



The Association of Teachers of Mathematics in Maine (ATOMIM) is a professional organization whose mission is to promote and support improved student learning of mathematics. ATOMIM provides and encourages participation in professional development for teachers that leads to equitable, effective, and quality mathematics instruction. As the public voice of math educators in Maine, ATOMIM supports the continued implementation of the Common Core State Standards for Mathematics (CCSSM).

Standards guiding what students should know and be able to do in school mathematics are not new in Maine. In 1997, the *Maine Learning Results* outlined expectations of our students in eight learning areas, including mathematics. The mathematics standards and indicators were developed with an eye toward a set of standards that had been released by the National Council of Teachers of Mathematics (NCTM) in 1989. Maine updated the *Learning Results* in 2007 for the 21st century and again in 2009 when the state joined with three other New England states to participate in the New England Common Assessment Program (NECAP). The four states participating in the NECAP have had a set of common standards for the past four years. The *Maine Learning Results* for mathematics were updated again in 2011, after the Maine Legislature approved Maine's participation with the Common Core State Standards Initiative.

Just as Maine classroom teachers participated in the creation of the 1997 Learning Results, Maine teachers participated in three CCSSM feedback sessions with the Maine Department of Education. Feedback from Maine teachers was sent to the CCSSM writers who compiled their comments with those of teachers from the other participating states.

The Common Core State Standards for Mathematics provide a set of clear expectations as to what students should know, understand, and be able to explain as they progress through school. With comprehensive progressions from kindergarten through high school, the CCSSM are a more coherent and more rigorous list of expectations for learning than previous versions of *Learning Results*. The CCSSM are not a curriculum. It is up to each classroom teacher, with the support of their district and building administrators, to interpret these expectations and provide meaningful classroom experiences for every student.

Through our Dine and Discuss Series, our Book Studies, and our Spring Conferences, ATOMIM has provided support to classroom teachers as they transition to this new generation of standards and assessments. Our focus on the Standards for Mathematical Practice helps teachers to envision the types of classroom activities that will help their students problem solve, communicate, and critique the reasoning of others. We have highlighted differences from the current standards and assessments, pointing out that the coming assessments from the Smarter Balanced Assessment Consortium will ask our students to think and communicate at a higher level than the current state assessment program (NECAP, SAT, MEA).

We understand that some individuals have concerns about the Common Core Standards. We invite you to read the mathematics standards, both content and practice. They are not controversial among educators. They are clear statements and cohesive developments of important ideas. They demand that we ask more of our students and prepare them better to participate in our global society.

The National Council of Teachers of Mathematics, the National Council of Supervisors of Mathematics, the Association of State Supervisors of Mathematics, and the Association of Mathematics Teacher Educators all support the CCSSM. ATOMIM joins with these organizations and advocates for Maine's continued participation with the CCSSM and its corresponding assessments.