Leadership For Instruction and Student Achievement

Mathematics supervisors, curriculum coaches, full-time lead teachers, and principals are invited to attend a special weeklong institute for district leaders at Meredith College, July 27-31, 2015. Designed specifically for educators with K-6 mathematics leadership responsibilities, the professional development focuses on K-6 mathematics content knowledge and sound pedagogical practices.

With the current mathematics standards of Common Core, as well as potential changes in grade-level expectations, district and school leaders have a critical need for in-depth understanding of the development of mathematical concepts and how these ideas expand across multiple grades. This institute focuses on strategies that will increase leaders’ expertise as they plan professional development for K-6 teachers, identify resources, support change in classroom practices, and guide local implementation of state standards.

Outstanding Presenters

Outstanding educators lead each day’s professional development and focus sessions:

• Carol Midgett, North Carolina consultant
• Dr. Dorothy White, Associate Professor, Mathematics Education, University of Georgia
• Wendy Rich, Director of Elementary Curriculum, Asheboro City Schools
• Ana Floyd, K-5 Lead Teacher, Mathematics and Science, Randolph County Schools
• Dr. Katie Mawhinney, Professor of Mathematics, Appalachian State University
• Amanda Northrup, NC Presidential Awardee, 5th grade teacher, Haywood County Schools

Meredith Mathematics and Science Institutes • Summer 2015

Registration for this special session is limited. To secure your place, please register online. Registration fees are due by March 15, 2015

Meredith College
Mathematics and Science Institutes
3800 Hillsborough Street
Raleigh, NC 27607
Content of this institute includes the development of counting and cardinality for primary students, place value across elementary grades, the development of operations with whole numbers, fractions, and decimals, strategies for working with adult learners, supporting change in the classroom, technology resources for learning, and formative assessment resources.

**Institute Schedule**

Professional development begins with an opening session at 10:30 a.m. on Monday, July 27 and concludes with lunch on Friday, July 31. Tuesday, Wednesday, and Thursday regular sessions begin at 8:30 a.m. and conclude at 5 p.m. Special programs are planned Monday-Thursday evenings. Friday’s schedule includes sessions from 8:30 – 12. Breaks throughout the days provide opportunities for networking and discussion of special issues. There are also optional evening focus sessions on specific topics, including on-line resources, formative assessment, and state directives. Participants will earn continuing education credits for 30 contact hours (3.0 CEUs).

The registration fee for the July 27-31 weeklong program is $800. This fee includes all materials, a flash drive containing electronic resources, special sessions, breaks, lunches, and dinners. Dormitory housing, including breakfasts, is available for the week for $200. Special rates at the Ramada Inn on Blue Ridge Road are also available. To secure your place in the Institute, please register online. (http://www.meredith.edu/academics/schools/natural_and_mathematical_sciences/mathematics/mmsi/leadership-institute-at-mmsi)

For further content information contact Jeane Joyner, Director, Meredith Mathematics and Science Institutes, at joynerj@meredith.edu

For further registration information contact Cindy Bell, Enrollment Manager, at bellcyn@meredith.edu

**During the professional development leaders will have opportunities to**

- Explore strategies for creating and supporting generative learning
- Review the impact of teachers’ beliefs on student learning
- Explore tasks and instructional strategies to support students’ development of naming, counting, and comparing numbers
- Examine counting principles and the differences between rote and rational counters
- Develop a core understanding of the relationships between numbers and quantities
- Examine common misconceptions related to counting and cardinality
- Delve into the importance of the positions of the digits in determining the value of two-and three-digit numbers
- Explore the role of composing and decomposing numbers in laying the foundations for students’ mathematical readiness to compute
- Examine computation strategies utilized by students and discuss the development of familiar algorithms
- Relate computation with decimals and fractions to whole number operations
- Connect students' operation strategies to K-6 standards
- Review new professional development modules on formative assessment
- Examine how employing adult learning theories support leadership for learning
- Discuss the role of Concerns Based Adoption Model in managing and monitoring change initiatives
- Plan strategies for effective professional development for classroom teachers