NCTM Position Statements

NCTM position statements define a particular problem, issue, or need and describe its relevance to mathematics education. Each statement defines the Council’s position and suggests a course of action. The NCTM Board of Directors approves all position statements, which are online at http://www.nctm.org/StandardsPositions.

- Catalyzing Change in High School Mathematics (2018)
- Principles to Actions: Ensuring Mathematical Success for All (2014)
- Focus in High School Mathematics: Reasoning and Sense Making (2009)
- Curriculum Focal Points for Prekindergarten through Grade 8: A Quest for Coherence (2006)
- Principles and Standards for School Mathematics (2000)
- Access and Equity in Mathematics Education (April 2014)
- Algebra as a Strand of School Mathematics for All Students (April 2014)
- Calculator Use in Elementary Grades (July 2015)
- Calculus (March 2012)
- Closing the Opportunity Gap (February 2012)
- Computer Science and Mathematics Education (February 2016)
- Curricular Coherence and Open Educational Resources (October 2016)
- Evaluation of Teachers of Mathematics (July 2016)
- High Expectations (July 2016)
- Intervention (July 2011)
- Large-Scale Assessments and High-Stakes Decisions (July 2016)
- Linking Mathematics Education Research and Practice (July 2012)
• Mathematics in Early Childhood Learning (October 2013)
• The Metric System (July 2015)
• Preparing Pre-K-12 Teachers of Statistics (April 2013)
• Procedural Fluency in Mathematics (July 2014)
• Providing Opportunities for Students with Exceptional Promise (October 2016)
• The Role of Elementary Mathematics Specialists in the Teaching and Learning of Mathematics (2010)
• Strategic Use of Technology in Teaching and Learning Mathematics (July 2015)
• Supporting the Common Core State Standards for Mathematics (August 2013)
• Teacher Mentorship (October 2013)
• Teaching Mathematics to English Language Learners (October 2013)