Preface

Improving student success and achievement in mathematics are the goals of this book. The theme is consistent across each of our previous books. In 2009, Corwin released our first book, *A Guide to Mathematics Coaching: Processes for Increasing Student Achievement* (Hull, Balka, & Harbin Miles), which was designed to assist coaches in directly impacting student performance by working with teachers. Within a few months, our second book was released, *A Guide to Mathematics Leadership: Sequencing Instructional Change* (Balka, Hull, & Harbin Miles, 2009). We focused on strategies school leaders could use to increase student success in mathematics achievement. In 2010, we released *Overcoming Resistance to Change: A Guide for School Leaders and Coaches,* and in 2011, Corwin and the National Council of Teachers of Mathematics (NCTM) released our book *Visible Thinking in the K–8 Mathematics Classroom.* Both books specifically targeted classroom instructional change.

Our series of books is based on a study of the research, a review of the literature, and our professional experiences with a combined total of more than 100 years working with school leaders and teachers to improve mathematics achievement. With both our work and our books, we strive to provide school leaders responsible for mathematics achievement, mathematics leaders, and mathematics teachers a practical, sequential process to establish meaningful, significant improvements in mathematics teaching and learning.

Shortly after the release of our first two books, a never before witnessed phenomenon occurred in our nation. A wide-ranging group of state governors (48 of the 50) met to initiate the creation of common content standards. With work completed, the Common Core State Standards (CCSS) were released in 2010. Now, more than 40 states, the District of Columbia, and U.S. territories have signed on to this initiative as work continues and will continue on the assessment portion for many years.

Yet, with the CCSS, school leaders are facing a significant undertaking in transitioning to the new content standards and Standards for

Mathematical Practice. They need more specific help that is directly related to the CCSS than what is contained in our previous books.

With these thoughts in mind, we have written a book for leaders, teachers, and leadership teams that is precise and easy to read, one that selectively pulls ideas from our other books that directly impact leadership concerns and issues. Four different groups of educators need this book:

1. Leaders responsible for mathematics such as principals, assistant superintendents, and curriculum directors;
2. Mathematics leaders such as coaches, specialists, and coordinators;
3. Mathematics teachers; and
4. Leadership teams consisting of representatives from the above three groups.

We are recommending this companion book for all educators responsible for mathematics because it assists them in working collaboratively to understand and adopt the mathematical content and practices. More important, we provide a guide, with supporting forms, for successfully leading the implementation of the eight identified Standards for Mathematical Practice for students that are contained in the CCSS.