

# Journal of Mathematics Education at Teachers College

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A CENTURY OF LEADERSHIP IN  
MATHEMATICS AND ITS TEACHING

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## PREFACE

### Mathematics Education Leadership: Examples From the Past, Direction for the Future

Robert Reys tells us that leadership is “the ability to influence and mobilize others.” Certainly this issue of the *Journal of Mathematical Education at Teachers College* is blessed with authors with influence and leadership. It is filled with advice and research to inform and empower leaders and future leaders in mathematics education.

This issue begins by describing examples of leaders that came before us. As Jeremy Kilpatrick explains, the founders of our field led through the force of their ideas and by heading organizations, sometimes institutions they started. They promoted reform, wrote textbooks, launched comparative studies across international boundaries, and, in the case of David Eugene Smith, founded the world’s first doctoral program in mathematics education at Teachers College.

History not only inspires us by its example, its trends suggest future directions. Kilpatrick suggests that the growth of mathematics education and its leadership cadre, which accelerated in the “new math” era and continues today, calls for a more rigorous study of leadership development in mathematics education. This issue of the JMETS is evidence of Teachers College’s contribution to that research.

Matthew Larson and Wendy Smith present the findings of their controlled study of curriculum implementation: teacher leadership promotes the impact of reforms on student learning. Their experimentally-tested argument for “distributed leadership” matches the experiential wisdom of two other veteran authors/teachers/leaders, Stuart Weinberg and Maryann Ferrara. They chronicle the broad basis of initiative and innovation at Stuyvesant high school, New York City’s public school for gifted mathematics and science students.

Scholarship must provide tools, frameworks, and theoretical foundations for the practice of leadership. In this issue, Jessica Pfeil and Jenna Hirsch develop a practical framework for leaders to implement professional collaboration. Jan Yow presents a model of teacher leadership based on her qualitative research in the field, which helps us grasp the variety and diversity of leadership styles and practices. Kazuko Ito West makes the case for proficiency in mathematics for any teacher expected to lead—an argument that will fall on welcome ears among the Teachers College mathematics community.

## PREFACE

Other veteran authors share their decades of experience as intellectual leaders. Robert Reys's article is a blueprint for the development of leadership in doctoral students, Carol Greenes offers a detailed guide for supervisors and for those leading supervisors, and Alfred Posamentier's rich set of instructional advice serves both teachers and leaders of teachers.

The practice of leadership must be guided by values, a tricky but critical issue that six of our authors approach in different ways. Joel Cunningham holds up the example of Lynn Steen. Honored leaders of our field are models, and they inspire us to lead for the greatest good. Ubiratan and Beatriz D'Ambrosio remind us of the dire need of underserved students. They call for a formal program and global leadership to address those needs. Philip and Loretta Smith take a more personal tack. The story of the founding of a school for orphans in Kenya is leadership in action. It is an inspiring example by the mathematics educator we honor on the cover of this issue.

Christopher J. Huson  
Guest Editor