

National Council Of Supervisors Of Mathematics

Linda M. Gojak, Ruth Harbin Miles

The PRIME Leadership Framework National Council of Supervisors of Mathematics, 2011-09-20 The PRIME Leadership Framework describes the leadership principles and action indicators that the National Council of Supervisors of Mathematics endorses and that all mathematics education leaders should aspire toward to create equity and excellence in math education for all students. The PRIME Leadership Framework does not describe or endorse any specific leadership style. The framework is intended to engage leaders in conversations about what should be the focus of individual and collective leadership actions, energy, and effort, and seeks to expand the role of teacher leaders in mathematics education. PRIME is a what to do document and not a prescriptive how to do or how to be document. Accordingly, the PRIME Framework views leadership responsibility as founded upon three essential themes: 1. Success for every student, teacher, and leader 2. Research-informed teacher actions 3. Teacher collaboration and professional learning The Framework is based upon the following four essential principles of leadership that drive an improved future for mathematics education: 1. Equity Leadership to ensure high expectations and access to meaningful mathematics learning for every student. 2. Teaching and Learning Leadership to ensure high expectations and access to meaningful mathematics instruction every day. 3. Curriculum Leadership to ensure relevant and meaningful mathematics in every lesson. 4. Assessment Leadership to ensure timely, accurate monitoring of student learning and adjustment of teacher instruction for improved student learning.

NCSM Essential Actions National Council of Supervisors of Mathematics, 2019-04 NCSM Essential Actions: Instructional Leadership in Mathematics Education This publication provides a comprehensive resource for any school-based administrator who is interested in developing and nurturing exemplary teaching and

learning of mathematics for students in their school.

NCSM Essential Actions National Council of Supervisors of Mathematics,2019-04 NCSM Essential Actions: Coaching in Mathematics Education provides a comprehensive model for implementation of mathematics coaching at the school and district levels. With this resource, NCSM offers the foundational elements of effective mathematics coaching programs and a detailed set of essential actions that must be taken by all stakeholders to establish and maintain such a program.

It's TIME National Council of Supervisors of Mathematics,2014-03-04 Help all students become high-achieving mathematics learners. Gain a strong understanding of mathematics culture, and learn necessary best practices to fully align curriculum and instruction with the CCSS for mathematics. You'll explore the factors that have traditionally limited mathematics achievement for students and discover practical strategies for creating an environment that supports mathematics learning and instruction.

NCSM Great Tasks for Mathematics K-5 Connie Shrock,Kit Norris,David K. Pugalee,Richard Seitz,Fred Hollingshead,2013-04-01 This publication provides K-5 engaging activities for effective instruction and assessment that integrate the content and practices of the Common Core State Standards for Mathematics

A Guide to Mathematics Leadership Don S. Balka,Ted H. Hull,Ruth Harbin Miles,2009-11-18 Written by three noted mathematics educators, this volume presents a process-based approach to building a high-quality mathematics program based on five NCTM principles and four NCSM leadership principles.

NCSM Essential Actions Mona Toncheff,2020-03-15 A guiding principle is a belief or ideal that defines the work of an organization and transcends changes in circumstance, leadership, or any of the other working parts of that organization. Through that lens, the four guiding principles identified in the NCSM

Essential Actions: Framework for Mathematics Leadership include clarity and focus for how to lead PK-12 mathematics. The combination of the foundational elements and the guiding principles provide structure for defining the role of any individual who finds themselves leading mathematics instructional programs in a school, district, or institute of higher education.

A Guide to Detracking Math Courses Angela Torres, Ho Nguyen, Elizabeth Hull Barnes, Laura Wentworth, 2023-05-03

Create a pathway to equity by detracking mathematics The tracked mathematics system has been operating in US schools for decades. However, research demonstrates negative effects on subgroups of students by keeping them in a single math track, thereby denying them access to rigorous coursework needed for college and career readiness. The journey to change this involves confronting some long-standing beliefs and structures in education. When supported with the right structures, instructional shifts, coalition building, and educator training and support, the detracking of mathematics courses can be a primary pathway to equity. The ultimate goal is to increase more students' access to and achievement in higher levels of mathematics learning—especially for students who are historically marginalized. Based on the stories and lessons learned from the San Francisco Unified School District educators who have talked the talk and walked the walk, this book provides a model for all those involved in taking on detracking efforts from policymakers and school administrators, to math coaches and teachers. By sharing stories of real-world examples, lessons learned, and prompts to provoke discussion about your own context, the book walks you through: Designing and gaining support for a policy of detracked math courses Implementing the policy through practical shifts in scheduling, curriculum, professional development, and coaching Supporting and improving the policy through continuous research, monitoring, and maintenance. This book offers the big ideas that help you in your own unique

journey to advance equity in your school or district's mathematics education and also provides practical information to help students in a detracked system thrive.

Fifty Years of Leadership in Mathematics Education

Where Do We Go from Here Shirley Frye, Zalman Usiskin, Steve Leinwand, Gary Bitter, Francis (Skip) Fennell, Susana Davidenko, Jo Boaler, Ralph Connelly, Tim Kanold, Cathy Seeley, Connie Schrock, 2018-04-25 On the occasion of the National Council of Supervisors of Mathematics (NCSM) 50th anniversary, we challenged authors to write articles that celebrate these 50 years of mathematics education and to provide insight into where the organization can go in the future.

Answers to Your Biggest Questions About Teaching

Elementary Math John J. SanGiovanni, Susie Katt, Latrenda D. Knighten, Georgina Rivera, 2021-08-31 Your guide to grow and learn as a math teacher! Let's face it, teaching elementary math can be hard. So much about how we teach math today may look and feel different from how we learned it. Today, we recognize placing the student at the center of their learning increases engagement, motivation, and academic achievement soars. Teaching math in a student-centered way changes the role of the teacher from one who traditionally "delivers knowledge" to one who fosters thinking. Most importantly, we must ensure our practice gives each and every student the opportunity to learn, grow, and achieve at high levels, while providing opportunities to develop their agency and authority in the classroom which results in a positive math identity. Whether you are a brand new teacher or a veteran, if you find teaching math to be quite the challenge, this is the guide you want by your side. Designed for just-in-time learning and support, this practical resource gives you brief, actionable answers to your most pressing questions about teaching elementary math. Written by four experienced math educators representing diverse experiences, these authors offer the practical advice they wish they received years ago, from

lessons they've learned over decades of practice, research, coaching, and through collaborating with teams, teachers and colleagues—especially new teachers—every day. Questions and answers are organized into five areas of effort that will help you most thrive in your elementary math classroom: 1. How do I build a positive math community? 2. How do I structure, organize, and manage my math class? 3. How do I engage my students in math? 4. How do I help my students talk about math? 5. How do I know what my students know and move them forward? Woven throughout, you'll find helpful sidebar notes on fostering identity and agency; access and equity; teaching in different settings; and invaluable resources for deeper learning. The final question—Where do I go from here?— offers guidance for growing your practice over time. Strive to become the best math educator you can be; your students are counting on it! What will be your first step on the journey?

Mathematize It! [Grades K-2] Kimberly Morrow-Leong, Sara Delano Moore, Linda M. Gojak, 2020-04-23 This book is a must-have for anyone who has faced the challenge of teaching problem solving. The ideas to be learned are supported with a noticeably rich collection of classroom-ready problems, examples of student thinking, and videos. Problem solving is at the center of learning and doing mathematics. And so, *Mathematize It!* should be at the center of every teacher's collection of instructional resources. John SanGiovanni Coordinator, Elementary Mathematics Howard County Public School System, Ellicott City, MD Help students reveal the math behind the words I don't get what I'm supposed to do! This is a common refrain from students when asked to solve word problems. Solving problems is about more than computation. Students must understand the mathematics of a situation to know what computation will lead to an appropriate solution. Many students often pluck numbers from the problem and plug them into an equation using the first operation they can think of (or the last one they practiced). Students also tend to

choose an operation by solely relying on key words that they believe will help them arrive at an answer, which without careful consideration of what the problem is actually asking of them. **Mathematize It! Going Beyond Key Words to Make Sense of Word Problems, Grades K-2** shares a reasoning approach that helps students dig into the problem to uncover the underlying mathematics, deeply consider the problem's context, and employ strong operation sense to solve it. Through the process of mathematizing, the authors provide an explanation of a consistent method—and specific instructional strategies—to take the initial focus off specific numbers and computations and put it on the actions and relationships expressed in the problem. Sure to enhance teachers' own operation sense, this user-friendly resource for Grades K-2 · Offers a systematic mathematizing process for students to use when solving word problems · Gives practice opportunities and dozens of problems to leverage in the classroom · Provides specific examples of questions and explorations for addition and subtraction of whole numbers as well as early thinking for multiplication and division · Demonstrates the use of concrete manipulatives to model problems with dozens of short videos · Includes end-of-chapter activities and reflection questions How can you help your students understand what is happening mathematically when solving word problems? Mathematize it!

Your Mathematics Standards Companion, Grades 3-5

Linda M. Gojak, Ruth Harbin Miles, 2017-05-17 Transforming the standards into learning outcomes just got a lot easier In this expansion of the original popular Common Core Mathematics Companions, you can see in an instant how teaching to your state standards should look and sound in the classroom. Under the premise that math is math, the authors provide a Cross-Referencing Index for states implementing their own specific mathematics standards, showing which of your standards are the same as CCSS-M, which differ and how—and which page number

to turn to for standards-based teaching ideas. It's all here, page by page: The mathematics embedded in each standard for a deeper understanding of the content Examples of what effective teaching and learning look like in the classroom Connected standards within each domain so teachers can better appreciate how they relate Priorities within clusters so teachers know where to focus their time The three components of rigor: conceptual understanding, procedural skills, and applications Vocabulary and suggested materials for each grade-level band with explicit connections to the standards Common student misconceptions around key mathematical ideas with ways to address them Sample lesson plans and lesson planning templates Cross-referenced index listing the standards in the following states, explaining what is unique to the standards of each state Your Mathematics Standards Companion is your one-stop guide for teaching, planning, assessing, collaborating, and designing powerful mathematics curriculum.

The Common Core Mathematics Companion: The Standards Decoded, Grades 3-5 Linda M. Gojak, Ruth Harbin Miles, 2015-05-28 This book is modeled after Jim Burke's successful Common Core Companion Series. It is the second of two books (K-2, 3-5) in the series. The book will include a clear explanation of the mathematics within each domain, cluster, and standard and suggested grade level appropriate visual models and representations. It is a book for math teachers who may or may not be math specialists. As teachers plan and develop their curriculum, this book will help them determine important mathematics in a cluster and how that mathematics connects from one grade to the next as well as within a grade.

The Common Core Mathematics Standards Ted H. Hull, Ruth Harbin Miles, Don S. Balka, 2012-04-17 Transform math instruction with effective CCSS leadership The Common Core State Standards (CCSS) for mathematics describe the habits of mind that teachers should develop in their students without which

the content standards cannot be successfully implemented. This professional development resource helps principals and math leaders grapple with the changes that must be addressed so that teachers can implement the practices required by the CCSS. Features include: A clear explanation of the CCSS for Mathematical Practice Techniques to help leadership teams collaboratively implement and maintain the new standards A proficiency matrix with examples of instructional strategies for helping students reach competency in each standard An example of how a fourth-grade classroom might implement the CCSS Readers will find reproducible, pullout tools to help with the change process, including an instructional sequence chart. A comprehensive and easy-to-use resource for teachers, district and school leaders, and mathematics curriculum coordinators, The Common Core Mathematics Standards provides the definitive road map for leading the change necessary to align math instruction with best practices.

Realizing Rigor in the Mathematics Classroom Ted H. Hull, Ruth Harbin Miles, Don S. Balka, 2014-01-28 Rigor put within reach! Rigor: The Common Core has made it policy—and this first-of-its-kind guide takes math teachers and leaders through the process of making it reality. Using the Proficiency Matrix as a framework, the authors offer proven strategies and practical tools for successful implementation of the CCSS mathematical practices—with rigor as a central objective. You'll learn how to Define rigor in the context of each mathematical practice Identify and overcome potential issues, including differentiating instruction and using data Relate specific roles and goals for all stakeholders Use assessment tools to guide work and monitor progress

Mathematize It! Sara Delano Moore, Kimberly Morrow-Leong, Linda M. Gojak, 2019-09-17 Help students reveal the math behind the words Solving problems is about more than computation. Students must understand the mathematics of a

situation to know what computation will lead to an appropriate solution. Mathematize It! shares a reasoning approach that helps students dig into the problem to uncover the underlying mathematics, deeply consider the problem's context, and employ strong operation sense to solve it. This user-friendly resource for Grades 3–5 • Offers a systematic mathematizing process for solving word problems • Provides specific examples for all four operations (addition, subtraction, multiplication, and division) with whole numbers, fractions, and decimals • Demonstrates the use of concrete manipulatives to model problems with dozens of short videos

Answers to Your Biggest Questions About Teaching

Secondary Math Frederick L. Dillon, Ayanna D. Perry, Andrea Cheng, Jennifer Outzs, 2022-03-22 Let's face it, teaching secondary math can be hard. So much about how we teach math today may look and feel different from how we learned it. Teaching math in a student-centered way changes the role of the teacher from one who traditionally delivers knowledge to one who fosters thinking. Most importantly, we must ensure our practice gives each and every student the opportunity to learn, grow, and achieve at high levels, while providing opportunities to develop their agency and authority in the classroom which results in a positive math identity. Whether you are a brand new teacher or a veteran, if you find teaching math to be quite the challenge, this is the guide you want by your side. Designed for just-in-time learning and support, this practical resource gives you brief, actionable answers to your most pressing questions about teaching secondary math. Written by four experienced math educators representing diverse experiences, these authors offer the practical advice they wish they received years ago, from lessons they've learned over decades of practice, research, coaching, and through collaborating with teams, teachers and colleagues—especially new teachers—every day. Questions and answers are organized into five areas of effort that will help you most thrive in your

secondary math classroom: How do I build a positive math community? How do I structure, organize, and manage my math class? How do I engage my students in math? How do I help my students talk about math? How do I know what my students know and move them forward? Woven throughout, you'll find helpful sidebar notes on fostering identity and agency; access and equity; teaching in different settings; and invaluable resources for deeper learning. The final question—Where do I go from here?— offers guidance for growing your practice over time. Strive to become the best math educator you can be; your students are counting on it! What will be your first step on the journey?

Styles and Strategies for Teaching High School

Mathematics Edward J. Thomas, John R. Brunsting, Pam L. Warrick, 2010-08-10 This book offers effective, research-based strategies that can be mixed and matched to differentiate mathematics instruction for high school students through four different learning styles. Learn From the Experts! Sign up for a Math Professional Development Institute in your area—visit www.ThoughtfulClassroom.com/events

Visible Thinking in the K-8 Mathematics Classroom Ted H. Hull, Don S. Balka, Ruth Harbin Miles, 2011-01-21 Seeing is believing with this interactive approach to math instruction Do you ever wish your students could read each other's thoughts? Now they can—and so can you! This newest book by veteran mathematics educators provides instructional strategies for maximizing students' mathematics comprehension by integrating visual thinking into the classroom. Included are numerous grade-specific sample problems for teaching essential concepts such as number sense, fractions, and estimation. Among the many benefits of visible thinking are: Interactive student-to-student learning Increased class participation Development of metacognitive thinking and problem-solving skills

Your Mathematics Standards Companion, Grades K-2

Linda M. Gojak, Ruth Harbin Miles, 2017-05-17 Transforming the

standards into learning outcomes just got a lot easier In this expansion of the original popular Common Core Mathematics Companions, you can see in an instant how teaching to your state standards should look and sound in the classroom. Under the premise that math is math, the authors provide a Cross-Referencing Index for states implementing their own specific mathematics standards, showing which of your standards are the same as CCSS-M, which differ and how—and which page number to turn to for standards-based teaching ideas. It's all here, page by page: The mathematics embedded in each standard for a deeper understanding of the content Examples of what effective teaching and learning look like in the classroom Connected standards within each domain so teachers can better appreciate how they relate Priorities within clusters so teachers know where to focus their time The three components of rigor: conceptual understanding, procedural skills, and applications Vocabulary and suggested materials for each grade-level band with explicit connections to the standards Common student misconceptions around key mathematical ideas with ways to address them Sample lesson plans and lesson planning templates Cross-referenced index listing the standards in the following states, explaining what is unique to the standards of each state Your Mathematics Standards Companion is your one-stop guide for teaching, planning, assessing, collaborating, and designing powerful mathematics curriculum.

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