The 2017 Meredith K-8 Mathematics Leadership Institute continues the opportunity for coaches, principals, curriculum specialists, and district administrators to interact with other North Carolina leaders and nationally acclaimed educators in support of K-8 mathematics. The Leadership Institute, July 26-28 at Meredith College, has sessions focusing on policies and practices that impact student achievement, support implementation of districts’ mathematics programs, and strengthen the expertise of coaches.

Institute presenters will highlight the critical role that building and district leaders have in guiding and supporting mathematics instruction. The Institute will emphasize classroom strategies for uncovering students’ ideas about mathematics and using that information to adjust instruction, presentations on designing mathematics professional development for elementary and middle grades, and guidance on merging research with practice. Whether providing leadership in districts that are large or ones that are small, principals, coaches, and district administrators have a myriad of challenges they must address related to effective classroom instruction. Meredith K-8 Leadership Institute addresses these challenges and provides opportunities for these leaders to examine research-supported ideas about effective mathematics instruction and to connect with colleagues who have similar responsibilities.

Presenters for the 2017 Institute include both North Carolina educators and national mathematics education leaders. Among the presenters are the following:

**Dr. Robert Q. Berry**, III is President-Elect of the National Council of Teachers of Mathematics (NCTM) and is an Associate Professor of Mathematics Education at the University of Virginia in the Curry School of Education with an appointment in Curriculum Instruction and Special Education department. Berry teaches elementary and special education mathematics methods courses in the teacher education program. His research focuses on equity issues in mathematics education, with a particular focus on Black boys and on mathematical instructional quality. Berry is widely published with articles appearing in the *Journal for Research in Mathematics Education, Journal of Teacher Education, American Educational Research Journal, Mathematics Teaching in the Middle School, Teaching Children Mathematics*, and others. He was on the writing team for NCTM’s landmark publication *Principles to Actions: Ensuring Mathematical Success for All* (2014). Berry served on the NCTM Board of Directors from 2011-2014, recipient of NCTM’s Linking Research to Practice Publication Award for volume years 2010 and 2014.

**Dr. Jenny Bay-Williams**, Associate Professor of Mathematics, is the Department Chair of the Middle and Secondary Education Department in the College of Education and Human Development at the University of Louisville. She is the author of resource books on curriculum and coaching, including in 2013 co-authoring *Mathematics Coaching: Resources and Tools for Coaches and Leaders K-12*. She was the Issue Editor for the NCTM 74th Yearbook. Bay-Williams served on the NCTM Board of Directors 2010-2012 and was president of the Association of Mathematics Teacher Educators from 2007-2009. Bay-Williams will discuss both guidelines for coaching and making sense of curriculum in her sessions.

**Mark Church** is a former mathematics teacher and is currently a consultant with Harvard University’s Project Zero: Making Thinking Visible and Cultures of Thinking initiatives. In this role he works with schools throughout the world to encourage efforts to create rich communities of practice for professional learners. Together with Ron Ritchhart and Karin Morrison, Church is the co-author of *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. A former mathematics teacher, Church
will share his insights into helping students learn to make their thinking more visible. A research-based approach to teaching thinking that began at Harvard’s Project Zero, the making thinking visible practices develop students’ thinking dispositions and at the same time help to deepen their understanding of the topics they study.

Leanne Daughtry is a K-12 Curriculum Specialist for Johnston County Schools. She was a NC Teaching Fellow Scholarship recipient at the University of NC at Wilmington, where she earned a B.S. degree in Elementary Education with a concentration in psychology. She earned a M.Ed. in Curriculum Development and Instructional Supervision from North Carolina State University, and has additional licenses as a Curriculum Specialist and in K-12 Academically and Intellectually Gifted Education. A life-long educator, Daughtry serves on the planning committee for this Mathematics Leadership Institute. Before leaving the classroom to work with teachers, she taught second and fourth grades and also served as an elementary mathematics consultant with the NC Department of Public Instruction. She has led professional development sessions for the North Carolina Council of Teachers of Mathematics, the NC Department of Public Instruction, Partners for Mathematics Learning and TAP Math Mathematics-Science Partnerships, and the Meredith Math and Science Institutes. Leanne’s two sons (ages 5 and 6) and husband, who is a high school English Language Arts teacher, keep her on her busy. She is guilty of spending summers on the beach with her "mindless reading material," in addition to professional literature, and blogs about how to balance career and family.

Dr. Vicki Jacobs, Yopp Distinguished Professor of Mathematics Education in the School of Education at the University of North Carolina at Greensboro, will share her research on young children’s mathematical thinking and instruction based on that thinking. For more than two decades, she has worked with the Cognitively Guided Instruction (CGI) project that introduced her to the wonder and power of children’s mathematical thinking. Jacobs has extensive experience facilitating professional development for teachers around these ideas. A highly respected and experienced professional development facilitator, Jacobs will discuss the importance of mathematics “teacher noticing” - how teachers pay attention to and make sense of what happens in the complexity of instructional situations.

Dr. Steve Leinwand is a Principal Research Analyst at American Institutes for Research (AIR) and has over 35 years of leadership positions in mathematics education. He currently serves as mathematics expert on a wide range of AIR projects that turn around schools, improve adult education, evaluate programs, develop assessments and provide technical assistance. Before joining AIR, Steve served as Mathematics Consultant with the Connecticut Department of Education. Steve has also served on the NCTM Board of Directors and has been President of the National Council of Supervisors of Mathematics. Steve is an author of several mathematics textbooks and has written numerous articles. His books include Sensible Mathematics: A Guide for School Leaders and Accessible Mathematics: 10 Instructional Shifts That Raise Student.

Carol Midgett is currently working with 3 grants to support mathematics teaching and learning K-12. She was co-principal Investigator of TAP Math. She served as Eastern Regional Vice President of NCCTM and State Elementary Vice President. Carol retired from the NC Public School System after 32 years of service. She is National Board Certified in K-6 Elementary Education, Mentor, Academically Gifted, and has a master’s degree in Curriculum and Supervision. Carol is a NC Elementary Mathematics Presidential Awardee and received the Rankin Award. She served on the writing team for NCTM’s 2000 Principles and Standards for School Mathematics and 2000 Early Childhood Standards for NBPTS. Carol served as lesson development coordinator for
“Illuminations” 2000-2005 (NCTM website). Her international presentations include: St Petersburg, Russia; Beijing Normal University, China; and Japanese Academy of Science, Tokyo.

**Dr. Wendy Rich** is Director of Elementary Curriculum and Instruction for Asheboro City Schools. In this role she supervises instructional practices and assists with the use of formative assessment in the district. Rich has more than 25 years of experience in various capacities in public education, including leadership roles in national, statewide, and regional organizations. She has been involved as a writer and facilitator of mathematics professional development modules that were shared across the state in the Partners Project. Rich served on advisory boards for the TEAM II Project and the OPCHEM Project. A former president of the North Carolina Council of Teachers of Mathematics, she has served on numerous committees and panels, including the NCTM Editorial Panel. She will be discussing parent involvement and community engagement.

**Dr. Katie Schwartz** is an associate professor of Elementary Mathematics Education at East Carolina University. She written extensively about elementary pre-service education and support for early career teachers. Earning her graduate degrees at the University of North Carolina - Greensboro, Schwartz completed her undergraduate work at UNC-Chapel Hill. She served as state secretary of the North Carolina Council of Teachers of Mathematics and both secretary and president of the NCCTM Eastern Region. Schwartz will share her work on planning for the enactment of mathematics curriculum and how pacing guides both support and mathematics teaching and learning.

**Dr. Paola Sztajn** is a professor of mathematics education at North Carolina State University. She is the Head of the Department of Teacher Education and Learning Sciences. Dr. Sztajn has been the Principal Investigator for several grants from the National Science Foundation, and she has served as a program officer in the Division of Research on Learning. Her research program focuses on elementary teachers’ professional development in mathematics. The overarching question that has guided her over 20 years of work in mathematics education is: In which ways do practicing elementary teachers acquire and continue to develop the knowledge needed to teach all students high quality mathematics? Her work has been published in journals such as Educational Researcher, Journal of Teacher Education, and Teaching and Teacher Education, and the Journal for Research in Mathematics Education.

**Jeane Joyner** is Director of the Meredith Mathematics and Science Institutes and has co-directed more than a dozen projects including National Science Foundation grants - Dynamic Classroom Assessment, TEAM, and TEAM II - and statewide MSP projects PARTNERS and TAP Math. A former elementary mathematics consultant at the NC DPI, Joyner has taught kindergarten through pre-service mathematics teachers and was a mathematics supervisor in Wake County Schools. Joyner was Chair of the PreK-2 writing team for *Principles and Standards for School Mathematics*, a member of the writing team for NCTM’s *Assessment Standards*, and a member of the NAEP Mathematics Test Development Committee for 4th grade, 1992-2005.

Joyner is the author of *Thinking Algebraically with Numbers and Shapes*, Levels A, B, and C and the co-author of *INFORMative Assessment: Formative Assessment to Improve Math Achievement, K-6* and *INFORMative Assessment: Formative Assessment to Improve Mathematics Achievement, Middle and High School*. 
Meredith K-8 Mathematics Leadership Institute July 2017
Continuing Conversations: Leadership for Mathematics Teaching and Learning

The Institute target audiences are those district and school leaders whose decisions impact the mathematics program delivered by classroom teachers. Principals, District Coaches and Lead Teachers, Assistant Superintendents and Directors of Curriculum and Instruction are invited to register for the 2017 Institute. The Institute is limited to a hundred participants; registrations will be complete when payment is received. We encourage teams of five from a district to attend and are offering significant registration discounts for the teams whose registration is paid by May 1, 2017.

Institute Registration Information

The registration fee for the Institute is $600. This fee includes all materials, resource books, breaks, and lunches. Teams of five participants that include administrators, principals, and district coaches or lead teachers may register as a group for $525 per person. The $75 per person discount is available only for teams of five or more. Payment must be received by May 1, 2017. All team members must be from the same school district. In late May those whose registration is complete will be able to choose three books from a select list of resources.

No on-campus housing is available. However, the Ramada Inn on Blue Ridge Road (919-832-4100) is offering a special Meredith College rate of $69 per room plus tax (single or double). To be certain a room is available, make your reservation now for the 2017 Institute.

On-site registration will be in the Atrium of the Mathematics-Science Building between 8:45 and 9:15 a.m. on July 26. Institute classes will begin promptly at 9:30 a.m. on Wednesday, July 26 and at 9:00 a.m. on Thursday and Friday, July 27-28. Sessions end at 4:30 on Wednesday and Thursday and at 2:30 p.m. on Friday. Breaks throughout the days provide opportunities for networking and discussion of special issues. There is also the option of reserving a meeting space for team planning in the evenings. Participants who attend all three days will earn continuing education credits for 18 contact hours (1.8 CEUs).

Use the Leadership Institute Registration link on the Meredith Mathematics and Science Institutes home page for a registration form.

Additional program details will be posted throughout the spring on the MMSI website (http://www.meredith.edu/academics/schools/natural_and_mathematical_sciences/mathematics/mmsi).

For further information about the Institute contact Jeane M. Joyner, MMSI Director,joynerj@meredith.edu

Meredith College Mathematics and Science Institutes
3800 Hillsborough Street, Raleigh, N C 27607