



GUIDELINES & INSTRUCTIONS
REQUEST FOR PROPOSALS

Proposals MUST be submitted online by Midnight, June 1, 2012, PST

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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.

On the following pages you will find a list of the conference strands, descriptions and guiding questions for each of the strands, proposal review information, and speaker policies/procedures. Please read through the entire document before completing the online proposal submission.

PRESENTER BENEFITS

- The first speaker listed for each regular and extended session and the first two speakers listed for each double session are eligible for a discounted registration fee, provided they are or become NCSM members, as of April 30, 2013.
- Recognition as a mathematics leader
- Connect with new colleagues

Important Dates

April 26, 2012

Proposal submission site opens

June 1, 2012 at Midnight

Proposal submission site closes

September 15, 2012

Provisional acceptance or decline notification

September 30, 2012

Deadline to agree or decline provisional acceptance invitation

November 1, 2012

Deadline for speaker registration

November 15, 2012

Speaker deadline for changes to program

January 13, 2013

Speaker database online

February 15, 2013

Speakers informed of room, capacity, and equipment reserved

**Reaching the PEAK of Mathematics Leadership:
Guiding Teaching to Support Student Learning
2013 NCSM Annual Conference Strands**

- 1. Practices that Support Coaches:** Theoretically-Informed and Research-Based Practices for Content and Pedagogy
- 2. Equity for Each Learner:** Equitable Practices to Engage and Build Student Mathematical Knowledge
- 3. Assessing what Counts:** Assessment Practices that Lead to New and Different Pathways for Deeper Levels of Understanding
- 4. Knowledge for Leaders to Support a Strategic Infrastructure for Student Learning:** Leader Practices that Build Full Knowledge for an Infrastructure to Support High Mathematics Achievement



Notifications

- Confirmation of receipt of your proposal will be sent by email.
- Notification of the status of your proposal will be sent by September 15, 2012.

STRAND DESCRIPTIONS and QUESTIONS

The strand descriptions and guiding questions are designed to identify some of the key issues and ideas that are important to mathematics education leaders within each strand, and thus, to help proposers both select the appropriate strand for their session and to craft the session description.

1. Practices that support coaches:

The focus is on theoretically-informed and research-based practices that support mathematics coaches of content and pedagogy. Consider what practices teacher leaders and support coaches can use to reach the depths of knowledge for every student through the Common Core Standards and Practice.

- What are some of the research-based and theoretically-informed practices to support coaches for mathematics content and pedagogy?
- What will reach the depths of knowledge for every student through the common core standards and practice?

2. Equity for each learner:

The focus is on equitable practices that will support administrators, coaches, teachers, and parents to engage and build student mathematical knowledge. Consider how leaders will support teachers to provide each student with relevant and meaningful mathematics experiences and in what ways they can facilitate erasing inequities in student learning.

- What equitable practices encourage teachers and students to value and respect the work of all members of the classroom community and to believe that all students can make important contributions?

- Which practices empower all students to build a relationship with mathematics that is positive and grounded in their own cultural roots and history?
- What strategies can teachers use to encourage students to share their thinking, listen to others, and support and contribute to the community's learning?
- How will different solutions, interpretations, and approaches that are mathematically sound be celebrated and integrated into class deliberations about problems?
- How will all members of the classroom group accept responsibility to engage with and support one another throughout the learning experience?

3. Assessing what counts:

The focus is on assessment practices that do more than measure a person's achievement and then assign new and different pathways to understanding at deeper levels. Consider how mathematics leaders can facilitate every teacher to use student assessments to inform teacher practice and student learning.

- What changes will be needed for assessment to move from summative assessments that measure overall achievement, to a supportive role of formative assessment leading to action plans, for both teacher and student?
- How do we move away from assessment for the purpose of grading and ranking toward assessment as part of the construction of knowledge that reflects the diversity in curriculum and the learners?
- What supports do teachers need to help students make inferences about learning based on information from observing and questioning?
- What strategies and techniques will teachers use to support questioning, student self-questioning, and use of higher-order questions?
- What samples of various reporting formats are there for formative assessments?

4. Knowledge for leaders to support a strategic infrastructure for student learning:

This focus is on all administrators and mathematics teacher leaders (coaches) to have full knowledge of how to create an infrastructure that supports high achievement of mathematics learning for all students. Consider steps that administrators and teacher mathematics teacher leaders can take to ensure high quality mathematics instruction and how will they develop their Standards for Mathematical Practice as described in the Common Core Standards.

- What steps could administrators and teacher leaders take to ensure high quality mathematics instruction?
- What supports might administrators and mathematics teacher leaders need to be advocates of high quality mathematics instruction?
- How will mathematics teacher leaders support classroom teachers in developing their Standards for Mathematical Practice as described in the Common Core State Standards?

PROPOSAL REVIEW INFORMATION

At least two members of the Proposal Review Committee will review each proposal using the criteria listed below. It is the responsibility of the proposer to ensure that her/his proposal addresses these criteria.

- Proposal clearly indicates that session:
 - Addresses the intent of the strand selected
 - Aligns to one or more of the guiding questions from the strand
 - Involves topics important to leaders in mathematics education
 - Integrates current research and effective practices in mathematics education
 - Addresses the educational needs of diverse populations
 - Involves audience participation
- Lead speaker provides documentation of previous regional, state, provincial, or national speaking experience

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 1, 2012 (PST)

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



SPEAKER POLICIES and PROCEDURES

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

Speaker Registration Fee for 2013:

- The first speaker listed for each regular and extended session and the first two speakers listed for each double session are eligible for a discounted registration fee, provided they are or become NCSM members. This means that the speaker's dues must be paid at least through April 30, 2013.
- Facilitators of Special Interest Groups do not qualify for the registration discount.

Presentation Content:

- 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 to be used as commercial forums. (The only exceptions to this 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 or an honorarium.
- 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 NCSM members who are the first two speakers listed for each double session.
- 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 full non-membership registration fee.

Changing Your Proposal from a Provisional to Accepted Presentation

EACH PROPOSAL MUST

- Enter the title and session description for inclusion on the web schedule and in the printed conference program
- Include all co-presenters in the proposal
- Enter one email address for inclusion in the online and printed conference programs for attendees who want to follow-up
- Identify all audio visual equipment needed for the presentation

Presentations with “provisional” acceptance have from September 15 until September 30, 2012 to confirm the information outlined below:

In order to move your acceptance from “provisional” status to “accepted” status the following must be completed:

EACH LEAD SPEAKER MUST

- Confirm acceptance of the date, time, and AV Selection for your presentation
- Confirm presenter details:
 - Speaker names
 - Employers/Affiliations
 - Employer City, State, Country
- Accept listed videotaping or audio taping terms for the session, if requested
- Register for the conference by November 1, 2012

After these steps have been completed, you will receive a final confirmation of your placement on the program.