

**Joint Task Force on the Common Core State Standards (CCSS)  
Commissioned by AMTE, ASSM, NCSM and NCTM<sup>1</sup>**

**Report of Priorities Identified and Actions Taken in Response to the  
Recommendations of the Task Force**

Following the release of the final draft of the *Common Core State Standards (CCSS)* for Mathematics in early June 2010, a Joint Task Force of AMTE, ASSM, NCSM and NCTM was convened. The general charge to the Task Force was to:

- 1) *Generate recommendations for actions and resources that are needed to support the implementation of the Common Core State Standards in Mathematics (CCSS).*
- 2) *Consider ways the four national organizations can collaborate in supporting various groups (teachers, teacher leaders and educators, school and district leaders, parents) in implementing the CCSS and advancing the vision of school mathematics held by the organizations.*

See the Appendix for a list of the members of the Joint Task Force and their full report, submitted in September 2010.

The Board of each organization reviewed the Report with a focus on identifying initial priorities. Based on these discussions, five recommendations were identified for immediate consideration and action. Specific actions have also been identified and/or initiated for some of the recommendations.

Priority action items stemming from the Joint Task Force Report on CCSS:

1. Organize and launch a major outreach project, *Advancing the Vision of High Quality Mathematics Education: Supporting Implementation of the Common Core State Standards*, with two primary foci: (a) develop and disseminate a core set of resources (Toolkit) which consolidate and highlight key messages of our organizations with regard to the CCSS; and (b) organize and host regional meetings of leadership teams to review the resources and plan local strategies for utilizing CCSS to elevate mathematics teaching and learning.  

Action: A preliminary proposal is under development for funding to develop the Toolkit this academic year. Funding is also being sought to organize and host regional leadership conferences to disseminate the Toolkit.
2. Appoint a Joint Committee of AMTE, ASSM, NCSM and NCTM to serve as an ongoing advisory group regarding CCSS. This Committee will serve as a professionally grounded oversight and advisory group that could, over a period

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<sup>1</sup> Funding provided by the Brookhill Foundation

of time, suggest needed actions and inform revisions of the CCSS based on their review and analysis of its implementation and impact.

Action: A motion to establish the Joint Committee is under development and will be processed with the Boards this fall.

3. Convene a group of respected teacher development professionals and scholars to conceptualize and develop a professional development *system* at the school, district, and state levels that will connect our organizations' messages with the CCSS (e.g., the *mathematical practices*, the NCTM Process Standards and messages in the Professional Teaching Standards).

Action: A preliminary proposal to fund this meeting is under consideration by the National Science Foundation.

4. Convene an Assessment Working Group to coordinate the field's best guidance on assessment development and insure that new student assessments address the priorities (e.g., mathematical practices) articulated in CCSS. This includes collaboration with the Partnership for Assessment of Readiness for College and Careers (PARCC) and SMARTER Balanced Assessment State Consortia.

Action: A preliminary proposal to fund this meeting is under consideration by the National Science Foundation

5. Develop and launch a research agenda focused on implementation of the CCSS that includes systematic study of the instantiation and implementation of the standards, monitors the impact on instruction and student learning and informs revisions of CCSS.

Action: A project to address at least part of this recommendation has been funded to Horizon Research, Inc. by the National Science Foundation.

## Appendix: Report of the Joint Task Force on CCSS

### Members of the Task Force:

Diane Briars, NCSM President, Pittsburgh  
Kathryn Chval, University of Missouri (AMTE)  
Linda Curtis-Bey, New York City Public Schools (NCSM)  
Brad Findell, ASSM President, Ohio Department of Education  
Diana L. Kasbaum, Wisconsin Department of Public Instruction (ASSM)  
Gladis Kersaint, University of South Florida (AMTE)  
Glenda Lappan, Michigan State University (Chair, NCTM)  
Matt Larson, Lincoln NE Public Schools, (NCTM)

This report identifies activities needed to support those involved in the mathematics education of K–12 students as they work to understand and use the *Common Core State Standards* (CCSS) for mathematics. Members of the Task Force are committed to promoting an equity agenda that considers the impact of CCSS on all students. In order to meet this goal the framework focuses on developing the capacity of the field through:

- Supporting and informing the nation’s teachers about the meaning and implications of CCSS;
- Providing current and emerging leaders - mathematics supervisors, mathematics teacher educators, teacher leaders, school administrators and members of the four organizations (ASSM, NCSM, AMTE, NCTM) - with common materials and messages related to CCSS;
- Encouraging the development of new approaches to teacher professional development based on elements of the CCSS;
- Helping affiliate groups to support this work in their local environments.

The importance of this work is underscored by the scope of the stakeholders who will play a role in the enactment of CCSS including:

- K–12 mathematics teachers, including those who work with English language learners, special education, and gifted students
- Mathematics teacher educators & researchers
- Mathematics supervisors/leaders at the state, district and school levels
- Mathematics teacher leaders (e.g., coaches, resource teachers)
- Mathematicians
- Policy makers, including school boards
- School administrators
- Parents, caregivers, and families
- Curriculum developers and publishers
- Students

Actions to support the implementation of the CCSS are organized under six major goals. For each of the goals, specific activities are suggested.

Goal 1: Develop resources to expand on and clarify the meaning and instructional implications of CCSS for different audiences.

1. Develop and disseminate a CCSS Awareness Toolkit to include:
  - PowerPoint Presentations to explain the CCSS
  - Activities that instantiate the CCSS *mathematical practices*
  - Protocols to reflect upon and examine CCSS
  - Models of mathematical trajectories within and across grades K–8
  - Examples of assessment tasks and other resources aligned to CCSS
2. Clarify, elaborate and exemplify the *mathematical practices* and their interaction with the content standards of CCSS.
3. Develop materials for elementary, middle, and secondary grades to exemplify the entire span of standards and practices with overviews of how other grade ranges build toward or build from the one emphasized
4. Create a CCSS Implementation Website that includes:
  - Example problems, tasks and activities related to particular standards or sequences of standards
  - Explanations of mathematics language used in CCSS
  - Samples of student work illustrating understanding of key standards
  - Tools and protocols to support textbook adoption including rubrics for evaluating instructional materials
  - Instructional plans and materials for introducing CCSS to preservice teachers

Goal 2: Develop capacity at all levels to effectively implement the CCSS.

1. Plan and implement leadership development activities focusing on supporting professional learning communities.
2. Build networks of effective teacher professional development programs, including:
  - Develop Mathematical Knowledge for Teaching (MKT) professional development that models the use of the mathematics practices;
  - Differentiate teacher professional development experiences for different levels of experiences and knowledge;
  - Develop/identify professional development tasks and sequences for particular grade levels or grade bands.

3. Convene a panel of professional development experts to develop a conceptual framework for teacher professional development systems to support CCSS at the school, district, and state levels.
4. Advocate for federal and state resources to provide teacher professional development relative to implementing CCSS.

Goal 3: Prepare and support PK–16 mathematics educators and administrators to implement quality mathematics programs.

1. Develop professional development materials that can be used with various audiences including:
  - Teachers (preservice, novice, change of career, veteran);
  - Professional development providers (mathematics teacher educators, district-level providers, teacher leaders);
  - Administrators (school and district curriculum supervisors who are generalists, principals and other school leaders).
2. Develop materials and facilitation guides to use in pre- and in-service teacher/leader/administrator education. For example:
  - Classroom vignettes or videos that illustrate *mathematical practices* accompanied by facilitation information for professional development providers;
  - Teacher reflection protocols;
  - Tools to analyze mathematical progressions within curricular materials;
  - Sequences of tasks that show the power to engage students in mathematical discourse to connect ideas, to "see" the development, and to be able to connect the mathematics;
  - Examples of student work (with and without annotations and at various levels of proficiencies).
  - Research informed instructional practices: High cognitive demand task, distributed vs. focused practices and, examining students' work
  - Classroom observation protocols for leaders and administrators.
3. Encourage the development of university mathematics courses for teachers that exemplify the *mathematical practices*.

Goal 4: Support the development of high quality formative, diagnostic and summative assessments aligned with CCSS.

1. Convene an Assessment Working Group to compile and communicate the field's best guidance on assessment development related to CCSS. At each grade band, identify exemplary tasks that align with CCSS and illustrate corresponding practices.

2. Identify and describe what counts as evidence of proficiency with CCSS, including:
  - Formative assessment examples
  - Summative assessment examples
3. Develop standards-linked item banks of mathematics tasks that illustrate the intent of the CCSS.
4. Develop and implement an assessment audit system to rate alignment with the CCSS.
5. Prepare leaders (including mathematics teacher educators, district coordinators, and teachers) who are able to utilize assessment resources to support teachers.

Goal 5: Promote and disseminate research related to CCSS.

1. Develop a research agenda for monitoring the implementation and impact of CCSS and for informing future revisions.
2. Encourage funding agencies to make CCSS a priority in RFPs.
3. Develop and implement a system for producing briefs based on current and emerging research on CCSS to inform various audiences (teachers, school administrators, policy makers, curriculum developers).

Goal 6: Establish governance and advisory structures to monitor and support the implementation of the CCSS.

1. Empanel a CCSS Implementation Advisory Group to systematically gather information from the field and suggest actions to address areas of need related to CCSS.
2. Create a process to support short-term fixes, medium-term adjustments, and long-term review and modification of the CCSS, as needed. Base changes on expert advice and empirical evidence, and insulate the process from excessive political influence.
3. Use social networking tools such as blogs, wikis and list serves, as a dynamic place for people to pose questions, share successes and make suggestions related to CCSS.