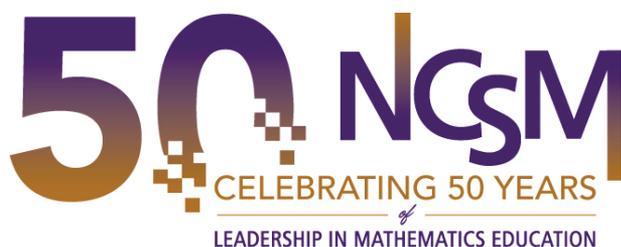


National Council of Supervisors of Mathematics



**50TH Anniversary
Addendum 2003 - 2018**

www.mathedleadership.org

The NCSM Mission and Vision

Mission

NCSM is a mathematics education leadership organization that equips and empowers a diverse education community to engage in leadership that supports, sustains, and inspires high quality mathematics teaching and learning every day for each and every learner.

Vision

NCSM is the premiere mathematics education leadership organization. Our bold leadership in the mathematics education community develops vision, ensures support, and guarantees that all students engage in equitable, high-quality mathematical experiences that lead to powerful, flexible uses of mathematical understanding to affect their lives and to improve the world.

We Are NCSM. We ...

Act with a commitment to equity

Design quality learning events

Develop position statements

Honor outstanding leaders

Influence math education policy

Network with math ed. leaders

Facilitate effective leadership

Publish newsletters and journals

Recognize outstanding students

Share resources and research

Support student success

Work for equity, access, and success for all students

From the President

Dear Leaders,

When I looked back through the history of our first 35 years [<https://www.mathedleadership.org/docs/about/NCSM35thAnniv.pdf>], I was challenged by how much we have accomplished as an organization and the strong leadership that created the National Council of Supervisors of Mathematics in 1968. The founders got together and set out to address the issues related to mathematics leadership for our schools. Fifty years later, we continue to do the same with issues in mathematics education that are both old and new.



This book is a celebration of our highlights for the 15 years since the first booklet was created for our 35th anniversary. We wish to honor our past and celebrate our present as we focus on our future. The first annual meeting in Minneapolis included 35 supervisors. Our definition for membership has grown and NCSM functions to support mathematics education leaders at all levels. We are anticipating over 2000 mathematics leaders in Washington D.C. at our 50th Annual Meeting.

NCSM is an organization of and for leaders. We continue to provide relevant information with our newsletters, journals, position papers, seminars, and leadership academies. Advances in technology have expanded our reach as we have grown and embraced the digital world. We now enhance our communication with eNews, electronic journals, and many additional resources on our website. As the world changes, we continue a steady focus on mathematics education and what that means for leadership today. We've examined, reflected and revised our mission, vision and value statements as we strive to provide opportunities for NCSM to serve our members and guide mathematics education into the future.

I would like to thank Suzanne Mitchell and Kathleen Rieke who have guided the creation of this edition of our history. I would also like to thank *Big Ideas Learning* for their contribution and support in the printing of this booklet.

I am honored to have the opportunity to thank all of the past and present board members, committee chairs, volunteers, conference speakers and members that all contribute to who we are and what we have become as an organization. On behalf of our current NCSM board, I hope you will celebrate with us as you read this book created to honor past contributions to NCSM.

Happy Golden Anniversary!

Connie S. Schrock

50th Anniversary Committee

Connie Schrock • Laurie Boswell • David McKillop • Suzanne Mitchell
Wanda Audric • Linda Fulmore • Carole Greenes • Nora Ramirez

Milestones in 15 Years of NCSM History (2003-2018)

2000

- 2004..... Emphasis on Equity
- 2005..... Kansky Reports provide mathematics research; Summer Leadership Academy, “E2, Building Learning Communities for Equity and Excellence”
- 2006..... Iris Carl Travel Grants for First Time Attendees begins
- 2007..... The first 2 position statements in the *Improving Student Achievement* series published; the PRIME Leadership Framework begins
- 2008..... *The PRIME Leadership Framework: Principles and Indicators for Mathematics Education Leaders* published; NCSM Constitution revised; NCSM logo revised
- 2009..... The Glenn Gilbert National Leadership Award renamed the *Ross Taylor/ Glenn Gilbert National Leadership Award* in honor of Ross Taylor, a founding member of NCSM; Ross Taylor Past Presidents’ sessions at the NCSM Annual conference began; Coaching Matters column in newsletter started.

2010

- 2010 *Marshall Memos* started as a member benefit; *ENews* developed as a new communication tool; *Common Core State Standards for Mathematics* published; Joint position statements with AMTE, ASSM, and NCTM in support of elementary mathematics specialists; Joint strategic plan developed among mathematics organizations supporting CCSSM implementation; *Getting Started with the Common Core State Standards: First Steps for Mathematics Education Leaders* webinar offered
- 2011..... NCSM Affiliate Program begins; *Tools and Strategies to Implement the Common Core Standards for Mathematics* published; Webinars presented for *Curriculum Materials Analysis Tools* and *Illustrating the Mathematical Practices* as professional development modules; Mathematics Common Core Coalition (MC³) organized —leadership partnership to promote the CCSSM
- 2012 Coaching Corner added to website; Job Board developed
- 2013 eMembership rate started; Kay Gilliland Equity Lecture Series begins; *Illustrating the Standards for Mathematical Practice* featured; *NCSM Great Tasks for Mathematics K-5* published; *NCSM Great Tasks for Mathematics 6-12* published; *Common Core State Standards for Mathematics with Gifted and Advanced Learners*, published; *PRIMED Principal* blog started; Situations Project – Facilitator’s Guide: Division Involving Zero; NCSM joined Committee on Teachers as Professionals (C-TAP) and the Illustrative Mathematics project to build resources and toolkits to promote teacher leadership
- 2014 Online volunteer registration system started; Coaches Corner and a library of Professional Learning modules built on the successful design of *Illustrating the Standards for Mathematical Practice*; *It’s Time: Themes and Imperatives for Mathematics Education - A Leadership Framework for Common Core Mathematics* published; Additional PL resources included the *Jump Start Formative Assessment Series* and *Great Modeling Tasks in Three Acts*.
- 2015 NCSM shifted the focus of its leadership academy and fall seminars to “*Mathematics Leadership in a Time of Change: Building Leaders at all Levels.*”
- 2016 The NCSM digital drive developed an innovative cross-platform PL app for members, *Digital Learning: Imperatives for Change*.
- 2017 Emphasis on Social Justice; Two App modules developed: *A Connected Professional Culture* and *Selecting Hardware for Learning*

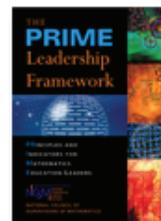
50 Years of NCSM History: Leadership in Mathematics Education

The launching of the satellite Sputnik into orbit by the Russians in the 1960s caused great concern about the quality of mathematics and science education in the United States. Thus the idea of a mathematics leaders organization was born, with the help of several mathematics supervisors, including Louis Scholl and Ross Taylor.

The mathematics supervisors met in the spring of 1968 in Philadelphia at the annual NCTM meeting. The National Council of Supervisors was actually organized and met formally for the first time in the spring of 1969 in Minneapolis. For the past 50 years, NCSM has provided leadership resources, timely research, communication tools, and infrastructure to help new and experienced mathematics leaders be successful.

Becoming a mathematics leader with influence is essential. NCSM members need to be well-informed and to network with one another in order to grow as individuals and as professionals. As NCSM grew, it provided leadership education for its members, targeted mentors and coaches, provided institutes and seminars for administrators and mathematics supervisors and facilitators, and influenced policy and programs at the national level.

Over the past 50 years, NCSM met its goals through the combined efforts of presidents, board of directors, committees, sponsors and its members. NCSM is an international group with a voice in every mathematics education community due to its excellent leadership with all mathematics education organizations.



As NCSM entered the 21st century, it wrestled with issues regarding equity and mathematics content and pedagogy within *The PRIME Leadership Framework: Principles and Indicators for Mathematics Education Leaders* and within *It’s Time: Themes and Imperatives for Mathematics Education - A Leadership Framework for Common Core Mathematics*. Additional issues emerged with *Interpretation of the Common Core State Standards for Mathematics* and numerous position papers.



As a national mathematics organization, NCSM developed the *PRIME Leadership Framework* to help its members advance their technical, managerial, and sociopolitical knowledge as well as the knowledge of those they lead, in order to address gaps in mathematics achievement expectations and access for all student populations through the pursuit of a meaningful, relevant, diverse, rigorous, and successful curriculum.

PRIME (2008) established a National Vision for K-12 mathematics teacher leader expectations. In that sense *PRIME* was a “What” should school mathematics education leaders do, document. Less than a decade later NCSM presented and released a follow up document. The *It’s TIME* (2014) framework, which was and is a powerful “How To” set of mathematics education professional leadership actions.

NCSM — into the Millenium: 1st decade



“My deep interest in equity — fairness, opportunity, openness—drew me to NCSM where, every day, members are making a difference in the lives of children. You, the members of NCSM, encourage teachers to put forth the kind of sustained effort that makes improved student achievement possible. You are an increasingly diverse community of dedicated professional mathematics educators committed to improved learning for every child, and you open your hearts to fledgling supervisors with generous offers of materials, advice, and encouragement.”

— Kay Gilliland
2003-2005



“Whether we are working with students, preservice or practicing teachers, administrators, parents or anyone with whom we come in contact, the message we send has the potential to make a difference. This is important to remember. How can we support teachers who are in difficult situations? That is what being a leader in mathematics education today is all about. That is what NCSM is all about. Supporting each other. Networking and learning from each other.”

— Linda M. Gojak
2005-2007

The focus of NCSM’s work in the first decade of the 21st century was on Equity. Several panels, including representatives from the National Council of Teachers of Mathematics, TODOS, Banneker, Women in Mathematics Education, and other concerned members, presented their thoughts at NCSM annual meetings focusing on how we must serve ALL students, including often overlooked and traditionally underrepresented groups. Many speakers highlighted ways to move the equity agenda forward. Formal conversations among the mathematics professional organizations were ongoing.

Another focus of these years was on serving our members. Vendor exhibits and a detailed sponsorship plan were put into place and continue to support NCSM activities. NCSM was invited to have a booth at the NCTM annual meeting and those who staffed enjoyed meeting other mathematics educators (and recruiting new leaders to join NCSM). NCSM leaders established a new summer leadership academy, *E2: Building Learning Communities for Equity and Excellence*. These academies were very well attended for many years. One-day leadership academies were offered before NCTM regional conferences.

The Kansky Reports provided an up-to-date directory of where to find information on current topics in mathematics education, including No Child Left Behind, Rising Above the Gathering Storm, and The National Math Panel. Several NCSM board members represented NCSM in testifying at open meetings of the National Mathematics Panel.

Mo Nelson, long time friend and executive assistant retired from NCSM and our first Executive Director, Terri Belcher, was hired. The website was redesigned to help inform our members of critical issues in mathematics education leadership and the work on NCSM on their behalf. The newsletter also underwent a major facelift and continues to be a regular source of information about NCSM, from our members and about our members.

NCSM — into the Millenium: 1st decade



“Building upon the great equity groundwork from earlier in the decade and our voice for professional leadership responsibility, NCSM extended itself to build out resource documents for its members. These “out front” professional mathematics leadership documents, such as the PRIME leadership framework and the increasing student achievement Position papers provided guidance to our work as mathematics education leaders.”

— Timothy D. Kanold
2007-2009



“Commitment to equity and access is the foundation of effective mathematics education leadership. As mathematics education leaders we must support each and every teacher and administrator in engaging students in high-quality mathematics teaching, learning and assessment. A critical component of this support is making people aware of the implicit message—micro messages—that they send to students through their words and actions about who can and cannot do mathematics, and the nature of mathematical thinking and learning.”

— Diane J. Briars
2009-2011

The *PRIME Leadership Framework* began its two-year journey. Starting as an NCSM board directive in the summer of 2006, a diverse writing team under the leadership of Tim Kanold was appointed to put the vision of the board into a document that would define leadership in mathematics education and provide guidance to leaders at all levels. A year-long review and numerous re-drafts by many organizations and individual members of NCSM resulted in a significant publication that reflected the beliefs of the NCSM Board of Directors and many NCSM members.

By 2007, NCSM had completed a decade of summer and fall leadership conferences designed to lead forward the skills of all mathematics education leaders in North America. The *PRIME Leadership Framework* served as the primary teaching resource for the rest of the decade. The Framework provided a focus on *equity first*. Research affirmed, Board approved “Positions of NCSM” papers became a reality by 2008, as a special committee of the Board was formed to oversee their development.

NCSM continually reviewed its Mission, Vision, Values, Goals, Constitution and Logo to better reflect the Core Values of NCSM as a mathematics education leadership organization reflective of the 21st Century. The NCSM Board established a technology committee that resulted in a major overhaul of the NCSM website and social media presence. The NCSM Board re-named the Glenn Gilbert National Leadership Award to become the Ross Taylor/Glen Gilbert National Leadership Award to honor the legacy of one of the founding members.

NCSM became an important voice in the reading, writing and reaction to the National Governor’s Association request for a set of Common Mathematics standards. Throughout the standards development process, NCSM provided suggestions and feedback to the standards writing team. The national dialogue on reaching across states lines to identify common understanding in mathematics learning and process standards became a time of NCSM outreach to the greater mathematics community as well. This outreach work included meetings with many affiliate groups of NCSM and other associations.

NCSM — into the Millenium: 2nd decade



“Mathematics Leadership Matters! As effective and efficient mathematics leaders, we must learn to “pass on” the leadership skills we have honed and polished to help the next generation of leaders.”

– Suzanne Mitchell
2011-2013

At the beginning of the second decade, NCSM began charting a course to mathematics leadership by encouraging reflective practice, strengthening communication using webinars, podcasts, and videos, producing leadership products, and stressing tools and strategies to implement the Common Core State Standards for Mathematics. The interpretation and implementation of CCSS continued to be a major focus in NCSM’s strategic planning. Leadership learning resources included a Coaching Corner and a *PRIMED Principal’s* blog on the NCSM website. Several publications included *It’s TIME: Themes and Imperatives for Mathematics Education-A Leadership Framework for Common Core Mathematics, Great Tasks for Mathematics K-5, Great Tasks for Mathematics 6-12, and Common Core State Standards for Mathematics with Gifted and Advanced Learners.*

NCSM developed a process to invite mathematics leadership organizations to become affiliates of NCSM. The NCSM Regional Directors were instrumental in encouraging groups to join affiliate with NCSM which increased visibility and membership. In addition, NCSM collaborated with national organizations to develop and influence policy regarding the implementation of the CCSS. The production of NCSM position papers increased so that local and state mathematics leaders had a way to influence their work with schools and districts using up-to-date research. NCSM provided facilitator guides to enhance the implementation of the position papers.

NCSM continued to reach out to its members with multiple professional development opportunities and leadership from the NCSM Board. Longer planning timelines led to 2 major leadership resource development initiatives: Formative Assessment and Mathematics Education in a Digital Age. Evaluation and restructuring of NCSM committees and project teams increased productivity and expanded opportunities for members to participate and connect to the work of NCSM. NCSM resources were more accessible digitally via an updated website, a new electronic membership category, an online volunteer registration system and an expanded Coaches Corner and library of Professional Learning modules including *Digital Learning: Imperatives for Change.*



“Foundations for Supporting Teachers and the Work of Teaching – First, provide teachers with a coherent curriculum and an aligned set of expertly designed coherent instructional materials to enact that curriculum. Second, prioritize time for teachers to explore, discuss, and plan for the hard work of teaching in collaboration with colleagues. The work of mathematics education leaders is to ensure access to great instructional resources and opportunities to develop the expertise needed to optimize their use. This is the foundation teachers deserve.”

– Valerie L. Mills
2013-2015

NCSM — into the Millenium: 2nd decade



“NCSM leaders must shift the conversation from an emphasis on “standards and assessments” to making mathematics meaningful, relevant, and accessible for each and every student. To do this we must grow and support mathematics education leaders at all levels.”

– John W. Staley
2015-2017

At the halfway point of the second decade of the 21st Century, mathematics educators found themselves in the midst of the Common Core Standards era and PARCC and Smarter Balance assessments. As states and the public weighed in on all sides NCSM focused on the following two goals: **shifting the conversation from an emphasis on “standards and assessments” to making mathematics meaningful, relevant, and accessible for each and every student** and **growing and supporting mathematics education leaders at all levels.**

During the summer of 2015, NCSM shifted the focus of its leadership academy and fall seminars to “*Mathematics Leadership in a Time of Change: Building Leaders at all Levels.*” This focus allowed participants in various roles to focus on current issues in mathematics education from multiple perspectives. Throughout the year the board worked to develop a digital learning tool to engage members in learning. This led to the introduction of the NCSM PLC APP, at the annual conference 2016, which was followed up with the full launch of the first two modules: *A Connected Professional Culture* and *Selecting Hardware for Learning* at the 2017 conference.

At the 2016 annual conference, NCSM released a joint position paper with Todos-Mathematics for All, *Mathematics Education Through the Lens of Social Justice: Acknowledgment, Actions, and Accountability.* This added a new dimension to NCSM’s equity work as we asked: **Where are we in our “Pursuit for a Vision of Equity”... and Social Justice?** This focus on equity and social justice led to a yearlong collaborative initiative of readings and webinars.

The NCSM Board revised the Mission, Vision and Value statements (see page 1) to better reflect our organization. Additional work was started on new position papers about Coding and how it can fit with mathematics and about the focus on the “M” in STEM. We started using a new membership database and sought out ways to make it work better for NCSM. The decision to change to an online version of the NCSM Newsletter was made and the first issue went out in December 2017.

The coaching committee continued to work on a guidebook for coaches as another leadership team began work on a book to support administrators and their



“As mathematics leaders, we must work together to help NCSM respond to the needs of our membership so that we can provide tools for leaders to improve the learning of mathematics for each and every learner.”

– Connie S. Schrock
2017-2019

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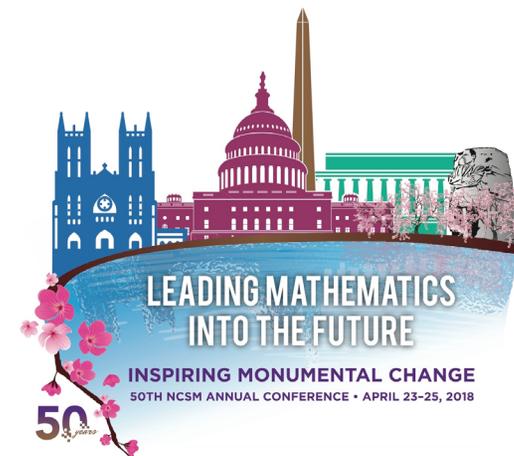
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NCSM Position Papers are designed to provide NCSM members with support regarding critical actions that lead to improved student achievement in mathematics. The papers are a product of the collaborative efforts of many individuals who offered their writing, editing and critiquing skills. These papers provide our members with answers to two questions:

- What does NCSM believe about important issues in mathematics education leadership?
- How is NCSM helping mathematics education leaders provide research-informed answers to the issues we face in our local district?

NCSM began writing these position papers with the *Basic Mathematics Skills* position paper in 1976 and continued in the 21st century with the *Improving Student Achievement* series and joint position papers in collaboration with the Association of Mathematics Teacher Educators [AMTE], The Association of State Supervisors of Mathematics [ASSM], the Consortium for School Networking [CoSN], the National Council of Teachers of Mathematics [NCTM], and TODOS: Mathematics for ALL, to make joint public statements to help our members interpret important national documents that impact their work.

- *Mathematics Education Through the Lens of Social Justice: Acknowledgement, Actions and Accountability* (A joint position paper from NCSM and TODOS) (no. 16, Spring 2016)
- *Mathematics Education in the Digital Age* (no. 15, Spring 2015)
- *Improving Student Achievement in Mathematics Through Formative Assessment in Instruction* (A joint position of the Association of Mathematics Teacher Educators [AMTE] and the National Council of Supervisors of Mathematics [NCSM]) (no. 14, Spring 2014)
- *Improving Student Achievement by Implementing Highly Effective Teacher Evaluation Practices* (no. 13, Spring 2014)
- *Improving Student Achievement by Infusing Highly Effective Instructional Strategies into RTI Tier I Instruction* (no. 12, Spring 2013)
- *Improving Student Achievement in Mathematics by Using Manipulatives with Classroom Instruction* (no. 11, Spring 2013)



- *Improving Student Achievement in Mathematics by Expanding Learning Opportunities for the Young* (no.10, Spring 2012)
- *Improving Student Achievement in Mathematics by Expanding Opportunities for Our Most Promising Students of Mathematics* (no.9, Spring 2012)
- *Improving Student Achievement in Mathematics by Systematically Integrating Effective Technology* (no.8, Spring 11)
- *The Role of Elementary Mathematics Specialist in the Teaching and Learning of Mathematics* (A joint position of the Association of Mathematics Teacher Educators [AMTE], The Association of State Supervisors of Mathematics [ASSM], the National Council of Supervisors of Mathematics [NCSM], and the National Council of Teachers of Mathematics [NCTM] in response to the release of Elementary Mathematics Specialists: A Reference for Teacher Credentialing and Degree Programs [AMTE, 2010])(Winter, 2010)
- *Improving Student Achievement in Mathematics by Promoting Positive Self-Beliefs* (no.7, Spring 2010)
- *Improving Student Achievement in Mathematics by Addressing the Needs of English Language Learners* (no.6, Fall 2009)
- *Improving Student Achievement by Leading Highly Effective Assessment Practices* (no. 5, Spring 2009)
- *Improving Student Achievement in Mathematics for Students with Special Needs* (no.4, Winter 2008)
- *Improving Student Achievement by Leading the Pursuit of a Vision for Equity* (no.3, Spring 2008)
- *Improving Student Achievement by Leading Sustained Professional Learning for Mathematics Content and Pedagogical Knowledge Development* (no.2, Fall 2007)
- *Improving Student Achievement by Leading Effective and Collaborative Teams of Mathematics Teachers* (no. 1, Fall 2007*)

Glenn Gilbert National Leadership Award 2003-2008

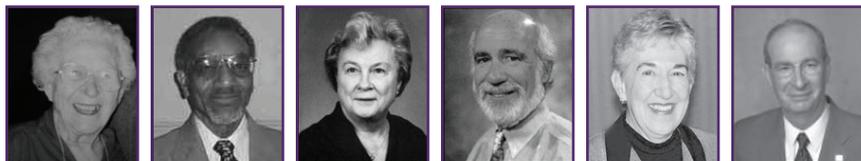
Glenn Gilbert is so honored because of his outstanding contribution to mathematics education, especially because he gave so generously of his time and energy. Glenn Gilbert served as a teacher, mathematics supervisor, NCSM Treasurer, and NCSM Board Member. Shirley Frye, NCSM President (1981-1983) described him as exemplifying “the respected mathematics educator who loves his/her work and students. Glenn’s positive attitude supported his beliefs that students can succeed and that teaching is a reward.”



In 1982, the Glenn Gilbert Award was first established to honor its namesake and to provide a vehicle to annually recognize a person who exhibited the same kind of unique and dedicated contributions to mathematics education.

In 1995, the name of the award was changed to the “Glenn Gilbert National Leadership Award” to further recognize Glenn’s legacy and capture the respect and stature that the award symbolizes within the mathematics education community.

Ross Taylor, described by his peers as a “Leader of Leaders” is so honored because of the seminal role he played in the founding of NCSM, the instant and positive impact he had on all who knew him, and his courageous support of equity. Dorothy Strong, fellow founding member of NCSM and NCSM Past President (1977-1979), said, “Ross always faced challenges with action.” Ross Taylor constantly encouraged, collaborated, and supported those who addressed inequities in the mathematics education for underrepresented groups and placed issues of equity and equitable practices at the front of the NCSM agenda.



2003 Mary Laycock	2004 Irvin E. Vance	2005 Charleen Mitchell DeRidder	2006 L. Carey Bolster	2007 Glenda T. Lappan	2008 James M. Rubillo
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Ross Taylor/Glenn Gilbert National Leadership Award 2009-2017

In 2009, the award was renamed the “Ross Taylor / Glenn Gilbert National Leadership Award” to further exemplify the prestige of this national recognition and to further distinguish the unique dedication and contribution of its recipients. It is most fitting that this award should now bear the name of two mathematics educational giants, Ross Taylor and Glenn Gilbert.



2009 Solomon Garfunkel	2010 Mark Driscoll	2011 Carole Greenes	2012 Carol Edwards	2013 Kay Gilliland
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2014 Phil Darrow	2015 Steve Leinwand	2016 Phillips Uri Treisman	2017 Timothy Kanold
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Iris Carl Travel Grants for First Time Attendees (2006-2017)

The Iris Carl Travel Grant provides funding to mathematics educators and future leaders to attend an NCSM Annual Conference, sustaining Iris Carl’s passion for supporting leaders and NCSM’s vision of a cadre of well trained, broadly informed, and perceptive leaders of mathematics education at all levels. The grant pays tribute to Iris Carl who made tremendous contributions to mathematics education. She was an NCSM Past President (1987-1989), Glenn Gilbert National Leadership Awardee (1992), and International Leader.

Kay Gilliland Equity Lecture Series 2013-2017

The National Council of Supervisors of Mathematics is an organization whose membership is made up of leaders in the field of mathematics education. One of those members who gave especially of her time and energy was Kay Gilliland. Mills College and EQUALS gave her the courage and the skills to work for equity in mathematics for all students, especially low-income, black, Latino, and indigenous peoples. NCSM enabled her to learn and work locally, nationally, and internationally to improve the teaching and learning of mathematics. Kay Gilliland was a vibrant and service-oriented President of NCSM and served as a conscientious editor of the NCSM newsletter for more than seven years. In all of her work, Kay promoted a focus on equity in mathematics education.

In 2013 the Kay Gilliland Equity Lecture Award was first established to honor its namesake and to provide a vehicle to annually recognize a person who exhibited the same kind of unique and dedicated contributions to equity in mathematics education. The Lecture series serves to acknowledge and honor Kay's service and to promote the cause of equity in mathematics education.

Each year, NCSM members honor a leader in mathematics who has made the same kind of unique and dedicated contribution to mathematics education as Kay Gilliland.



2013	2014	2015	2016	2017
Miriam A. Leiva	Jo Boaler	Uri Treisman	Cathy Seeley	Florence Glanfeld

Equity for Each Learner: Equitable Practices to Engage and Build Student Mathematical Knowledge

Cutting Through the Smoke Screen: Erasing Mathematics Inequality Through Research and Action

Ensuring That College and Career Readiness Standards Lead to College and Career Readiness

Visibly and Invisibly Helping Every Teacher Help Every Student Achieve

Learning About Equity in Mathematics Education through the Lens of Indigenous Perspectives

NCSM Affiliates 2011-2017

National

- Council of Presidential Awardees in Mathematics (CPAM)
- Women and Mathematics Education (WME)

Central Region 1

- Illinois Council of Teachers of Mathematics (ICTM)
- Michigan Council of Teachers of Mathematics (MCTM)
- Michigan Mathematics Consultants and Coordinators (M2C2)

Central Region 2

- Minnesota Council of Teachers of Mathematics (MCTM)
- Missouri Council of Supervisors of Mathematics (MoCSM)
- North Dakota Council of Teachers of Mathematics (NDCTM)

Eastern Region 1

- Association of Teachers of Mathematics in Maine (ATOMIM)
- Association of Teachers of Mathematics in New England (ATMNE)

- Boston Area Mathematics Specialists (BAMS)
- New York State Association of Mathematics Supervisors (NYSAMS)
- Rhode Island Mathematics Teachers Association (RIMTA)
- Vermont Council of Teachers of Mathematics (VCTM)

Eastern Region 2

- Association Mathematics Teachers of New Jersey (AMTNJ)
- Delaware Mathematics Coalition (DMC)
- Maryland Council of Supervisors of Mathematics (MCSM)
- NJ Association of Math Supervisors and Leaders (NJAMSL)
- Pennsylvania Council of Leaders of Mathematics (PCLM)

Southern Region 1

- Florida Association of Mathematics Supervisors (FAMS)
- Georgia Council of Supervisors of Mathematics (GCSM)
- North Carolina Council of Teachers of Mathematics (NCCTM)

- South Carolina Leaders of Mathematics Education (SCLME)

Southern Region 2

- Arkansas Association of Mathematical Leaders (AAML)
- Texas Association of Supervisors of Mathematics (TASM)
- Texas Council of Teachers of Mathematics (TCTM)
- Western Region 1
- Arizona Mathematics Leaders (AML)

Western Region 2

- California Mathematics Council (CMC)
- Oregon Council of Teachers of Mathematics (OCTM)
- Teachers Of Teachers Of Mathematics (TOTOM)

Canada

- British Columbia Association of Mathematics Teachers (BCAMT)
- Ontario Mathematics Coordinators Association (OMCA)

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2014: *It's TIME - Themes and Imperatives for Mathematics Education* states: "Raising achievement in mathematics and effectively implementing the CCSSM in every classroom requires extensive and ongoing opportunities for teachers (and teacher-leaders) to enhance their own professional learning and build capacity to reach all students (p.44)."

Outside Back Cover