



The PRIME Framework Part II:

Leading for the Teaching and Learning of the Curriculum

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The PRIME Leadership Framework

Partner conversation ...
call to leadership or call to commitment

The PRIME Leadership Framework

- Provides a vision of what “ought to be” in school leadership PreK-12
- Asks mathematics education leaders PreK-12 to **ensure** every adult focus his/her energy and efforts on the “right set of things”
- Asks the mathematics education leader to take responsibility and assume accountability for leadership practices that will result in mathematics programs that are both equitable and excellent

Why PRIME? Why Me?

- Student achievement
- Urgency of now
- Leadership is more than knowing the content...must become skillful at moving the adults we lead to commitment

The Stages

Leadership of Self



Leadership of Others



*Leadership in the
Extended Community*



Know
and
Model

Collaborate
and
Implement

Advocate
and
Systematize

Teaching and Learning Principle

Ensure high expectations and access to meaningful mathematics instruction every day.

Teaching and Learning Principle

- 1) Every teacher pursues the successful learning of mathematics for every student.
- 2) Every teacher implements research-informed best practices and uses effective instructional planning and teaching strategies.
- 3) Every teacher participates in continuous and meaningful mathematics professional development and learning in order to improve his or her practice.

Every teacher pursues the successful learning of mathematics for every student.

Stage 1

- Develop and model knowledge about instructional strategies for improved student learning.
- Identify student populations in need of additional support for success within the mathematics curriculum, and use strategies to meet the needs of those students.




Every teacher pursues the successful learning of mathematics for every student.

Stage 2

- Engage teacher teams to collaboratively identify and implement common curricular outcomes.
- Engage teacher teams in the collaborative development and implementation of instructional strategies needed to support every learner.
- Ensure implementation of collaborative planning, common curriculum pacing, and improved instructional strategies by teacher teams.





Every teacher pursues the successful learning
of mathematics for every student.

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Principle 2, Indicator 1...

As a leader, where are you on the
continuum? What actions could you take in
your leadership development and how could
NCSM help?

Curriculum Principle

Ensure relevant and meaningful mathematics in every lesson.

Curriculum Principle

- 1) Every teacher implements the **local curriculum** and uses instructional resources that are **coherent** and reflect state standards and national curriculum recommendations.
- 2) Every teacher implements a curriculum that is focused on **relevant** and **meaningful** mathematics.
- 3) Every teacher implements the **intended curriculum** with needed intervention and makes certain it is **attained** by every student.

Every teacher implements the local curriculum and uses instructional resources that are coherent and reflect state standards and national curriculum recommendations.

Stage 1

- Develop and apply knowledge of state standards and national curriculum recommendations and their impact on the local curriculum.
- Recognize, understand, and model the connection between the coherence and focus of the local curriculum to effective instruction and achievement.




Every teacher implements the local curriculum and uses instructional resources that are coherent and reflect state standards and national curriculum recommendations.

Stage 2

- Engage teachers and collaboratively develop local curriculum consistent with state standards.
- Ensure coherent and consistent implementation of the local curriculum by all teachers.





Every teacher pursues the successful learning
of mathematics for every student.

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Principle 3, Indicator 1...

As a leader, where are you on the
continuum? What actions could you take in
your leadership development and how could
NCSM help?

PRIME - Next Steps

What will be the value of the PRIME Leadership Framework to you and to those responsible for leading mathematics education efforts?

How can NCSM become *intentional* about next steps for PRIME?