

CONFERENCE ATTENDANCE  
APPLICATION FORM

Submitted Date: 5/4/2022

TO: Mr. Kevin Stull, SUPERINTENDENT  
Garrard County Board of Education

I hereby request permission to be absent for my school duties in order that I may attend the following meeting or conference:

Date of Conference: 09/28/2022 - 09/30/2022

Location of Conference: Los Angeles, California

Purpose:

(A) Staff Development Yes How?

- NCTM's Annual Meeting and Exposition is a great opportunity to learn about the latest topics and trends in mathematics education. I will improve my knowledge and skills by attending high-quality sessions and workshops. I will have the opportunity to connect and share with educators from around the country.
- I am excited and honored to be invited to be a presenter and represent our school, county, and state at the national level. (See attached email)

(B) Position Requirement No How?

Does this request directly relate to the Comprehensive School/District Improvement Plan? Yes How?

- At GCHS, our big rocks for the 2022-2023 school year include a balanced assessment plan and rigor. One of NCTM's strands at the conference is to "position assessment to promote equitable practice and support student learning." I can attend workshops under this strand to help GCHS develop assessments that gain insights into student thinking. Sessions will focus on utilizing feedback to empower students and determining next steps in instruction. Another strand focuses on "developing deep mathematical understanding." I will seek out sessions that help me learn new strategies for ensuring we are teaching to the rigor of the standards and helping students build a strong mathematical foundation.

Sponsoring Agency NCTM 2022 Annual Meeting and Exhibition

Expenses Involved	Conference Registration	\$313 (speaker discount)
	Hotel (2 nights)	\$746.14
	Flight	\$500 (approximate)
	Mileage to and from airport	\$26.80 (67 miles @ \$0.40 mile)
	Food (\$30 per day for 3 days)	\$90

Will the Board be billed directly for registration and/or lodging? No If yes, please attach a Request to Purchase along with your conference form to obtain a Purchase Order Number.

Will you pay for the expenses and request reimbursement? Yes

Will another employee attend this activity? No If yes, did you share transportation? NA

If did not share, why? NA

\*\*\*\*\* (Must be completed to get approval for conference attendance) \*\*\*\*\*


Expenses Paid By: Title 2

Fund Account #: 000 218 0338/0581/0585/0586 40/J

Substitute Needed: Yes 9/28/22-9/29/22 NO       

Employer Name: Joanna Stevens

School/Location: Garrard County High School

Approved:  Date: 5/5/22  
(School Principal/Supervisor)

Approved: \_\_\_\_\_ Date: \_\_\_\_\_  
(Superintendent)

REV: 07/01/20



Joanna Stevens &lt;joannahstevens@gmail.com&gt;

---

## 2022 Los Angeles Annual Meeting Proposal Status Notification

---

noreply-ai@communitybrands.com <noreply-ai@communitybrands.com>  
To: joannahstevens@gmail.com

Sat, Apr 23, 2022 at 11:46 AM

Dear Joanna,

Congratulations! On behalf of the NCTM 2022 Los Angeles Annual Meeting & Exposition Program Committee, I am pleased to inform you that your proposal, "Creating The Room Where It Happens - Developing and Fostering a Classroom of #DreamChasers" has been accepted. The Los Angeles Annual Meeting "One Mathematics, Many Voices: Sharing Our Collective Stories of Rehumanizing Mathematics Teaching and Learning" will be Wednesday, September 28 – Saturday, October 1, 2022. The proposal was accepted with you as the Lead Speaker.

Step 1 by 5/13/2022

Accept or Decline

Accept or decline the invitation to speak at <https://www.nctm.org/annualspeaker/> by 5/13/2022. Log-in to the Speaker Ready Room using your NCTM username and password used at the time of submission.

If you accept the Los Angeles NCTM Annual Meeting speaking opportunity, please move on to Step #2.

If you decline the Los Angeles NCTM Annual Meeting speaking opportunity, you do not need to register for the Annual Meeting.

Step 2 by 6/30/2022

Register as a Lead Speaker <https://www.nctm.org/annualspeaker/>

The Speaker Registration site will close June 30th. You will need to register for the Annual Meeting as a lead speaker and pay the discounted \$313 lead speaker registration rate.

Click the Lead Speaker Registration button and login under lead speaker registration using your nctm.org username. Co-speakers do not need to accept the speaking invitation and should register through attendee registration.

Co-speakers do not need to accept the speaking invitation and should register through attendee registration.

Please note, it is the Lead Speaker's responsibility to share all necessary presentation information you receive from NCTM with your co-speakers.

As Lead Speaker, you must complete steps 1 (confirming your intent to attend) before May 13, 2022 and step 2 (registering for the Los Angeles Annual Meeting) by June 30, 2022 or your presentation will be removed from the program. Before accepting, please confirm you can attend. Be sure to arrange your work leave, substitutes (if applicable), and financial support at this time.

The Speaker Information Page serves as a portal for all information related to speakers. Visit this website regularly for information regarding co-speakers, reimbursement policies, onsite procedures, and more. <https://www.nctm.org/annualspeaker/>

Since your proposal was accepted with you as the Lead Speaker, if you are unable to attend the Atlanta Annual Meeting, please email [ConferencesDept@nctm.org](mailto:ConferencesDept@nctm.org) to let us know. Please do not send a replacement lead speaker in your place.

Your generous sharing of ideas and materials will provide rewarding professional development experiences for attendees at the NCTM 2022 Annual Meeting & Exposition in Los Angeles. Thank you for your support of this NCTM program! I look forward to your presentation.

Sincerely,  
Mike Flynn,  
Los Angeles Program Chair

## 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 2022 Annual Meeting & Exposition.

**Professional Development:** Benefit from four days of learning from educational leaders, master teachers, 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 get face-to-face 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 2022 Annual Meeting & Exposition enables you to take expertise and knowledge 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 2022 Annual Meeting & Exposition meets these goals.

### Benefits Worksheet

GOAL	How NCTM 2022 Supports Your Goal
✓ Gain insight into how to support students and teachers most significantly impacted by the pandemic.	Meetings feature experts in mathematics education who can 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.
✓ Stay on top of <b>current (and future) trends</b> 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.
✓ Expand your <b>professional network</b>	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.
✓ Keep your students <b>engaged and excited</b> 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.
✓ Gain <b>fresh ideas</b> and get inspired	Get inspired by keynote speakers and leaders in mathematics education who will stimulate your passion for teaching mathematics.
✓ Learn about <b>new advances and technologies</b> 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.
✓ <b>Share information</b> 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

### **BROADEN THE PURPOSES OF LEARNING MATHEMATICS**

Our personal stories have never been more important in giving us a sense of identity and belonging in our fragile and changing world. They have become needed catalysts and levers to reexamine the purposes of learning mathematics for all our students. Sessions in this strand will not only support the critical emergence of anti-racist math education but will also examine the universal and historic themes of joy and wonder that have crossed all cultures, civilizations, and socioeconomic situations. Mathematics must be seen through a prism that refracts all its possibilities and enchantments. Through powerful narrative, we can ensure that all our students can find their unique voice and purpose in learning mathematics

### **CREATE EQUITABLE AND ANTI-RACIST STRUCTURES IN SCHOOLS AND SYSTEMS**

Educational policies that have the power to shape students' experiences, opportunities, and outcomes must be interrogated and revised as we strive for equitable and anti-racist schools. Presentations in this strand will look beyond the structures of the classroom to explore ways to intentionally disrupt systemic barriers to success so that we can ensure high-quality mathematics instruction for all learners. Sessions may focus on strategies for advocating for or effecting change within national, state, district, or school policies and practices. We also welcome presenters to share approaches and lessons learned by educators in advocating for themselves, students, colleagues, or larger communities.

### **DEVELOP DEEP MATHEMATICAL UNDERSTANDING**

NCTM positions the development of deep mathematical understanding as a key lever in anti-racist teaching because a deep understanding of fundamental concepts provides access to other disciplines and prepares students to understand and critique their world. Sessions in this strand will model teaching practices that help build a strong foundation of deep mathematical understanding, use the history of mathematics to support students in reimagining their own mathematical futures, and share tasks that provide rich problem-solving environments for all students.

## **IMPLEMENT EQUITABLE MATHEMATICS INSTRUCTION**

The effective use of inclusive practices can be told through stories that show how intentionality, thoughtfulness, and care ensure that all students are seen and heard in the mathematics classroom. Sessions in this strand may focus on teaching practices that are anti-racist; nurture students' positive mathematical identities; disrupt systems of oppression by challenging spaces of marginality and privilege within classrooms; respond to and sustain students' cultural and linguistic resources; and foster all students' mathematical agency, belonging, and joy.

## **POSITION ASSESSMENT TO PROMOTE EQUITABLE PRACTICES AND SUPPORT STUDENT LEARNING**

This strand positions assessment in mathematics as a means for eliciting and capturing students' thinking in order to gauge progress toward mathematical understanding and adjust instruction to support and extend learning. It should contribute to students' identities and sense of agency or efficacy. Sessions in this strand will focus on assessment as the vehicle to gain insights into students' thinking, to empower students to use feedback as they continue their own learning, and as a resource for planning next steps in instruction to strategically meet the needs of each and every student.

## **REIMAGINE THE ROLE OF TECHNOLOGY IN MATHEMATICS EDUCATION**

The pandemic put technology front and center in education, and we each experienced our own sets of challenges and successes. How have the last two years affected how we see the role of technology in math education? Sessions in this strand will support our community in taking stock of all that we have learned through the pandemic. They may focus on particular technological tools, best practices for teaching with technology, or design considerations for developing high-quality mathematical tasks and assessments for remote settings. A focus on strategies for cultivating equitable access to technology is encouraged.

## **TEACH EQUITY-CENTERED MATHEMATICS BY ATTENDING TO SOCIAL-EMOTIONAL LEARNING**

The social-emotional needs of students, educators, and caregivers has always been important, but it was especially heightened during the pandemic. What have we learned during the last two years to help us better meet the needs of our school community? How do we ensure we are using best practices that prioritize belonging and agency for all learners of mathematics? Sessions in this strand could include topics such as current

brain research, identity work, establishing positive relationships and their impact on students' learning of mathematics, strategies to decrease stress and promote healing and wellbeing, and supporting the development of the whole child to be successful in mathematics and beyond.

## Registration Rates

The most up-to-date rates can be found [online](#).



## 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!"