



## GUIDELINES & INSTRUCTIONS

### **REQUEST FOR PROPOSALS**

43<sup>rd</sup> NCSM Annual Conference

Monday, Tuesday, Wednesday

April 11-13, 2011

Indianapolis, IN

### **“On Track for Student Success: Mathematics Leaders Making a Difference”**

2011 Conference Coordinator: Cathy Carroll, [ccarroll@wested.org](mailto:ccarroll@wested.org)

2011 Program Chairperson: Sandie Gilliam, [sandie.gilliam@coloradocollege.edu](mailto:sandie.gilliam@coloradocollege.edu)



**Proposals MUST be submitted online by Midnight, June 7, 2010, CST**

#### GENERAL INFORMATION

NCSM is an international organization promoting leadership in mathematics education. Sessions should be of interest to mathematics leaders and connected to the theme of the Conference and strands listed below. NCSM encourages speakers to provide for audience participation whenever possible.

#### STRANDS FOR THE 2011 NCSM ANNUAL CONFERENCE

1. Assessment of Students/Assessment of Teaching
2. Developing Coaches/Developing Teachers
3. Teaching & Learning
  - Curriculum for Students/Curriculum for Teachers
  - Equity
  - Differentiated Instruction
4. STEM (Science, Technology, Engineering, & Mathematics)

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## STRAND DESCRIPTIONS FOR THE 2011 NCSM ANNUAL CONFERENCE

### 1. Assessment of Students/Assessment of Teaching

Mathematics leaders have the responsibility to help teachers develop the knowledge and skills necessary to ensure accurate monitoring of student learning and adjustment of teacher instruction for every student on a daily basis. Consider such questions as the following:

- What professional learning activities help leaders and teachers design and implement formative and summative assessments for improved student learning?
- What current research and best practices (including technology) inform these decisions?
- What assessment strategies are important for learners from diverse backgrounds or learners not achieving at proficiency?
- What assessment discussions and decisions are important for the work of professional learning communities?
- How can National Board Certification or using teacher portfolios impact school improvement?

### 2. Developing Coaches/Developing Teachers

Coaching and Professional Development are important ways to support and encourage teachers for education reform in enhancing mathematics teaching and learning in their classrooms. Consider such questions as:

- What professional learning activities help leaders and teachers design and implement worthwhile mathematics curriculum?
- What successful coaching programs are currently active in your school or district? What data supports the success of your program?
- What professional learning designs and opportunities help coaches become more effective in their work?
- What is the current research and best practices on the coaching process for improving mathematics instruction?
- How can the coaching process help teachers who teach students from diverse backgrounds or students not achieving at proficiency?
- How will your presentation help mathematics leaders to begin or improve a current coaching program?
- Improving mathematics content knowledge of teacher – what does it look like?
- How can NCSM's PRIME Leadership Framework support the work of mathematics coaches?

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## 3. Teaching & Learning

- Curriculum for Students/Curriculum for Teachers
- Equity
- Differentiated Instruction

Mathematics leaders have the responsibility to help teachers develop the knowledge and skills necessary to ensure high-level relevant and meaningful mathematics in every lesson and provide access to that mathematics for every student. Consider such questions as the following:

- What curricular designs are important for students of diverse backgrounds?
- What curricular designs are important for students not achieving at proficiency?
- How can current research and best practices (including technology) inform the decisions made to design lessons that provide students access to meaningful and grade-appropriate mathematics?
- What curricular discussions and decisions are important for the work of professional learning communities?
- What are good models for curriculum for teachers (pre-service and in-service) and how are they used?
- How can math leaders work with student teachers and schools of education to support and enhance both mathematics content and pedagogical knowledge on the part of the student teacher, cooperating teacher, and the students?
- How can math leaders support teachers in using Response to Intervention (RtI) strategies?

## 4. STEM (Science, Technology, Engineering, & Mathematics)

President Obama announced a campaign to enlist companies and nonprofit groups to spend money, time and volunteer effort to encourage students, especially in middle and high school, to pursue science, technology, engineering and math. In April, Mr. Obama, speaking at the National Academy of Sciences, promised a “renewed commitment” that would move the United States “from the middle to the top of the pack in science and math over the next decade.” To achieve this goal, Mr. Obama talked of “forging partnerships.” Consider such questions as the following:

- How will your presentation help math leaders forge a partnership with business to increase STEM discipline outcomes in graduating seniors?
- How can we “educate to innovate”?
- What are the systemic implications to increased attention to STEM in K-12 education?
- What does it take to have a STEM-focused magnet school?
- Where is the future of STEM education?

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**Proposals will be reviewed by a Proposal Review Committee using the following criteria:**

- Involves topics important to leaders in mathematics education
- Integrates current research and best practices (including technology) in mathematics education
- Addresses the educational needs of diverse populations
- Involves audience participation
- Appropriate for the strand selected
- Previous speaking experience of the lead speaker

## **Session Types:**

There are three session types:

- Regular Sessions (60 minutes)
- Extended Sessions (90 minutes)
- Double Sessions (120 minutes)

## **Audience Grade-Level Bands:**

- Primary (PK – 2)
- Intermediate (3 – 5)
- Middle (6 – 8)
- Secondary (9 – 12)
- College; General

**Proposal Deadline: Midnight, June 7, 2010, CST.**

**Please note:** The online proposal process will not be available after this date.

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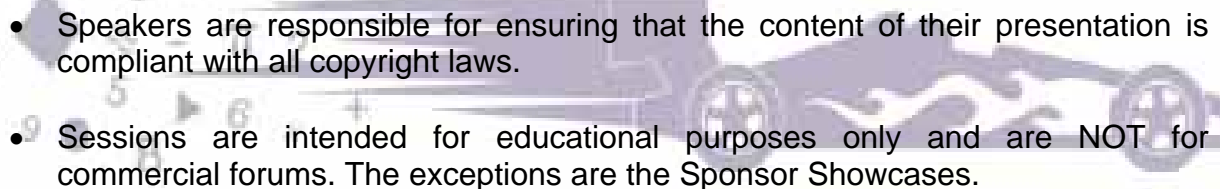
## Policy and Procedures

The NCSM Annual Conference attendees are in professional positions that provide leadership to teachers of mathematics across all grade levels including college. Therefore, the focus of your presentation should be on leadership and the specific knowledge and skills needed to improve opportunities for every student to achieve at high levels in mathematics.

### Speaker Registration Fee for 2011:

The first speaker listed for each regular and extended session and the first two speakers listed for each double session can register for a discounted fee, provided they are or become current NCSM members. This means that dues must be paid at least through April 30, 2011. Changes in lead speakers will be accepted through December 1, 2010. Facilitators of Special Interest Groups do not qualify for this discount.

### Presentation Content:

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- Speakers are responsible for ensuring that the content of their presentation is compliant with all copyright laws.
  - Sessions are intended for educational purposes only and are NOT for commercial forums. The exceptions are the Sponsor Showcases.
  - Speakers should refrain from specific product endorsement.
  - Under no circumstances should your session be used for promotional purposes or for monetary self-interest.

### Financial and Registration Policies for Regular, Extended, Double Sessions, Sponsor Showcases, and Special Interest Groups:

- NCSM does not pay speaker expenses (including airfare, hotel, honorarium or presentation materials).
- The Conference registration fee is reduced for the NCSM member who is the first speaker listed for each regular session and extended session.
- The Conference registration fee is reduced for the NCSM members who are the first two speakers listed for each double session.

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- The Conference registration fee is reduced for all NCSM past-presidents who participate in the past-presidents' collaboration sessions.
- Special Interest Group facilitators must register and pay the full Conference registration fee.
- Non-members of NCSM who are Conference speakers can choose one of the following: 1) become a NCSM member and pay the reduced registration fee or 2) pay the non-membership registration fee, which does not include membership.

### Notifications:

- You will receive confirmation of your proposal submission by email.
- You will receive notification of the status of your proposal by October 31, 2010.

