



A Call to Action for Mathematics Leaders

It's TIME-Themes and Imperatives for Mathematics Education is a mathematics leadership framework that articulates a set of leadership imperatives and presents a systemic framework to convert our shared vision into a reality of consistently high levels of mathematics learning for all students. The framework summarizes the imperatives that constitute the **call to action** for successful implementation of the Common Core State Standards for Mathematics (CCSSM) and high levels of student achievement.

This **call to action** provides the focused leadership strategies, resources, and insights necessary to significantly improve the productivity of the mathematics education system. Our mathematics leadership actions must:

- impact *every* student and *every* teacher in *every* classroom,
- build the capacity of both people and systems,
- follow the guiding mantras that this call to action is a joint effort and we can make a difference together,
- recognize the systemic nature and interrelated components of the educational enterprise, and
- recognize that change of this magnitude takes time.

The leadership framework, aligned with the contents of *It's TIME*, takes the mathematics leader from a set of givens, overarching themes, and supportive conditions to a set of imperatives that should result in a shared productive culture of accountability, commitment to success and social justice, and the celebration of accomplishments. *It's TIME* provides clear, research-based guidance on how to raise achievement in mathematics for every student and effectively implement the CCSSM in every classroom. The mathematics leadership framework (see figure 1.1) provides readers with direction, justifications, suggestions, and resources for ensuring that all teachers of mathematics:

- understand the mathematics that students are expected to learn and how the mathematics is best sequenced into curricular progressions across grades,
- possess the pedagogical content knowledge necessary to raise achievement,
- envision and implement classrooms in which students are effectively engaged in learning mathematics and understand the instructional decisions that need to be made in order to create this environment,
- consistently implement high-quality instructional and formative assessment practices,
- have access to, and effectively use, high-quality instructional materials,
- gather evidence of learning and make effective use of these data,
- create safe and supportive learning environments for all students,
- anticipate and plan for the needs of struggling students and respond with intensified learning experiences,
- engage in diverse opportunities for ongoing professional learning, and
- have the opportunity to be effectively coached.

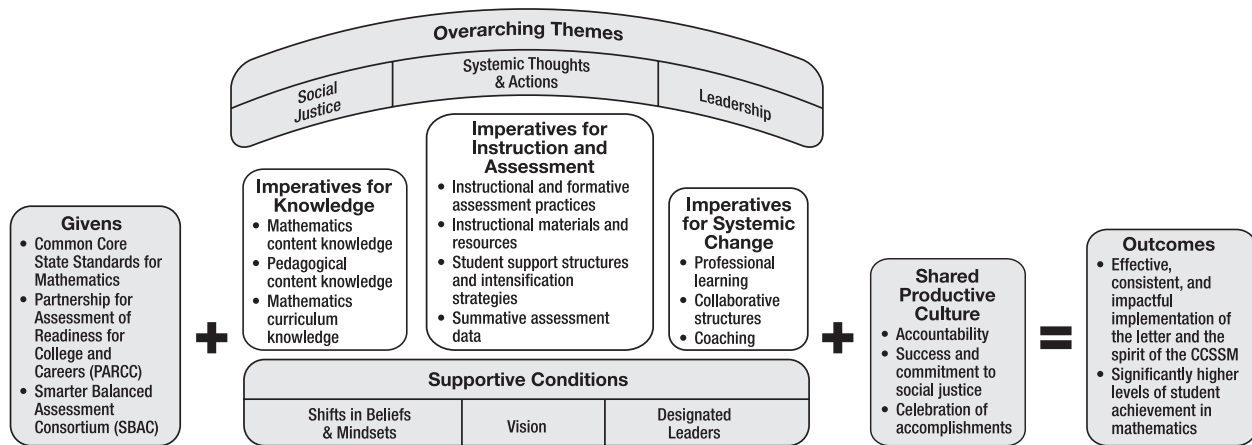


Figure 1.1: Leadership framework for Common Core mathematics.

The three overarching themes for raising mathematics achievement are discussed in *It's TIME* including:

- social justice – advocating for fair outcomes, basic rights, security and opportunities in school and society Mathematics achievement means equitable outcomes for all students.
- systemic thoughts and actions – guiding schools and leaders in linking all actions to the end goal of raising student achievement in mathematics, and
- leadership – helping people envision, believe, understand, practice, receive feedback, and work collaboratively while holding themselves accountable for ensuring steady progress toward implementation of the leadership framework for Common Core mathematics.

The themes will evolve by implementing the ten imperatives in *It's TIME* which are dependent upon the expert knowledge development of the mathematics leader. The ten imperatives listed in Figure 1.1 are non-negotiable. A mathematics leader must seek to discover and fulfill his or her leadership potential to influence others using these themes and imperatives. The ten imperatives are organized into the three categories listed below.

- Imperatives for Knowledge: Mathematics Content, Pedagogical Content, and Mathematics Curriculum
- Imperatives for Instruction and Assessment: Instructional and Formative Assessment Practices, Instructional Materials and Resources, Student Support Structures and Intensification Strategies, and Summative Assessment Data
- Imperatives for Systemic Change: Professional Learning, Collaborative Structures, and Coaching

It's TIME follows the National Council of Supervisors of Mathematics book, *The PRIME Leadership Framework: Principles and Indicators for Mathematics Education Leaders* (2008) which provided the first steps in leading others to become engaged and effective professional mathematics education leaders. *It's TIME* is intended for leaders, in the broadest sense, working together as leadership teams, responsible for moving or influencing individuals and groups toward a common goal of improving mathematics achievement for every student. Therefore, *leaders* include classroom teachers, mathematics specialists, and supervisors; mathematics coaches and department heads; supervisors, consultants, and mathematics resource personnel at the district, regional, state, and national levels; principals and instructional leaders; and university faculty.

The time to begin is now!

Executive Summary: A Leadership Framework for Common Core Mathematics. *It's TIME – Themes and Imperatives for Mathematics Education: A Leadership Framework for Common Core Mathematics*, NCSM and Solution Tree (2014). All rights reserved. Copyright 2014 National Council of Supervisors of Mathematics (303) 758-9611 www.mathedleadership.org