MATHEMATICS LEADERSHIP IN A COMMON CORE WORLD
A *PRIME* AND *IT'S TIME* WALK-THROUGH WITH SUPPORTING POSITION PAPERS AND DOCUMENTS

The PRIME Leadership Framework: Principles and Indicators for Mathematics Leaders (NCSM, 2008)	It's TIME Themes and Imperatives for Mathematics Education: A Leadership Framework for Common Core Mathematics (NCSM, 2014)	NCSM Position Papers Series and other Resources
Equity Leadership Every Leader ensures high expectations and access to meaningful mathematics learning for every student.	**Social Justice and Shared Productive Culture** Accountability Celebration of Accomplishments Success and Commitment to Social Justice **Supportive Conditions** Shifts in Beliefs and Mindsets Vision Designated Leaders	Improving Student Achievement in Mathematics– ➢ by Leading the Pursuit for a Vision of Equity (#3) ➢ for Students with Special Needs (#4) ➢ by Addressing the Needs of English Learners (#6) ➢ by Promoting Positive Self Beliefs (#7) ➢ by Expanding Opportunities for Our Most Promising Students in Mathematics (#9) ➢ by Expanding Learning Opportunities for the Young (#10)
Teaching and Learning Leadership Every Leader ensures high expectations and access to meaningful mathematics instruction every day.	**Imperatives for Instruction** Instructional Materials and Resources Student Support Structures and Intensification Strategies **Imperatives for Systemic Change** Professional Learning Collaborative Structures Coaching	Improving Student Achievement in Mathematics– ➢ by Leading Effective and Collaborative Teams of Mathematics Teachers (#1) ➢ by Leading Sustained Professional Learning for Mathematics Content and Pedagogical Knowledge Development (#2) ➢ by Systematically Integrating Effective technology (#8) ➢ by Infusing Highly Effective Instructional Strategies into RtI Tier I Instruction (#12) ➢ Joint Position Paper – The Role of Elementary Mathematics Specialists in Teaching and Learning of Mathematics ➢ Coaches Corner – NCSM website
Curriculum Leadership Every Leader ensures relevant and meaningful mathematics in every lesson.	**Imperatives for Knowledge** Mathematical Content Knowledge Pedagogical Content Knowledge Mathematical Curriculum Knowledge	Improving Student Achievement in Mathematics– ➢ by Leading Sustained Professional Learning for Mathematics Content and Pedagogical Knowledge Development (#2) ➢ by Using Manipulatives with Classroom Instruction (#11) ➢ NCSM's Great Tasks for K-5 and 6-12
Assessment Leadership Every Leader ensures timely, accurate monitoring of student learning and adjustment of teacher instruction for improved student learning.	**Imperatives for Assessment** Instructional and Formative Assessment Summative Assessment Data Accountability	Improving Student Achievement in Mathematics– ➢ through the Use of Highly Effective Assessment Practices (#5) ➢ by Implementing Highly Effective Teacher Evaluation Practices (#13) ➢ through Formative Assessment in Instruction – Joint AMTE and NCSM Position Paper ➢ Jump Start Formative Assessment-NCSM website