**MATHEMATICS LEADERSHIP IN A COMMON CORE WORLD**

**A PRIME AND IT'S TIME WALK-THROUGH WITH SUPPORTING POSITION PAPERS AND DOCUMENTS**

|---|---|---|
| **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 |

National Council of Supervisors of Mathematics: [www.mathedleadership.org/leadershipresources](http://www.mathedleadership.org/leadershipresources)