

Don't Miss this Opportunity for Teachers & Administrators

Contract with McREL for a Mathematics
Leadership Institute and experience

- Meaningful collaboration between administrators and teacher-leaders as part of a leadership team
- Ways to use leadership skills to manage the change process
- The benefits of pooling talent, resources, and time
- Working with others to create a "balcony view" of the mathematics needs of your students, teachers, and administrators
- The mathematics content and pedagogy you need to lead and sustain reform, whether you are an administrator or a teacher

*"Learning what the research says
was a powerful experience for
our central office, building level
principals, and teacher-leaders."*

*~ K-5 Mathematics Coordinator
Columbia, Missouri*

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Mathematics Leadership Institutes



Making a Difference
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McREL Mathematics Leadership Institutes

McREL Mathematics Leadership Institutes (MLI) integrates effective professional development in mathematics content and pedagogy with McREL's Balanced Leadership Framework™.

These long-term professional development experiences

- Incorporate research related to effective mathematics curriculum, instruction, professional development, and leadership
- Increase the capacity of district and school leaders to lead improvements in mathematics teaching and learning
- Help districts realize the vision of mathematics teaching and learning set forth in the National Council of Teachers of Mathematics' (NCTM) Principles and Standards for School Mathematics
- Provide teachers and administrators with concrete strategies for facilitating conversations about the critical issues related to mathematics curriculum and instruction

A Three-fold Approach Separates MLI from Other Mathematics Professional Development

Commit to school improvement that gets results! Institutes focus on three areas that research shows are key to improving student achievement.

1. Mathematics content

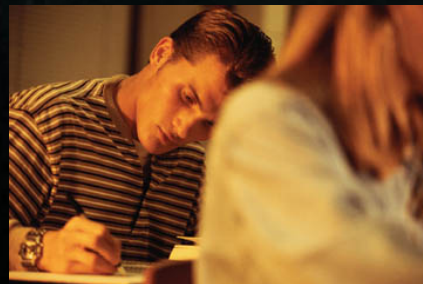
Research shows that teachers need to clearly understand what standards demand of students in order to design and deliver effective lessons.

2. Instruction

Research demonstrates that in addition to content knowledge, teachers need pedagogical knowledge and skills to help all students learn mathematics.

3. Leadership

Through the Institutes, teachers and administrators learn about the change process and how to manage it.



Six, 2-Day Sessions Prepare You to Lead Improvements

Session 1. Review the Number & Operations standard, characteristics of effective mathematics curricula, and the team's role in leading improvement.

Session 2. Focus on the Algebra standard, the cognitive level of mathematics tasks, and the differences between first- and second-order change.

Session 3. Discuss the Geometry standard, mathematics vocabulary, learner-centered classrooms, and managing change.

Session 4. Explore the Measurement standard, the impact of assessments, & peer coaching.

Session 5. Practice data analysis & using results for student feedback; learn how to use video case studies.

Session 6. Look at the big picture of high-quality mathematics instruction and focus on the structures and processes that will sustain improvement.

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