appropriate.

### **Canadian Region**

**Issue/Suggestion 1:** We suggest that NCTM consider developing supplementary resources or supports for NCTM materials that support Canadian Affiliates and Canadian Members in using and implementing NCTM resources.

**Rationale:** Canadian contexts/issues and curriculum are similar but different from American ones. Ensuring vocabulary, grade level and contexts are explained in a manner accessible to Canadians would enable more Canadians to access and benefit.

**Issue/Suggestion 2:** NCTM consider offering Canadian memberships at parity.

**Rationale:** The current exchange rate is prohibitive to Canadian teachers becoming members when school divisions are not paying for memberships.

### Eastern Region

**Issue/Suggestion 1:** The Delegate Assembly should be able to discuss and vote on a proposal to be brought to the NCTM Board of Directors prior to any Board decision being made on the proposal.

**Rationale:** There used to be a process for Affiliates to submit resolutions to be made from NCTM Caucuses in addition to those from the previous Fall (November 1st). The Affiliates request more opportunities to bring issues to the Board. The decision made a few years ago to eliminate Resolutions and only provide suggestions - has eroded the voice of the affiliates.

**Issue/Suggestion 2:** When Affiliate suggestions are made to the NCTM Board of Directors, the progress, decisions, and results should be communicated back to the Affiliates at least every quarter. Perhaps they could be included in the Affiliate Newsletter. Furthermore, the Affiliates should have an opportunity to provide feedback to the Board prior to the Board's decision.

**Rationale:** Previous suggestions have been addressed by the Board and there is even a document that has a record of suggestions from Regional Caucuses. However, this was never directly communicated back to the Affiliates.

### Central Region

**Issue/Suggestion 1:** The Central region recommends that NCTM provides tools/resources and how to implement these tools/resources on both *Catalyzing Change* and the *Taking Action* series.

#### **Brief Rationale:**

- Toolkit about how to talk to administrators and/or parents (being developed by NCTM )
- Train-the-trainer sessions facilitated by MARC for Affiliate Conference Presentations (that includes data that supports the reason for these shifts to convince stakeholders).
- [Book study](#) and modeling the book study

How to communicate these tools?

- Summing Up email to membership including a link for these resources

Affiliate Leadership Conference session

**Issue/Suggestion 2:** Teacher shortages shouldn't mean lowering requirements for math content knowledge classes and math methods classes in university programs for licensure. We see trends in state systems leaning this direction. In order to support changes called for in *Catalyzing Change* and *PTA*, teachers need deep content knowledge. NCTM needs to create a position statement on knowledge needed to teach at the various levels PreK - 12 to support affiliates as they work with legislators.

### **Southern Region**

**Issue/Suggestion 1:** Generate stronger connections between Principles to Actions and Catalyzing Change and provide clarity about the role of each.

**Rationale:** There is a perception of competition. There needs to be clarification about how these two documents connect. How can they be used to support each other? What resources can be generated for affiliate leaders and stakeholders to engage in difficult conversations regarding detracking?

**Issue/Suggestion 2:** Creation of a promotional advocacy toolkit for Principles to Actions and Catalyzing Change with materials that are customized for various stakeholders.

**Rationale:** Principles to Action does have a toolkit for teacher professional development. This recommendation is for the variations that would address different conversations including but not restricted to: teachers, administrators, parents, community leaders, high education leaders, publishers, math leaders, business community, faith-based community, and policy makers.

### **Western Region**

**Issue/Suggestion 1:** NCTM could create and curate more robust, turn-key, professional learning resources, focused at a PLC-level specifically designed for affiliates to use and disseminate.

**Rationale:** High-quality resources may help increase the value professional learning at the state and local levels. NCTM-sanctioned professional learning can and should provide horizontal advancement, and district or state continuing education credit. The PLC format will help align the classroom practices of early-service and of veteran teachers, providing voice for and implementation of new ideas.

**Issue/Suggestion 2:** NCTM should engage in advocacy efforts with stakeholders who are decision-makers with easily accessible media. Consider media that actually reach various stakeholders (such as podcasts, webinars, print material) and whose content is easily accessible to stakeholders (administrators, school board, parents, admissions officers, academic counselors, teachers/professors).

**Rationale:** NCTM can help create better alignment between PK-12 and post-secondary, such as ensuring that college/university admissions criteria align with *Catalyzing Change's* recommended varied high school course pathways.