



# Preface

The National Council of Teachers of Mathematics is proud to be the organization that launched the education standards movement. Growing out of its visionary *Agenda for Action* in 1980, NCTM's 1989 publication of *Curriculum and Evaluation Standards for School Mathematics* presented a comprehensive vision for mathematics teaching, learning, and assessment in kindergarten–grade 4, grades 5–8, and grades 9–12. In 2000, NCTM's *Principles and Standards for School Mathematics* expanded on the 1989 Standards and added underlying Principles for school mathematics for four grade bands: pre-K–grade 2, grades 3–5, grades 6–8, and grades 9–12. In 2006, *Curriculum Focal Points for Pre-kindergarten through Grade 8 Mathematics: A Quest for Coherence* extended this work by identifying the most significant mathematical concepts and skills at each level from prekindergarten through grade 8. NCTM addressed high school mathematics education in 2009 in *Focus in High School Mathematics: Reasoning and Sense Making*.

The next phase in the evolution of mathematics standards was the development of the Common Core State Standards for Mathematics by the National Governors Association and the Council of Chief State School Officers. The release of these standards in 2010, and their adoption by forty-five states, has presented a historic opportunity for mathematics education in the United States.

Over the past twenty-five years, we have learned that standards alone—no matter their origins, authorship, or the process by which they are developed—will not realize the goal of high levels of mathematical understanding by all students. More is needed than standards. For that reason, NCTM has developed *Principles to Actions: Ensuring Mathematical Success for All*, the next in its line of landmark publications guiding mathematics education into the future. *Principles to Actions* describes the conditions, structures, and policies that must exist for all students to learn. It addresses the essential elements of teaching and learning, access and equity, curriculum, tools and technology, assessment, and professionalism. Finally, it suggests specific actions that teachers and stakeholders need to take to realize our shared goal of ensuring mathematical success for all.

*Principles to Actions* represents a significant step in articulating a unified vision of what is needed to realize the potential of educating all students—under any standards or in any educational setting. Most important, it describes the actions required to ensure that all students learn to become mathematical thinkers and are prepared for any academic career or professional path that they choose. *Principles to Actions* is for teachers, coaches, specialists, principals, and other school leaders. It is for policymakers and leaders in districts and states,

including commissioners, superintendents, and other central office administrators. Moreover, it will give families guidance about what to look for and expect in the system educating their children. *Principles to Actions* spells out the part that we all must play in supporting the success of today's students to ensure a bright future for the world around us.

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