CONTENTS

Catalyzing Change in Early Childhood and Elementary
Mathematics Task Force and Writing Team
Acknowledgmentsix
Preface: Broadening the Critical Conversationsxi
Chapter 1: Why We Need to Catalyze Change
Progress in Early Childhood and Elementary Mathematics 2
Children's Experiences in Learning Mathematics
Moving to Ambitious and Equitable Teaching of Mathematics 5
Challenges in Realizing Deeper Mathematical Understanding
Continuity from Early Childhood to Elementary Mathematics
Key Recommendations
Chapter 2: Broadening the Purposes of School Mathematics11
Develop Deep Mathematical Understanding12
Understand and Critique the World through Mathematics15
Experience the Wonder, Joy, and Beauty of Mathematics
The Power of Multiple Purposes22
Chapter 3: Creating Equitable Structures in Mathematics25
Ability Grouping and Tracking: From Exclusion to Inclusion
Preschool and Kindergarten: From Readiness to Learning
Assessment: From High Stakes to "Sitting Beside"
Mathematics Curriculum: From Fidelity to Integrity
Supporting Success of Children and Teachers

,

Chapter 4: Implementing Equitable Mathematics
Instruction
What Mathematics and for Whom? 45
Developing Mathematical Identity48
Developing Mathematical Agency50
Teacher Mathematical Identity 51
Equitable Mathematics Teaching56
Mathematics Teaching Framework65
Collaborating for Equitable Mathematics Instruction

Chapter 5: Building a Foundation of Deep Mathematical

Understanding69
Part 1: Children as <i>Doers</i> of Mathematics
Representing and Connecting73
Explaining and Justifying74
Contextualizing and Decontextualizing
Noticing and Using Mathematical Structures
Part 2: Children as <i>Knowers</i> and <i>Sense Makers</i> of Mathematics
Developing Whole Number Concepts and Operations
Developing Fraction Concepts and Operations
Developing Early Algebraic Concepts and Reasoning
Developing Data Concepts and Statistical Thinking
Developing Geometry and Measurement Concepts
and Spatial Reasoning
Supporting Implementation of Deeper Mathematics Learning
Chapter 6: Next Steps for Catalyzing Change

Key Recommendations Restated	.123
Actions for Teachers in Early Childhood Settings	.124
Actions for Teachers in Elementary Schools.	.125
Actions for Leaders	.125

Actions for Policymakers126
Actions for Teachers Educators127
Actions for NCTM127
Conclusion127
References

Additional resources supporting the Catalyzing Change Series are available at www.nctm.org/change.