

3rd Annual Building Thinking Classrooms Conference Seattle 2025 ~

Call for Presenters

Conference Vision

We, the conference committee, are committed to fostering an inclusive, equitable, and socially just learning environment by broadening access to mathematics for ALL learners. Historically and presently, students and communities have been left out, left behind or erased from math learning and teaching. We are striving to address these inequities through the cultivation of positive mathematical mindsets, a shift to student-centered teaching practices, and the promotion of deep content understanding, with a goal to empower individuals and communities in their mathematical journeys.

We invite you to join us in enacting this vision at this year's BTC Conference.

* Indicates required question

Thank you for submitting a session proposal for the **Building Thinking Classrooms Conference**, which will take place from **June 30 - July 1, 2025** in Seattle, WA.

The proposal submission window will close on **December 13, 2024**. Notifications of acceptance will be sent out by **January 31, 2025**, and speaker confirmations will be due by **February 7, 2025**.

Please note that **only one form should be submitted per presentation proposal**. Each presentation will be allocated a significant amount to reduce the cost of a registration. Thank you for your patience as we finalize this amount.

****Registration opens January 2025.**

Note that we are requiring a video (30 seconds maximum) to be submitted with your proposal.

We invite proposals for workshops that focus on the current BTC research and practices as well as the conference **Vision** and [Strands](#). The program committee will be using the accompanying [Rubric](#) to evaluate proposals. All sessions will be 60 minutes in length.

If you have any questions about your proposal, please contact Nova Katz at MathieMomma@gmail.com.

Contact Information

1. **Lead Speaker name** (as it should appear in the program): *

2. **Lead Speaker Email address** (that you use year-round): *

3. **Lead Speaker Title and Location of Work** (as it should appear in the program): *

Example: Teacher, Great School USD

4. **Lead Speaker Position:** *

Mark only one oval.

- Academic Coach/Specialist/Coordinator
- Department Chair/Teacher Leader/Mentor
- District or Site Administrator
- PreK-12 Teacher
- Post-Secondary Teacher
- Professional Consultant
- Retired
- Other:

5. **List of additional co-speakers** (as they should appear in the program):

Please include title and location of work, and email address, separated by a comma;

Example: Kerry T. Scientist, Elementary Maths Teacher, Prime Number School District, KTSci@pnsd...

6. **Social Media (Optional)**

If you'd like to share your social media handles, please do so here.

PART 1: Written Session Information

7. **Title of Session (100 characters) ***

8. **Short Description of Session (750 characters) ***

Please provide a short description of your session to appear in the conference program.

9. **Learning Outcomes ***

Write the participant learning outcomes of your presentation, including an explicit description of what participants will learn. Please also provide an overview describing how time will be allocated during this presentation.

10. **Detailed Description of Session (1,000 characters) ***

Please provide a detailed description of your session. This description will be used by the program committee in determining which sessions will be offered at the conference.

Include:

How will your session relate to the conference Vision and selected Strands?

How will your session be interactive?

How will you use the most recent & relevant research?

11. **Please select the Strands that align with your proposal. ***

Select 1-2 strands. A printable copy of the Strands is available [here](#).

Check all that apply.

BTC - Connections to Equity and Access: Sessions in this strand can focus on approaches for building thinking classrooms while considering a wide range of student demographics, including but not limited to, students from diverse ethnic/racial backgrounds, emergent multilingual students, IEP-eligible students, neuro divergent students, LGBTQ+ students, or those facing economic disadvantages.

BTC - Launch Practices (BTC chapters 1, 2, 4, and 6): Sessions in this strand can include a focus on: What types of tasks we use; How we form groups; How we arrange the furniture; and When, where, and how tasks are given in a thinking classroom. Typically, these sessions will focus on topics found in BTC chapters 1, 2, 4, and 6.

BTC - Collective Knowledge (VNPS) Practices (BTC chapters 3, 5, 8, and 9): Sessions in this strand can include a focus on: Where students work; How we answer questions; How we foster student autonomy; and How we use hints and extensions in a thinking classroom. Typically, these sessions will focus on topics found in BTC chapters 3, 5, 8, and 9.

BTC - Closing & Individual Knowledge Practices (BTC chapters 7, 10, and 11): Sessions in this strand can include a focus on: How we consolidate a lesson; How students take notes; and What homework looks like in a thinking classroom. Typically, these sessions will focus on topics found in BTC chapters 10, 11, and 7.

BTC - Assessment Practices (BTC chapters 12, 13, and 14): Sessions in this strand can include a focus on: What we choose to evaluate; How we use formative assessment; and How we grade in a thinking classroom. Typically, these sessions will focus on topics found in BTC chapters 12, 13, or 14.

BTC in Other Content Areas: Sessions in this strand can focus on approaches for building thinking classrooms in content areas other than mathematics and should include a focus on one or more of the 14 practices or BTC toolkits.

Connections to Indigenous Education: Session in this strand can focus on approaches for building thinking classrooms in our indigenous communities and should include a focus on one or more of the 14 practices or BTC toolkits.

Fostering Leadership and Community of Building Thinking Classrooms: Sessions in this strand can include raising awareness of the importance of building thinking classrooms, how to build parent support and understanding, how to form partnerships that will advocate for thinking classrooms to be accessible to ALL students, and building the leadership capacity and empowerment of teachers who are building thinking classrooms.

BTC - Classroom Reflection: Sessions in this strand can focus on your implementation and reflections of your journey. Please focus on how you have used the 14 practices or BTC toolkits.

BTC Using Specific Textbooks, Programs, and Resources: Sessions in this strand can focus on using a specific resource to build a thinking classroom. Please focus on how to use this resource to support one or more of the 14 practices or BTC toolkits.

Cultivating Leadership in Thinking Classrooms: This strand emphasizes the vital role of leadership in fostering and sustaining thinking classrooms. Sessions will focus on strategies for school and district leaders to support educators in implementing the 14 practices of Building Thinking Classrooms (BTC). Participants will explore methods to inspire collaborative cultures, facilitate professional development, and create systems that prioritize thinking classrooms.

12. **Target Audience ***

Please indicate the target audience for your session. Select **only** those that apply.

If selecting "**General Audience,**" do not also select other options.

Check all that apply.

- General Audience
- Academic Coaches, Coordinators, and/or Specialists
- Site and/or District Administrators
- Department Chairs, Teacher Leaders, and/or Mentors
- PK - 2 Teachers
- 3 - 5 Teachers
- 6 - 8 Teachers
- 9 - 12 Teachers
- Post-secondary Teachers
- Professional Consultants

13. **BTC works in many settings, tell us about your school, district, and the people * that you serve.**

PART 2: Video Session Information

Just as learning is not about mimicking, presenting is not about writing a proposal. Take this opportunity to showcase your passion, expertise, and unique approach to your topic. Use this as a way to capture the nuances of your presentation - what do you want to tell us that the written medium is not capturing?

Please provide a 30-second (maximum) video overview of your session. The focus of your session should be clearly communicated, including the key takeaways and any relevant information from Peter's most recent research.

Feel

free to **showcase** your presentation/ communication skills! Please note that slides should *not* be included.

The video quality is not a factor in the selection process, and editing is not necessary. These videos will only be viewed by the proposal team and will not be shared further.

You can either provide a public link to your video or upload a video file below.

Note: Submissions without a video will not be considered.

iPhone Submission Instructions:

1. Record your video using the front-facing camera.
2. Click "Upload" below.
3. Select the video from Photos on your iPhone or other iOS device to upload it.

14. **Option 1: Link to Video**

Insert a hyperlink to a video, ensuring it is shared publicly.

15. **Option 2: Upload Video File (CONVERT TO FILE UPLOAD)**

Max file size 1 GB

Files submitted:

Room Logistics and Setup

Please select your preferred room set-up. Please note that rooms will be typically set up in a "BTC Classroom set-up" with chairs. "Rooms with Tables" is intended for hands-on sessions focusing on use of manipulatives.

Room set-up needs can not be guaranteed.

16. **Preferred Room Type ***

Please note that room types cannot be guaranteed.

Mark only one oval.

- BTC Classroom: chairs only
- Room with Tables (VNPS's available)
- Any of the above

17. **Technology Special Requests**

Please list any specific technology requests you might have.

Note: Speakers are responsible for bringing their own laptop, dongles/connectors, etc.

18. **Additional Information**

Please share any additional information that would help the program committee ensure the conference is welcoming and comfortable for you. This may include any specific accessibility needs or accommodations you require.

Additional Support (Optional)

Mentorship & Feedback

If you are not requesting a Mentorship & Feedback Cycle, please skip to the next Section.

We are dedicated to ensuring this conference is welcoming to and inclusive of all prospective attendees and presenters. If you are a **First Time Speaker**, we are offering Feedback and/or Mentorship on the proposal process. This opportunity is intended to increase access for First Time Speakers in effectively communicating their ideas in the proposal to increase acceptance. This may provide support, for instance, if proposals have not been accepted in the past.

Indicate below if you would like to be considered for this either Mentorship or Feedback. Resubmissions are only available to those who are accepted and participate in the Mentorship & Feedback Cycle.

Mentorship will provide the opportunity to meet virtually with an experienced speaker who will assist in providing feedback on your proposal.

Feedback will provide the opportunity to be given written feedback which can be used to revise your proposal.

If you are accepted for a Mentorship & Feedback Cycle, resubmissions will be due no later than **January 10, 2025**.

19. **Select all that are true for the Lead Speaker:**

Skip if not requesting Mentorship or Feedback

Check all that apply.

- I have never presented at a conference
- I request Mentorship and agree to meet with my assigned Mentor
- I request Feedback on my proposal
- I understand my submission will be judged on the second submission due no later than January 7, 2025.

Ready to Submit?

Thank you for your proposal!

The Program Committee will review proposals and contact you by February 2025 regarding your proposal.

Questions about the Conference?

- Program Committee - [Nova Katz](#) (The American School in London)
- Registration information - [Audrey Otto](#) (PSESD)
- Exhibitors/Sponsors - [Monique Cabellon](#) (PSESD)

We appreciate your interest in the conference and your willingness to submit a proposal!

20. **Please agree to the following: ***

Check all that apply.

- I understand that only one presentation/ one registrant will receive a significant amount to reduce the cost of registration.
- If selected, I understand that I must register for the conference no later than February 15th, 2025. Failure to do so may result in my session being excluded from the program and/or not qualifying for the \$100 refund.
- I will not knowingly use any copyrighted information without permission.

