BOLD LEADERSHIP IN MATHEMATICS EDUCATION

NCSM Inspiration!

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FROM THE NCSM PRESIDENT... PAUL GRAY (@Dr_PaulGray)

WHY CULTURALLY RELEVANT TEACHING?

PAUL GRAY, JR.

Students show up with incredible strengths and assets.
Kids are capable of much more than we think.

—Gloria Ladson-Billings

I TAUGHT AT THE HIGH SCHOOL FROM WHICH I GRADUATED. When I was a student there in 1991, we had a balance of races/ethnicities with about 25% each of white, Black, Hispanic, and Asian-American students. Our school's attendance zone (I hesitate to call it a "school community" because of the wacky ways in which the boundaries were drawn, harking back to the times of segregation) included parts of one of the largest historically Black communities in the South, remnants of white suburban subdivisions still settling from being economically crushed by the 1980s oil bust, neighborhoods with central American families, and a sizeable Vietnamese community.

Fast forward to when I'm a teacher at my high school. In just six years, the demographics of the school changed dramatically. In 1997, we had a school that was about 60% Black, 35% Hispanic, with a small Asian-American population and not enough white children to create a student population for state accountability purposes (the threshold was 30 students). Many of the same teachers were there, and many had joined the faculty since I graduated. While many aspects of the school were the same as when I was a student, much of the school culture and feel changed. Even though I grew up and still lived in the same community, I didn't recognize the students I was expected to teach.

My high school principal, who I chose to work for as a teacher, was a visionary leader. He believed that the best way to support student success was to support teachers. He knew how to spot trends and use them to forecast the future. He saw the rapid demographic changes, not as an obstacle but an opportunity to better serve new populations of students. He engaged teachers in robust professional learning and modeled

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the types of learning and professional networking that he expected of his faculty.

So, in my first year teaching at my high school, we were introduced to Dr. Gloria Ladson-Billings through a campus-wide book study of her groundbreaking work, *Dreamkeepers*. At first, I groused about having to read a book—after all, I'm a mathematics teacher so that I could avoid reading and discussing. If I wanted to do that, I would've majored in English. Then, I started reading. I read the book twice. I talked about it with trusted colleagues. I struggled to make sense of it as a third-year teacher. I liked the notion of "culturally relevant teaching." It sounded good. I believed in it. And it was hard to do.

Our principal described state testing and accountability as a "dragon in the school backyard." In an interview with University of Houston professor (who would become my doctoral advisor) Cheryl J. Craig, he talked about how as long as you appeased and fed the dragon in your schoolyard (i.e., prepared for the state test), you could still go about other aspects of schooling. But you couldn't ignore that dragon. If you did, or you didn't pay him enough attention, he would breathe fire on you.

As happens with good people, our principal took a position in a nearby school district with an excellent opportunity to move up. Our new principal had different visions and initiatives. We shelved the Dreamkeepers work and moved on. The dragon began to feel lonely and ignored, and we all got singed. The professional climate changed, and I eventually left for a curriculum specialist position at our regional education service center. My professional leadership journey took me in a different direction from my beloved high school. And time, as they say, marched on.

In 2020, it felt like things changed. The response to George Floyd's murder placed racism and white supremacy at the front of the national stage. Equity has been a longstanding priority in American and Canadian schools, but we found ourselves confronted with a national reckoning about our shared racism and racist beliefs, practices, and policies.

Many educators have been working with antiracist practices for years. Others realized a new urgency to learn more about racism and how we can actively fight it in our schools and classrooms. Frameworks such as culturally relevant pedagogy, culturally responsive pedagogy, and culturally sustaining practices provide theoretical structures for us to use as we do so.

Culturally relevant pedagogy comes to us from the scholarship of Gloria Ladson-Billings. She describes three pillars that make up this construct: student learning, cultural competence, and critical consciousness. Academic learning is vital for culturally relevant teaching. Equally important are a shared sense of cultural competence across multiple cultures and the critical consciousness that empowers students to take what they are learning and use it to solve social problems.

Culturally responsive pedagogy comes to us from the scholarship of Geneva Gay. She describes culturally responsive teaching as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them. It teaches to and through the strengths of these students. It is culturally validating and affirming" (2000, p. 29). Zaretta Hammond bridges theory into classroom practice with her work that brings together culturally responsive teaching and neuroscience, showing us how culture acts as a structure and filter for the brain to process information.

Culturally sustaining practices come to us from the scholarship of Django Paris and H. Samy Alim and frame how cultural pluralism can be used as a part of schooling to promote social transformation and change.

So why should we focus on using cultural frameworks like these to improve the equity in our classrooms, schools, and districts? Let's look at the numbers. According to the National Center for Education

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Statistics (2020), in the 2017-18 school year, 79% of America's teachers were white, and 48% of America's students were white. That's a demographic mismatch—we have a mostly white teaching force leading classroom interactions with a majority of students of color. We can only teach what we know, and if 79% of teachers are white, then they are likely unfamiliar with cultures and customs that Black and brown students bring to the classroom with them. And this is only looking at diversity through a race/ethnicity lens. There are many more ways to view diversity, such as gender and gender identity or sexual orientation. How can we leverage the strength of the diversity of our classrooms if we don't know what's there?

We have new and groundbreaking work from contemporary practitioner-scholars to help. Here are a few resources that are on my shelf with dog-eared pages. Lou Matthews, Yolanda Parker, and Shelly Jones developed a Culturally Relevant Cognitive Demanding framework that teachers can use to evaluate mathematics tasks for cultural relevance to the students in their classrooms. Matthews, Parker, and Jones also have a series of books by grade band, *Engaging in Culturally Relevant Math Tasks,* with a title that pretty much describes the work. In their book *Choosing to See,* Pamela Seda and Kyndall Brown have developed the ICUCARE equity framework to help teachers focus on more equitable classroom interactions through a culturally relevant pedagogy lens.

Reflective Turn

We know that the single most significant factor that influences what a child learns is the teacher in the classroom. That's why effective schools pay attention to teachers' and administrators' professional learning. And students in schools that don't pay the price.

We also know that the instructional tasks a teacher selects are critically important for the mathematics that students will learn and the mathematical experiences that students will have. If a teacher selects tasks that focus almost exclusively on rote practice, students will build skills in isolation from their conceptual underpinnings. When this happens, students will have mathematical experiences that do not foster an appreciation for the joy and beauty of mathematics. Most of a teacher's power in a classroom is selecting which tasks their students will experience. Robust, rich mathematical tasks are important, but they aren't alone. Culturally relevant tasks are essential for building students' fuller understanding of mathematics. As a mathematics leader, consider using the following questions to spark discussions in your teaching team, department, or professional learning community.

- How might we use Matthews, Parker, and Jones's CRCD framework and rubric to make our instructional tasks more culturally relevant to our students?
- What do we need to do in our professional learning community to sharpen our knowledge of culturally relevant teaching?
- In what ways do we need to shift our culturally relevant teaching practices?
- What additional knowledge do we need in our professional learning community to more effectively use culturally relevant instruction?

As I learned when I was a classroom teacher and teacher leader, it's easier to read about culturally relevant pedagogy than it is to implement it in your classroom. The work is hard. Yet, it is certainly worth doing. As Dr. Pamela Seda and Dr. Kyndall Brown say, "equity is a journey, not a destination. It will require constant attention and vigilance." (2021, *Choosing to See*).

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National Center for Education Statistics (2020, May). *The Condition of Education.* Report retrieved online from https://nces.ed.gov/programs/coe/indicator_cge.asp November 16, 2020

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THE POWER OF INTENTIONAL COACHING CONVERSATIONS

By Mona Toncheff | NCSM Past President (@Toncheff5)

MONA TONCHEFF

A single mathematics education leader can have an incredible impact on the development and effectiveness of others.

—NCSM, 2008

IT WAS ONE WEEK BEFORE THANKSGIVING BREAK, AND I WAS COMPLETING COACHING CYCLES WITH HIGH SCHOOL ALGEBRA TEACHERS. Due to the schedule, I observed a teacher's class for 20–25 minutes and either debriefed or had a pre-observation meeting with the teacher (depending on the observation time during the day). Because I have developed coaching relationships this year with the Algebra teachers, I can "whisper coach" during a lesson. In one lesson, I noticed that when the teacher asked students to talk to their partners, only a few students were leaning in to discuss their thinking with their peers. As she moved around the room, I whispered that she could use the Partner A–B strategy (person A talks to Person B, and then one of them will be called for their joint response). The teacher quickly adapted her questioning strategy and noticed more required student-to-student discourse.

In the same class, I noticed one student near the back of the room not on task. Though not disruptive, I could tell the student was not trying to stay engaged. Interestingly, the teacher walked past her several times without stopping to talk to the student or encourage more engagement. During the next turn-and-talk moment, I sat next to the student and asked her to show me her thinking. She quietly said, "I do not know where to start." I asked her what she was supposed to be doing and discovered she knew some of the prerequisite knowledge, but in the student's words, she "was lost." I did my best with scaffolding questions to figure out what she knew to provide access to the task during the last eight minutes of the lesson.

When I observe students struggle and feel lost in a lesson, it sparks some wonderings. I wonder if the student was absent and was just waiting to catch up? I wonder if the student was waiting for someone else to get them started? I wonder if this is typical behavior or just a one-time occurrence? I also wonder if it is only the one student in one class or if it is happening across the Algebra team? I wonder if the Algebra team discusses how to support students with just-in-time support? Lots of questions and scenarios to consider.

During the debrief with the teacher, we started discussing the strengths of the lesson. She shared that she appreciated the quick reminder to add time limits and accountability to student-to-student discourse. She noticed more students engaged when she modified how she posed the question and required students to have a partner for the conversation.

Now it was time for the decision point in the conversation.

I could end the coaching conversation, and it would end on a positive note. Or, I could have a crucial conversation. I knew we needed to discuss my observations regarding the individual student I observed. Suppose this was your coaching conversation, what do you think might happen? After asking the teacher why the student struggled to engage, here are some typical responses you might hear:

- Student is absent all the time;

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THE POWER OF INTENTIONAL COACHING CONVERSATIONS (CONTINUED FROM PREVIOUS PAGE)

- Student does not make up work after she gets quarantined;
- Student does not pay attention;
- Student does not care.

When these are the responses, coaches must break down the barriers or obstacles to ensure that learning continues for teachers and students. What can the teacher affect?

As mathematics leaders, we are presented with many pivotal moments every day. Each time, we can take the easier path or take the path to deeper learning. When choosing to have a crucial conversation, it is important to plan the conversation to ensure that the discussion honors both the coach and client (Patterson, 2021).

During the planning process, you can download the reproducible "Planning for Coaching Conversation" tool, found on the NCSM Coaching Corner. The protocol has three specific reflection planning areas, which include, 1) Desired outcomes: What are my goals for this conversation? 2) Considerations: What must I consider for this conversation? 3) Purposeful questions: What questions will move the teacher's practice forward? Below is a summary of the planning for the coaching conversation.

1. **Desired Outcomes:**
   What are my goals for this conversation?
   a. *To empower this teacher, I will*: discuss my observations and have her reflect on current actions to ensure stronger engagement for all students.
   b. *Possible skills/strategies/routines to support this teacher*: Brainstorm current strategies to scaffold content for students that are struggling. Talk about how the Algebra team can co-plan lessons and generate questions to use with students to support access to the task. Discuss differentiation and how to engage the students in more student-to-student discourse.
   c. *Personally—how will I grow as a coach*: I want to learn more about students' mathematical identity and what specific teacher/team actions will build stronger identities.
2. **Considerations:**
   What must I consider for this conversation?
   a. *What do I know about this teacher's current practices or goals?* The teacher truly cares for her students, and it shows in how she talks to students in the classroom. She has a strong rapport with her students, and the students respond to her instruction. The teacher quickly adapted during the whisper coaching, which shows she is receptive to feedback.
   b. *How do behaviors, beliefs, and mindset possibly impact this teacher's practices or goals?* The observed behavior may indicate that she believes that students need to engage if they are asked, and it is not her responsibility to ensure engagement. The observed behavior may also demonstrate a need for more support with differentiation.
   c. *What could be an appropriate Third Data Point for this conversation (e.g., achievement data, grade data, rubric, research, article)?* The Algebra team has been collecting evidence of student learning on the essential standards. We could reference this data to evaluate the student's current understanding and then plan Tier 1, Tier 2, and/or Tier 3 needs.
3. **Purposeful Questions:**
   What questions will move the teacher's practice forward?
   a. I noticed Student X was struggling to engage during the lesson. Can you tell me more about the student?

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THE POWER OF INTENTIONAL COACHING CONVERSATIONS (CONTINUED FROM PREVIOUS PAGE)

b. Is this behavior observed daily, or was it just today?

c. If there is an attendance issue, what behavior supports are in place?

d. What are the student's strengths?

e. If there is a lack of prerequisite knowledge, how might you provide more just-in-time support?

f. How does your team address prerequisite knowledge when planning for a unit of instruction?

g. How do you and your team co-plan differentiation during core instruction?

Remember, a coach's role is to empower teachers and teams, not just "fix them." To do this, it is important to take an assets-based approach when coaching to ensure the coach can identify what actions or strategies will empower the clients. When coaches focus on strengths during a coaching cycle, they are able to identify what is working and look for possibilities and potential in all the teachers and teams they serve (Aguilar, 2016).

Good news! The coaching conversation was impactful and sparked a deeper conversation with the Algebra team on how to differentiate during core instruction! I learned from the team new just-in-time scaffolding strategies to provide access, and the teacher reported feeling valued because I took the time to seek to understand.

A single mathematics education leader can truly have an incredible impact on the development and effectiveness of others. As you work on coaching cycles this year, look for opportunities to reinforce an asset-based approach to coaching. Be the impact you want to see in your school or district related to mathematics teaching and learning.

Aguilar, E. (2020). *Coaching for equity*. San Francisco, CA: Jossey Bass

Aguilar, E. (2016, April 16). Asset-based coaching: Focusing on strengths. *Education Week*. https://www.edweek.org/education/opinion-asset-based-coaching-focusing-on-strengths/2016/04

Patterson, K. et. al. (2021). *Crucial conversations: Tools for talking when stakes are high*. New York: McGraw-Hill

MATHEMATICS IDENTITY MATTERS: BEING A BOLD MATHEMATICS LEADER

By Heather Crawford-Ferre, PhD and Claudia Bertolone-Smith, PhD

"This is me sitting in almost any math class, confused and wondering what is going on. I do not like math and that may change in the future but who knows. The poster in the back is usually what my teachers say to me but I don't believe them."

—Pre-service teacher

HEATHER CRAWFORD-FERRE, PHD

CLAUDIA BERTOLONE-SMITH, PHD

WE COLLECT SELF-PORTRAITS AND *LETTERS TO MATH* AS RESEARCHERS to uncover the types of critical events that shape the identity of our students who are studying to be teachers. We notice the students are hesitant to engage in our courses and often come to office hours to tell us, "I was never good at

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MATHEMATICS IDENTITY MATTERS (CONTINUED FROM PREVIOUS PAGE)

math, so I'm worried about this class." As mathematics educators, we have limited time to teach both pedagogy and content. At the same time a large elephant sits in the room: mathematics anxiety, trauma, and a negative disposition to learning and doing mathematics, similar to what we see in the portrait and comment above. Many new teachers carry this into their classrooms and, in turn, pass along the idea that mathematics is difficult, stressful, and should be avoided (Karunakaran, 2020). To align with the vision of BOLD leadership and promote equitable, high-quality mathematics experiences for students, we must BOLDLY address and rehabilitate the negative mathematics narratives that prevent pre-service teachers from engaging fully in learning to teach mathematics well. Further, we must acknowledge that many of our current mathematics teachers need support creating a positive mathematics identity.

What's a Mathematics Identity?

Mathematics identity defines one's relationship with mathematics. These include dispositions toward mathematics and provide the answers for questions such as, What does it mean to be good at mathematics? What is my place in the mathematics community? How much risk should I take when teaching this content to students? A person shows their mathematics identity by the stories they tell about themselves as mathematics doers and thinkers (Boaler, 2016). Throughout childhood, this story is developed from what others say about them as mathematics learners. Gifted students often hear, "You are smart and quick at math!" Students who struggle often listen to their parents and teachers discuss their progress in worried tones. Other students often tease them, and teachers, hoping to motivate them, can say and do things that develop a negative mathematics identity in students. For example, from the letters we read, students experience trauma when teachers time tests and make progress public or tied to rewards (ice cream party) or punishments (stay in at recess).

Although these might be intended to motivate, teachers share these events as turning points when they decided they hated mathematics and would avoid it throughout their academic career. Like the ones we see daily, these examples highlight the need to focus on teacher identity. Because identities are located within relationships (e.g., McCarthey & Moje, 2002), mathematics leaders are uniquely situated to support the development of positive mathematics identities by building strong relationships with less efficacious teachers. Below we provide some actionable steps but caution that this support must be part of a relationship to avoid the perception of one more "math person" who *just doesn't understand*.

How Do You Support the Development?

As bold mathematics leaders, we must recognize that we have a healthy and robust mathematics identity, and we need to develop empathy and understanding for the real fear and anxiety others feel about mathematics. We can foster a belief that one can strengthen one's positive connection to learning and doing mathematics.

One way to shift mathematics identity is to provide teachers with opportunities to dive deeply into mathematics topics in the same ways we'd like them to teach. By providing "mathematical experiences," we can allow them the time to unpack a concept, absorb that there are many different solution paths, and work in collaboration with others. From our student letters, experiences like these have energized even the most reluctant mathematics learners. They report the relief they found in allowing rough drafts that are not quite right, being allowed time to develop understanding through working with others and finding their way through the problem rather than following a rigid procedure.

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MATHEMATICS IDENTITY MATTERS (CONTINUED FROM PREVIOUS PAGE)

Another way to shift identity is to teach them about developing positive mathematics identities in their students by drawing their attention to the negative things they say about themselves as mathematics learners. When we recognize that current mathematics identity is related to past experiences and can change with future experiences, we can begin to create opportunities for positive future experiences for teachers to experience success. We have never met a teacher who doesn't want to do the best thing for their students. Thus, we have found power in highlighting the importance of rehabilitating one's relationship with mathematics to break the cycle of passing on these negative perceptions to students.

Heather Crawford-Ferre, PhD, is the current NCSM Affiliate Coordinator, the lead for K–6 mathematics for the State of Nevada and the Assistant Director of the Nevada Math and Technology Program at the University of Nevada, Reno. Dr. Crawford-Ferre recently published the book Out-of-School-Time STEM Programs for Females: Implications for Research and Practice.

Claudia Bertolone-Smith, PhD, is an assistant professor at CSU Chico in the School of Education where she teaches mathematics methods courses to teacher candidates. Claudia has 27 years of experience teaching elementary school students. Her research interests include fraction knowledge and understanding, development of mathematics identity, and whole-class mathematical discourse.

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Karunakaran, M. S. (2020). Opportunities to decrease elementary prospective teachers' mathematics anxiety. *Mathematics Enthusiast,* 17(2/3), 469–492. Retrieved from: https://scholarworks.umt.edu/tme/vol17/iss2/6/

McCarthey, S. J., & Moje, E. B. (2002). Identity matters. *Reading Research Quarterly*, *37*(2), 228–238.

MESSAGE FROM NCSM PRESIDENT, PAUL GRAY

REV. DR. DOROTHY STRONG

Dear NCSM Colleagues,

It is with a heavy heart that I share some sad news with you.

The Rev. Dr. Dorothy Strong, one of NCSM's founding members in 1968 and NCSM President from 1977 to 1979, passed away on January 2, 2022. She served as the Director of Mathematics for Chicago Public Schools for many years and fiercely advocated for equitable opportunities for all students, particularly students of color. Dr. Strong was also a founding member and first president of the Benjamin Banneker Association and was elected to the NCTM Board of Directors from 1987 to 1990.

I asked some of our fellow NCSM members and leaders to share their memories of Dr. Strong and put together a short blog entry on the NCSM's President's Blog where you may learn more about the tremendous legacy that she leaves behind that has impacted all of our work in equity in mathematics education.

I did not know Dr. Strong personally. However, as I learned about Dr. Strong's work in mathematics education, I came to realize how much her work tilled the field of equity in mathematics education in which we now find ourselves working. Much of what we do builds on her legacy. I hope that her friends, family, and loved ones find comfort in the impact of her legacy and how it continues to influence the lives of leaders, teachers, and children to this day and beyond.

Thank you for all that you do for our colleagues, teachers, and students!

REGIONAL REPORTS

STAYING MOTIVATED WHEN IT ISN'T ALWAYS EASY

RECREATING THE "TO-DO" LIST

NCSM Regional Directors from US Central 2, US Southern 1, and US Western 2 offer thoughts about remaining a motivated leader when times are tough.

ROSA SERRATORE, NCSM WESTERN 2 REGIONAL DIRECTOR

KEEPING THE "MEH" AT BAY AND BEING IN THE "FLOW"

ROSA SERRATORE

Formally, never having studied or taken any classes in psychology or behavioral sciences, I anchor my sharing regarding motivation with personal experiences inside and outside the classroom, and with words from Adam Grant, organizational psychologist and author of *Think Again: The Power of Knowing What You Don't Know*. In education, the two months noted as long and arduous in terms of maintaining momentum and motivation are October and March, so this may be a timely read for fellow mathematics leaders. An absence of motivation or falling into a funk can affect mental health and well-being. The day-to-day loses its purpose, and it is hard to be a bold and inspiring leader of students or adults or oneself when motivation is lacking.

It is new year resolutions, intentions, manifestations, and new semester goal-setting season as I write this. Lots are presented to us to motivate us to be our best selves at all times. Come spring, it is often left to us to seek out inspiration to make it to spring break and the end of the school year. I invite you to watch Adam Grant's August 2021 TED Talk: "How to stop languishing and start finding flow."

What needs to go on your to-don't list? Adam Grant isn't the only one who encourages us to reflect on what we might need to stop, keep, start (SKS) doing as shared in Harvard's Business Review. Celebrations and noting small wins are a way to either kick start or have a sense of progress towards both professional and personal plans. Blocking time to focus on one effort and not feel pulled in too many directions could support being mindful with goals and plans. And, what can't be underscored enough is connecting with others who can help inspire and emphasize why one's efforts matter! Friends and colleagues can help build confidence in efforts and can be an extra eye on both applauding

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ROSA SERRATORE, US WESTERN 2 | CONTINUED FROM PREVIOUS PAGE

short-term wins and supporting the excitement in meeting long-range goals.

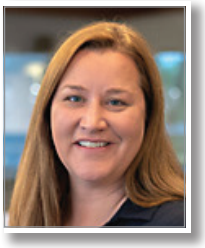
We all want to feel like what we do matters! By connecting with realistic, positive people, one could form a group where various motivational resources such as; Ted Talks, conferences, confidence boosts, and other creative ideas could be shared. Adam Grant states that "not being depressed does not mean you're not struggling" and "not being burned out does not mean you're fired up" (Grant, 2021). All the more reason to keep the "meh" at bay and together help each other stay in the "flow" and fired up. I end with a note of appreciation and encouragement for all the efforts of my fellow mathematics leaders in NCSM's Western Region 2!

Tweet me @serratore4

Grant, A. (2021, August). *How to stop languishing and start finding flow.* [Video]. TED Conferences. https://www.adamgrant.net/speaking/

ASTRID FOSSUM, NCSM CENTRAL 2 REGIONAL DIRECTOR

I'M A LIST PERSON. MY "TO-DO" LIST TYPICALLY GETS LONGER AND LONGER THROUGHOUT THE WEEK.


ASTRID FOSSUM

When I'm completely overwhelmed by all of the tasks on my list, I have secondary methods of organizing to cross things off. I put dates and deadlines next to the most time-sensitive items. I categorize items into buckets for my personal and professional life, and sometimes I resort to subcategories to get a clearer picture of everything pressing my time.

All of this organizing is an effort to cross something off the list and feel a sense of accomplishment that I've finished a task. However, I should be honest that this method is really only a way to finish and complete assignments. My lists don't help me determine what work is the most important and what work really will have the most significant impact. I weigh all of that out in my mind and can get overwhelmed by it all. This is especially true when something throws my system for a loop. A new wrinkle can throw me off my game, and let's be honest; this school year has had a lot of wrinkles.

I recently read Prioritizing Your Work During Times of Overload, a blog post written by Kenny McKee and Kathy Perret. They explain a priority listing activity they use as they coach colleagues during times of stress and overload. Their process involves asking oneself a series of questions:

- What is most pressing?
- What is most important?
- What is another goal that would make a difference for your students?

Answering these questions in an organized fashion helps prioritize goals and determine where to begin. Additionally, they also shed light on the stressor, big picture, and passion of your goals.

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ASTRID FOSSUM, US CENTRAL 2 | CONTINUED FROM PREVIOUS PAGE

So, what about the items that move from list to list, week after week, and never seem to get crossed off? The beauty in the process they have outlined is that these ever-present tasks get further analysis. After the initial questions are asked, the next set of questions needs to be asked to help determine whether items should be eliminated. Basically, they give us permission to lighten our load and focus on what matters most.

- Are there serious repercussions for me professionally if I let go of this goal?
- Do I have the time right now to meet this goal?
- Will meeting this goal improve the quality of my day-to-day work for students?

In asking these final three questions and weighing the answers, distractors can be removed from the list leaving the most critical work. The distractors aren't necessarily things to never be done, but they can be relegated to a "not-now" pile. I have never created a subcategory to my system labeled "not now," and having gone through this process now, I see the true benefit in making such a bucket.

This year, when new tasks, extreme demands, and the pressures of day-to-day teaching during a pandemic are impacting life in our classrooms and schools, this process has helped me realize the importance of letting some tasks fall into the "not now" pile. We all need some strategies for success as we enter the final months of the academic year. Our students, centered in the questions above, need us to be present and clear-minded for them. This process of managing overload will allow us to evaluate new demands so that our prioritized lists remain focused on the positive difference we can make for our students.

Let the authors of the blog know how you used their process to manage work overload, @kennycmckee, @KathyPerret and share with us at NCSM!

IAN SHENK, NCSM SOUTHERN 1 REGIONAL DIRECTOR

STAYING MOTIVATED THROUGH ADVERSITY

IAN SHENK

Any time we work to implement some new or different initiative, we have to be prepared for adversity. Leaders in the classroom can expect some students to offer complaints the first time they use a cognitively demanding task to drive instruction. Leaders at the school level may receive pushback from teachers while attempting to support them in implementing some shifts to their instructional practice. At the division or state level, concerns are likely to be raised by parents and community members when new standards are being written, particularly if those standards represent some substantial change from what came before. Perhaps like me, you are working with challenges coming from politicians and lawmakers. It seems that the more considerable the change, the larger the possible adversity. And while we may be prepared for setbacks, they can still be debilitating. We mustn't let these, hopefully momentary, setbacks derail our work. I recommend a few practices to stay motivated throughout the negativity.

Allow yourself the emotional process.
Anger is definitely my default reaction to setbacks. Depending on the severity of the challenge, I am also prone to sadness, panic, or feeling overwhelmed. You may have a different reaction than me, but it is important that we allow ourselves the time to

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experience that natural reaction. The desire to crumble everything up and capitulate to the oppositional force is perfectly fine to experience. But after we have that feeling, we need to find the will to continue moving forward.

Carefully consider the feedback.

After moving on from the instinctual reaction, it is necessary to reflect on the negative response critically. These responses can provide us with the direction of our next steps. It may be that our initial messaging was not clear and needs to be refined. Or, we may have been trying to tackle too much and need to take a step back. I often refer to Dr. Mary Lippitt's model to describe the challenges when implementing complex change. Different versions of the model exist, but the one I use most often describes five elements that must be present for a change initiative to be successful—vision, skills, buy-in, resources, and an action plan. If any one of these is missing, there are bound to be problems with implementation. In the face of adversity, I reflect on these five elements to see areas I may need to strengthen to continue.

Reassess your goals and redefine success.

At the risk of sounding like I am moving the goalposts, I recommend taking stock of your overall goals, recognizing any successes, however minor, that have occurred. Quite often, I am guilty of being overly ambitious with my initial goals. I want every teacher in my school district to teach mathematics conceptually, using problem-solving as a tool for students to learn mathematics and not something to do after they have already mastered the concepts. And I want that to happen immediately. Stop all other teaching practices, throw away worksheets, have students log off the rote practice website, and do what I am suggesting. However, sharing that goal with teachers and principals gets the predictable response that it is just too much. So we reevaluate the goals. For now, maybe it is enough for every teacher to implement three tasks this year. Then next year, we double it. And when I visit classrooms, I have to recognize the teacher who uses small groups to provide differentiated instruction as a success and not dwell too much on the teacher-centered classroom next door.

Remember your purpose.

Finally, we have to remember why we wanted to make the initial change. It is never wrong to want all students to think critically, apply their thinking, and communicate mathematically. We must recognize instructional practices that do not lead to these goals and work to change them. We must continue to seek out areas in our curriculum, assessment, policies, and procedures that disadvantage groups of students. And when these exist, we must fight to eradicate them. Finding the motivation for continuing the work lies in recognizing the importance of continuing the work and its effect on students if we don't.

I would love to hear from you about any of these ideas. What adversity are you currently facing? Do any of my thoughts resonate with you in your mathematical journey? What are your tricks for staying motivated? Tweet your thoughts and tag NCSM @Mathedleaders and me @MathShenk.

IMPACT!

IMAGINE. INSPIRE. INFLUENCE.
54th Annual Conference
NCSM Anaheim, California
September 26–28, 2022

We cannot wait to reconnect in person at the 54th NCSM Annual Conference in Anaheim, California at the Marriott Hotel.

The conference is an excellent opportunity to gather with mathematics leaders with common interests and backgrounds, including teachers, coaches, supervisors, administrators, consultants, publishers, and university professors, and learn and grow together.

Conference attendance dramatically enhances our professional and personal development and provides knowledge one cannot learn solely through a webinar or online. Attending the NCSM conference will give you the opportunity to meet and network with one another, exchange views, learn about the latest research from some of the biggest names in mathematics leadership, share our work challenges, and discuss important issues. Together, we will gather new knowledge via these conference strands:

1. ***IMAGINE*** a Future of Powerful Mathematics Education
2. ***INSPIRE*** Colleagues Through Bold Leadership
3. ***INFLUENCE*** Educators Through Coaching
4. ***IMPACT*** Systems for Equity and Social Justice

We are excited to share that our keynote speaker will be Dr. Tyrone Howard.

TYRONE HOWARD

Tyrone Howard is a professor of education in the School of Education and Information Studies at UCLA. His research addresses issues tied to race, culture, access, and educational opportunity for minoritized student populations. Professor Howard is the author of several best-selling books. He is a native of Compton, California, where he also served as a classroom teacher. Professor Howard is a member of the National Academy of Education and has been listed by Education Week as one of the 30 most influential education scholars in the nation on education practice, policy, and research.

The following distinguished speakers will be featured throughout our three-day conference. Each will address critical issues in mathematics education and leadership.

- *Monday's major speakers* include Dr. Amanda Jansen, Graham Fletcher, Dr. Paul Gray, and Dr. Cathery Yeh.
- *Tuesday's major speakers* are Peter Liljedahl, Brea Ratliff, and Javier Garcia.
- *Wednesday's major speakers* will be Dr. Ilana Horn, The Public Math team, and Dr. Zandra de Araujo.

This year's spotlight speakers are Annie Fetter, Latrenda Knighten, Dr. Ma Bernadette Salgarino, Dr. Thomasenia Adams, Dr. Tim Kanold, Steve Leinwand, Dr. Pam Seda, Tom Stricklin and Marcus Blakeney, Mona Toncheff, Lisa Brown, Alexandra Martinez, and Chris Shore.

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ANNUAL CONFERENCE (CONTINUED FROM PREVIOUS PAGE)

Closing speakers include Dr. Cathy Seeley and Dr. Nicole Joseph. We will also wrap up the conference with an exciting *IGNITE!* We truly have a lineup of renowned expert speakers that will inspire us!

In addition to our incredible slate of speakers, we will give you an experience you will not find anywhere else. You will have opportunities for networking, volunteering, participating in a regional caucus, enjoying meal functions and special events, meeting with our sponsors and vendors at Exhibit Breaks, and engaging in Leadership Exchanges.

Visit our website for the most updated conference information, including our pre-conference program, conference program, registration, and hotel links.

ONLINE REGISTRATION IS NOW OPEN		
EARLY BIRD RATE: 2/1–7/31/2022	**EARLY BIRD MEMBER**	**EARLY BIRD NON-MEMBER**
Full Conference Registration	$395.00	$505.00
1-Day Registration	$265.00	$335.00
REGULAR RATE: 8/1–9/24/2022	**REGULAR MEMBER**	**REGULAR NON-MEMBER**
Full Conference Registration	$425.00	$535.00
1-Day Registration	$285.00	$365.00
ONSITE RATE: 9/25–9/28/2022	**ONSITE MEMBER**	**ONSITE NON-MEMBER**
Full Conference Registration	$455.00	$565.00
1-Day Registration	$325.00	$395.00
PRE-CONFERENCE 1/2-DAY WORKSHOPS	**MEMBER**	**NON-MEMBER**
Early Bird Rate	$125.00	$165.00
Regular Rate	$145.00	$185.00

Cancellation and Refund Policy

If you must cancel your conference registration, please notify the NCSM office immediately at office@mathedleadership.org. Cancellations must be made in writing (either electronically or by mail) and must be received no later than August 31, 2022.

NCSM will refund registration fees, less 25% through August 31, 2022.

After September 1, 2022, registrations are NOT refundable.

By Karen Spalding | NCSM Conference Chair
Sharon Rendon | NCSM 1st VP and Anaheim Program Chair

UPCOMING NCTM EVENTS

NAME OF CONFERENCE	CALL FOR PROPOSALS	REGISTRATION INFORMATION
2022 NCTM Regional Conference Indianapolis, IN March 16–18	Proposal Submission Closed	Click here to register.
2022 NCTM Annual Meeting & Exposition Los Angeles, CA September 28–October 1	Proposal Submission Closed	Registration is not yet available.
2022 NCTM Regional Conference Baltimore, MD November 30–December 2	Proposal Submission Opening February 2022	Registration is not yet available.
2023 NCTM Virtual Conference Virtual March 29–April 1	Proposal Submission Opening April 2022	Registration is not yet available.
2023 NCTM Annual Meeting & Exposition Washington, DC October 25–28	Proposal Submission Opening July 2022	Registration is not yet available.
2024 NCTM Regional Conference Seattle, WA February 7–9	Proposal Submission Opening February 2023	Registration is not yet available.

By Kris Cunningham | NCTM Representative

NCSM BOARD ELECTIONS

Elections for the following board positions have started!

OPEN PRESIDENTIAL POSITIONS	OPEN REGIONAL DIRECTOR POSITIONS
President Elect **2nd Vice President**	**Regional Director, Central 1** (IL, IN, KY, MI, OH) **Regional Director, Eastern 1** (CT, ME, MA, NH, NY, RI, VT) **Regional Director, Southern 2** (AL, AR, LA, MS, OK, TN, TX)

Elections run from February 15–March 15, 2022.

Election results will be announced on April 15, 2022.

A summary of duties for each office is on the NCSM website: Elected Board Member Job Descriptions

By Shelly Jones | NCSM Nominations Chair

UPCOMING **IN-PERSON** NCSM SUMMER LEADERSHIP ACADEMY

ARE YOU READY TO MAKE A REAL DIFFERENCE IN THE TEACHING AND LEARNING OF MATHEMATICS FOR EACH AND EVERY LEARNER? Bold mathematics leadership and coaching are recognized as two of the most powerful ways to ensure equitable practices in mathematics education. In this leadership academy, you will learn strategies to leverage your sphere of influence to address instructional, cultural, and structural changes needed to transform mathematics teaching and learning.

Summer Leadership Academy

Equity in Action: Leveraging Your Sphere of Influence

June 27–29, 2022 • Baltimore, Maryland

In order to meet the vision of ALL students learning mathematics at high levels, leaders will develop an understanding of the Framework for Leadership in Mathematics Education and essential actions for leading equitable mathematics coaching work. In this summer academy we will address the following essential questions:

How will we **ensure equitable practices** through instructional leadership and coaching in order to improve student access and achievement in mathematics?

- *For students*—How will we **Advocate** for equitable practices to increase student access and achievement for each and every learner?
- *For teachers*—How will we **Empower** teachers to leverage a shared vision focused on equity for mathematics instruction and build collective efficacy with content and pedagogical knowledge?
- *For leaders*—How will we **Design**, **Implement**, and **Monitor** structures to ensure equitable practices at the classroom, school, and systemic levels through instructional leadership and coaching?
- *For all*—How do we challenge unproductive beliefs in order to strengthen student identities and improve student outcomes?

Join the NCSM Professional Learning Directors in Baltimore, Maryland, June 27–29, 2022 to enhance your vision for mathematics instruction and implement high leverage strategies for supporting equitable practices in mathematics teaching and learning. If you are a teacher leader, coach, department chair, administrator or supervisor, you won't want to miss out on these three days of learning and reflection!

Registration is now open! For more information, visit https://www.mathedleadership.org/pl/ncsm-summer-leadership-academy-2022/

By Jenny Novak | NCSM Professional Learning Director

WANT TO GET INVOLVED IN NCSM?

WE LOVE OUR VOLUNTEERS AND NEED VOLUNTEERS!
CLICK HERE TO SEE ALL THE WAYS YOU COULD GET INVOLVED.

Interested in joining NCSM? Need a Membership Application?

***Go to:* mathedleadership.org/membership/**

LEARNINGS FROM LEADERS

As an organization of leaders, we value learning from others. We connect to the stories, the experiences, and the practices of other mathematics education leaders. In this segment, we are honored to be able to share the stories of three NCSM members from Canada, US Western 2, and US Southern 1 who discuss keeping a sense of balance, the power of optimism in adversity, and working with teachers to improve their pedagogy.

CANADA


JEN CARTER

NCSM's Canada Region is honored to introduce ***Jen Carter*** from Vernon, British Columbia. Jen is a long-time member of the NCSM and a regular at NCSM conferences. She has just become one of NCSM's Regional Team Leaders.

Jen was born in Pennsylvania, but after spending time living and studying in Alaska, she found herself in the beautiful city of Vernon. She began her education with a B.A. in Linguistics, following this with a degree in elementary education at the University of Alaska. She continued her education by attaining her M.Ed. in Administration and Curriculum with Gonzaga University.

Becoming a mathematics leader was never on her radar. After some unfortunate learning experiences in high school, Jen "lost confidence and avoided math from then on." However, in her role as a literacy leader, she stepped outside her comfort level and began to devote her professional learning to mathematics education. What changed everything was her training in First Steps in Mathematics, where "so much understanding came together for me." She leaned on her literacy practices to craft her approach to improving how she taught mathematics.

Jen currently is a Numeracy Curriculum Coordinator for her school district. She is also the treasurer of the British Columbia Association of Mathematics Teachers (BCAMT), providing professional learning opportunities for teachers across BC's diverse province.

I had the pleasure of asking her a few questions, revealing her wisdom and experience working with teachers to improve their math pedagogy: teaching, learning, and assessing mathematics.

—Deanna Brajcich

What is your approach with teachers inhibited by their own mathematics anxiety?

I use tools such as Number Talks to help them see that mathematics can be approached in different ways, from different perspectives, and that they, as the teacher, do not need to have all of the answers. I help them shift their perspective of their role from 'expert' and 'knowledge-giver' to that of a facilitator. I also highlight misconceptions that students often have and ways to correct these to move learning forward. I think this increases teacher efficacy when they have tools that provide opportunities for them to see themselves making a difference for students. Also, I give them 'permission' to let go of some traditional approaches that may actually cause their anxiety. Helping these teachers see that the emphasis is now more on helping students develop curricular competencies rather than rote procedures with a lack of understanding has made a world of difference for these teachers' confidence.

How has your approach to helping teachers with mathematics pedagogy since you began as a mathematics leader in your district?

While there is still a time and place for a

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workshop-style approach (especially online during Covid-19), I have definitely shifted to an approach that involves more co-planning/co-teaching. I prefer facilitating professional conversations and promoting sharing opportunities among teachers—teachers learning from teachers, exploring and modeling how we would like to see teaching happen in a classroom is more effective than a stand-alone workshop.

How do you approach teachers who are reluctant to change their teaching?

I was advised early on in my career to lead and work with those who are keen and interested: eventually, the rest will follow. Much of my work is around capacity-building; therefore, teachers have the tools and the confidence to work with their colleagues by sharing ideas, strategies, and teaching philosophies. This capacity-building is necessary; after all, there is only one of me helping the 20 schools in my district!

I also try to help these teachers see that newer teaching and assessing approaches can reduce workload, minimize preparation time and result in much less marking! Sometimes it is helpful just to offer to visit and demonstrate something new to them. For instance, showing them the benefits of using Cuisenaire rods or rekenreks allows them to see how much amazing thinking will come from their students. Mathematics educators just need to provide the structures and the opportunities for students to have intentional ***play*** with materials and share ideas with one another.

Describe one of your favorite success stories in your position.

My favorite success story was early in my current role as a part-time Numeracy Coordinator. I was also a Vice Principal at an elementary school and was teaching two days per week in a Grade 3 classroom. Importantly, I had just read *The Teaching Gap* by Stigler and Hiebert. I decided to give my students a 2-digit by 2-digit subtraction problem before teaching any strategies on how to solve it. I let them chat in groups about how they might approach the problem, and then they shared out as I recorded their thinking on the whiteboard until all ideas were exhausted.

I had a student who was very low academically and struggled socially. He shared an awesome and very efficient strategy that was completely based on his sense of place value. So many students connected with and made sense of his strategy and wanted to try it for a different problem. The proud smile on that student's face was priceless. It was a pivotal moment for me and reinforced, as Van de Walle suggests, that the moment we as adults tell students how to solve a problem, students will abandon their own sense-making. This was critical learning for me and has shaped my work in this leadership role.

If you could have a superpower in mathematics leadership what would it be? What would you do with this superpower?

I would love to know ahead of time that those success moments are coming, such as the one I described above. That way, I could share them as video clips so that all teachers could see the impact a simple change in their practice can make for students and their learning. I do realize, however, that these moments could never really be appreciated in the same way by others. Without knowing the student, the context, and their struggles, it is hard to recognize how proud students can be to be leaders among their peers. Still, it would be nice to try.

Interview by Deanna Brajcich | NCSM Canada Regional Director

LEARNINGS FROM LEADERS CONTINUES ON NEXT PAGE

US WESTERN 2

JAVIER GARCIA

Javier Garcia, NCSM Western Region 2, is the Data and Analytics Coordinator for Tulare County Office of Education in Central California. He supports the CA Mathematics Council's Communication Committee and CMC-Central Section's local mathematics efforts.

What is the most important issue for leaders in mathematics education today?

Mathematics is important, but most important are the people learning it. The content we get to teach in our classrooms is mathematics, but those classrooms are made by a complex mix of individuals. There is something magical in the communities that emerge in these spaces over the course of 180 days. It's worth reflecting on how students participate in shaping our school and classroom communities and take care to avoid diminishing their power.

Students are learning more than mathematics in our classrooms. Every moment holds a lesson. The choices we make are all part of the curriculum—our students will take it all in and form models of adult authority, school, mathematics, the world, and where they stand in relation to it. When we have conversations about broad concepts or values like equity or valuing student mathematical ideas, these manifest in those choices across moments. The sum of these moments will contribute to each student's understanding of what mathematics is through what they see us value. Do students see narrow mathematics fixated on a single aspect (for example, precise calculation), or is the mathematics they experience broad and rich, enabling more students to find a place to share and refine their gifts? Do they see mathematics that is joyful, important, intriguing, creative, inspiring exploration, and connection with other topics?

Teaching is a giving profession. Listening is an incredible gift we can offer. When we hear what our students have to say, it allows us to be more responsive and move past some of the ideological assumptions that can sometimes mask the contours of the truth.

Our society tends to demand a lot of our giving professions. Service professionals find themselves buckling as they contend with the added complexities and pressures of serving others while facing an unyielding pandemic. Leaders in mathematics education can advocate for the teachers they partner with and serve. Our people are important, and we should do everything we can to support the conditions that allow each person to thrive.

Interview by Rosa Serratore | NCSM Western 2 Regional Director

US SOUTHERN 1


SPENCER JAMIESON

Spencer Jamieson, PhD, is the Elementary Mathematics Specialist for the Fairfax County Public Schools in Fairfax, VA.

As I begin my term as the Regional Director for US Southern 1, I am eager and anxious to travel and get to know and learn from the leaders across the region and the country. Since events and travel have been limited this year, I stayed closer to home to profile a leader in my state. Dr. Jamieson is someone I have worked closely with over the past few years, learning directly from him when I took over the presidency of the Virginia Council of Mathematics Supervision. Spencer currently supports the students and teachers of Fairfax County Public Schools as an Elementary Mathematics Specialist. However, as with most mathematics leaders, Spencer keeps himself busy with work that extends far beyond his day job, including work with the state department of education, various professional organizations, his recently completed doctoral degree, and friends and family. I checked in with him to learn how he keeps a sense of balance in his life and how he remains optimistic in the face of adversity. —Ian Shenk

Finding balance is a goal for everyone's daily life. For me, it comes down to passion. I have a passion for spending quality time with my family and friends, a love of teaching and learning mathematics, and a desire for continual self-improvement. These are the three biggest passions that I have in my life, and the ability to juggle them is sometimes challenging.

To maintain the balance, I try to interweave my passions together. For example, my family and friends know about my passions, as I don't make them a secret; they support me and push me in my thinking about teaching and learning mathematics. Yes, we talk about mathematics, and they aren't even mathematics teachers. My passion for continual improvement is always looking for other opportunities to grow. These endeavors are always made with my family and friends in mind.

Motivation is key when a setback is placed before you. A setback is just a different perspective. You have a couple of choices when it comes to perspectives: 1) Do nothing and don't move forward, or 2) Move forward but use a different path with this new perspective in mind.

Staying positive helps with moving forward. It is okay to be mad or angry but then move forward. To help me stay positive, I always think about what is in my sphere of control. This also allows me to stay grounded and zero in on navigating around the new perspective.

Interview by Ian Shenk | NCSM Southern 1 Regional Director

CALL FOR MANUSCRIPTS

THE *NCSM JOURNAL OF MATHEMATICS EDUCATION LEADERSHIP (JMEL)* EDITORS ARE INTERESTED IN MANUSCRIPTS!

The editors are particularly interested in manuscripts that bridge research to practice in mathematics education leadership. Manuscripts should be relevant to our members' roles as leaders in mathematics education, and implications of the manuscript for leaders in mathematics education should be significant. At least one author of the manuscript must be a current member of NCSM. Categories for submissions include:

- *Case studies and lessons learned* from mathematics education leadership in schools, districts, states, regions, or provinces;
- *Research reports* with implications for mathematics education leaders;
- *Professional development* efforts, including how these efforts are situated in the larger context of professional development and implications for leadership practice; and
- *Other categories* that support the NCSM vision will also be considered.

Submission Procedures

Each manuscript will be reviewed by two volunteer reviewers and a member of the editorial panel. Manuscripts should be emailed to the Journal Editors, currently Drs. Erin Lehmann and Paula Jakopovic, at **ncsmJMEL@mathedleadership.org**.

Submissions should follow the most current edition of APA style and include:

1. A Word file(.docx) with author information (name, title, institution, address, phone, email) and an abstract (maximum of 120 words) followed by the body of the manuscript (maximum of 12,000 words)
2. A blinded Word file (.docx) as above but with author information and all references to authors removed.

By Erin Lehman | NCSM Journal Editor
Paula Jacobpovic | NCSM Journal Associate Editor

NCSM MISSION STATEMENT

NCSM is a mathematics education leadership organization that equips and empowers a diverse education community to engage in leadership that supports, sustains, and inspires high-quality mathematics teaching and learning every day for each and every learner.

NCSM VISION STATEMENT

NCSM is the premiere mathematics education leadership organization. Our bold leadership in the mathematics education community develops vision, ensures support, and guarantees that all students engage in equitable, high-quality mathematical experiences that lead to powerful, flexible uses of mathematical understanding to affect their lives and to improve the world.

High-quality leadership is vital to this vision. NCSM is committed to:

Developing and Informing Vision

- Provide leadership to influence issues and policies affecting mathematics education in ways consistent with the mission and vision of NCSM;
- Equip leaders to be critical consumers of educational information, research, and policy to become change agents in their communities;
- Support leaders to develop an actionable vision of mathematics instruction consistent with a view of mathematics as a sense-making endeavor.

Ensuring Support to All Stakeholders

- Develop networking and communication opportunities that connect the mathematics education community, as well as the broader education community;
- Equip leaders with the tools to create and sustain systems that fully align with the vision of mathematics and mathematics instruction promoted by NCSM;
- Equip leaders with the understanding, knowledge, and skills to continue their own personal growth, support emerging leaders, and further develop excellence in mathematics teaching.

Guaranteeing All Students Engage in Equitable, High-Quality Mathematical Experiences

- Provide advocacy and support regarding issues and policies affecting mathematics education in ways consistent with the mission and vision of NCSM;
- Provide resources for implementation of research-informed instruction to ensure students engage in relevant and meaningful learning experiences that promote mathematics as a sense-making endeavor;
- Advocate for each and every student to have access to rigorous mathematics that develops their understanding, skills, and knowledge, along with the confidence to leverage their learning, in order to improve their world.

ABOUT YOUR NCSM *INSPIRATION!*

The purpose of your NCSM *Inspiration!* is to advance the mission and vision of NCSM by informing the membership of the on-going activities of NCSM, by providing up-to-date information about issues, trends, programs, policy, and practice in mathematics education, and by promoting networking and collaboration among NCSM members and other stakeholders in the education community. *Inspiration!* is published electronically four times a year—fall, winter, spring, and summer—and is available to NCSM members only via the NCSM Website, as a benefit of your NCSM membership.

KIM ROMAIN
NCSM *INSPIRATION!*
EDITOR

Inspiration! seeks articles on issues of interest to mathematics educators, especially K–12 classroom teacher leaders. All readers are encouraged to contribute articles.

Please send newsletter articles and comments to:
Kim Romain • kromain@mathedleadership.org

LUIS LIMA
NCSM *INSPIRATION!*
ASSOCIATE EDITOR

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