**Justification Toolkit**

Make the case of why ***you*** should attend the **NCTM 2024 Annual Meeting & Exposition**, which will be held in Chicago this fall, September 25-28. Brush up on your professional development, gain new knowledge to bring back to your classrooms, network with like-minded peers, and much more.

Use NCTM’s justification toolkit to help you define and clearly communicate the benefits of attending.

**This toolkit includes the following:**

* Why You Should Attend
* Benefits Worksheet
* Conference Strands
* Registration Rates
* Sample Justification Letter
* Testimonials

**Attend**

|  |
| --- |
| **Why You Should Attend** |

*The focus on mathematics teaching, learning, and all aspects of mathematics education through targeted sessions by national leaders and master teachers, and collaborations, innovations, and collective work with colleagues—are what make the NCTM Annual Meeting & Exposition the premier event for educators.*

If you’re a classroom teacher, administrator, math coach, supervisor, college professor, or preservice teacher―you will benefit from the sessions and workshops, learning opportunities, and connections available at the NCTM 2024 Annual Meeting & Exposition.

**Professional Development:** Benefit from four days of learning from educational leaders, teachers of math, and experts in mathematics education in a positive and supportive environment. Bring back actionable information and strategies to your school, district, and classroom.

**Networking/Community:** Enjoy the in-depth conversations, collaborative sharing, and camaraderie that happens when you meet in-person with like-minded educators from across the country.

**Exposition:** Discover innovative tools and resources to support your teaching. Meet with exhibitors and get answers to your questions about their products and services. Request additional information or schedule a follow-up.

|  |
| --- |
| **Professional Benefits** |

Beyond fulfilling your personal professional development goals, attending the NCTM 2024 Annual Meeting & Exposition enables you to take the expertise and knowledge you’ve learned back to your school or district. When you submit a request to attend, be sure to ***focus on what you will specifically bring back to your school or district***. Connect your responsibilities, goals, and challenges to your conference experience. Here are some goals common to mathematics teachers and the ways the NCTM 2024 Annual Meeting & Exposition meets these goals.

**Benefits Worksheet**

|  |  |  |
| --- | --- | --- |
| **GOAL** | | **How NCTM Supports Your Goal** |
| ü | Gain insight into how to support students and teachers most significantly impacted by the pandemic. | Meetings feature experts in mathematics education who can use strategies and their experience with research-based methods to address immediate needs and support students and teachers. A variety of sessions provide tools and strategies to support and engage students who are struggling in mathematics learning. |
| ü | 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 support the needs and learning of underrepresented populations. |
| ü | Expand your **professional network** | 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. |
| ü | 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. |
| ü | Gain **fresh ideas** and get inspired | Get inspired by keynote speakers and leaders in mathematics education who will stimulate your passion for teaching mathematics. |
| ü | 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. |
| ü | **Share information with** your school or district | Session handouts are posted and available on the NCTM website after the event so you can support the investment of time and budget dollars by sharing information with your colleagues. |

# Conference Strands

|  |
| --- |
| **Cultivating Collective Brilliance: Co-Creating Equitable Learning Communities** |

Sessions in this strand invite participants on a shared journey into the heart of mathematics, bridging student identity, collective agency, and ways we can broaden our understanding of what it means to do mathematics. In harmony with the conference theme, this strand underscores the power of collectivism in nurturing students’ mathematical identities and fostering equitable teaching environments. Sessions will focus on students, acknowledging their individual brilliance as well as the synergies that arise when they engage in collective mathematical discourse and sense making. Participants will explore effective mathematics routines and instructional practices that will help them facilitate meaningful connections across mathematical ideas with their students. Sessions will delve into strategies and practices for nurturing students’ mathematical identities, encouraging them to bring their unique perspectives and experiences to the learning environment while emphasizing the significance of co-creating identity-affirming learning environments, thereby promoting a sense of collective agency. This strand is a call to action for educators to learn from and with all of their students.

By reimagining our notions of mathematics, sessions aim to broaden both students’ and teachers’ perspectives on what it means to “do” mathematics, creating an inclusive, equitable community of learners.

|  |
| --- |
| **Revolutionizing Assessment: Illuminating the Brilliance of Student Thinking in Mathematics** |

communities.

Transform and reimagine your classroom assessment practices to spotlight the mathematical dreams and brilliance of your students. Sessions in this strand focus on assessment and feedback strategies that unveil the power of student thinking in mathematics and illuminate their learning journey. Sessions in this strand will center on understanding and valuing students’ unique perspectives, fostering a shift in how we collectively think about assessments in our classroom. Participants will be immersed in actionable strategies and creative and innovative methods of assessment that not only advance student learning but also provide teachers with insightful glimpses into the landscape of students’ brilliances. Sessions in this strand aim to illustrate how teachers can leverage and celebrate students’ expertise, promoting assessment as a shared community practice. By stepping into these interactive sessions, teachers will be given tools for providing timely, educative, and constructive feedback as well as opportunities to delve into asset-based assessment practices

|  |
| --- |
| **Digital Empowerment: Harnessing Technology for Mathematical Engagement** |

Sessions within this strand explore a variety of cutting-edge technological tools and strategies that encourage active learning. Participants will discover effective methods for using technology to engage students, capture their imagination and mathematical insights, and promote collaboration. Teachers will learn how to effectively harness technology in their classrooms to create vibrant learning communities with active engagement and collaboration, where students are not just consumers but active creators, serving as an extension of their cognitive effort. Sessions will showcase how technology can serve as a platform for students to express their mathematical identities, ideas, and interactions with peers as well as deepen their engagement with learning mathematics. Sessions in this strand invite teachers to collectively navigate this exciting digital landscape, illuminating the mathematical dreams and brilliance of their students.

|  |
| --- |
| **Expanding Teachers’ Content Knowledge to Recognize Students’ Brilliance** |

Students enter the classroom imbued with a wealth of mathematical wisdom. Their potential, however, can remain untapped if we are not attuned to their unique ways of thinking, knowing, and doing mathematics. Sessions in this strand will invite participants to walk in their students’ shoes, adopting the lens of a learner with a vibrant mathematical identity deeply engaged in mathematical content. By delving into mathematics from this fresh perspective, teachers can broaden their understanding of diverse learning approaches within the content, leading to a richer, more inclusive learning environment. Sessions in this strand will empower participants to deeply understand students’ emerging mathematical brilliance through a detailed examination of student work and engagement in authentic classroom settings.

|  |
| --- |
| **Fostering Teaching Practices to Nurture Opportunities for Students to Shine** |

Imagine a mathematics classroom where students determine possible ways to solve problems, debate the validity of one another’s approaches, and deepen their understanding of the content and sophistication of solutions on the basis of their peers’ ideas. Sessions in this strand will help participants make the dream of promoting students’ positive mathematical identities and sense of agency over their learning a reality through the exploration and examination of innovative teaching practices. The ways in which the pedagogical approaches can promote equitable learning opportunities will be addressed through the use of video, audio, and other ways that student voices shine

|  |
| --- |
| **Registration Rates** |
| The most up-to-date rates can be found [online](https://www.nctm.org/chicago2024). |

|  |
| --- |
| **Sample Justification Letter** |
| Personalize and use this draft letter to help gain approval to attend the NCTM 2024 Annual Meeting & Exposition. We recommend downloading this portion as a word document to modify and share with your supervisor. |

<Date>

**Request to Attend the NCTM 2024 Annual Meeting & Exposition**

Dear <Colleague>,

At the NCTM 2024 Annual Meeting & Exposition in Chicago, educators at all levels will come together to enhance their professional skills, knowledge, and careers. I would like to attend this event, which is scheduled for September 25-28, 2024, to learn best teaching practices to build a strong foundation of deep mathematical understanding and further our mathematics instruction for each and every student.

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.

Conference Registration \_\_\_\_\_\_

Preconference Workshop registration (if applicable) \_\_\_\_\_\_

Flight \_\_\_\_\_\_

Lodging \_\_\_\_\_\_

Transportation \_\_\_\_\_\_

Food per diem \_\_\_\_\_\_

Total estimated conference cost of \_\_\_\_\_\_.

At this event, I will select presentations (sessions, bursts, and workshops) specific to my grade level from the following topic strands:

* Cultivating Collective Brilliance: Co-Creating Equitable Learning Communities
* Revolutionizing Assessment: Illuminating the Brilliance of Student Thinking in Mathematics
* Digital Empowerment: Harnessing Technology for Mathematical Engagement
* Expanding Teachers’ Content Knowledge to Recognize Students’ Brilliance
* Fostering Teaching Practices to Nurture Opportunities for Students to Shine

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.

Sincerely,

***<Your Full Name>***

|  |
| --- |
| **Testimonials**  **From NTCM 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!”**