

## **PREFACE**

In early 1989 the Commission on Professional Teaching Standards was established by the Board of Directors of the National Council of Teachers of Mathematics. The commission was charged to produce a set of standards that promotes a vision of mathematics teaching, evaluating mathematics teaching, the professional development of mathematics teachers, and responsibilities for professional development and support, all of which would contribute to the improvement of mathematics education as envisioned in the *Curriculum and Evaluation Standards for School Mathematics*.

The standards were drafted in the summer of 1989 and revised in the summer of 1990 by the members of the commission and the three working groups, each representing a cross section of the mathematics education community, including classroom teachers, supervisors, educational researchers, mathematics teacher educators, and university mathematicians (see page ii). They were appointed by Shirley Frye, then president of NCTM.

The meetings of the commission and the working groups were held at Michigan State University. All who worked on the document thank Frank Hoppensteadt, Dean of the College of Natural Science, and Judith Lanier, Dean of the College of Education, and the many faculty members who helped to make working conditions for the group ideal. In addition we owe a debt of gratitude to Nan Jackson, Janine Remillard, and Kara Suzuka for their excellent contribution to the final drafting of the document and for their fine work in organizing and coding the hundreds of written responses to the first draft of the document.

The revisions were based on the very thoughtful responses to the working draft of this document gathered from individuals and groups during the 1989–90 school year. This document is much stronger and more coherent because of the careful reviews and suggestions that were provided. We thank all who contributed comments and hope that you see the results of your reactions in this final document. The stories of teaching that are used to craft the vignettes represent many of your suggestions. We are confident that this document represents the consensus of NCTM's members about teaching mathematics, evaluating the teaching of mathematics, the professional development of teachers, and responsibilities for the support and development of teachers and teaching.

The *Professional Standards for Teaching Mathematics* is designed, along with the *Curriculum and Evaluation Standards for School Mathematics*, to establish a broad framework to guide reform in school mathematics in the next decade. In particular, these standards present a vision of what teaching should entail to support the changes in curriculum set out in the *Curriculum and Evaluation Standards*. This document spells out what teachers need to know to teach toward new goals for mathematics education and how teaching should be evaluated for the purpose of improvement. We challenge all who have responsibility for any part of the support and development of mathematics teachers and teaching to use these standards as a basis for discussion and for making needed change so that we can reach our goal of a quality mathematics education for every child.