



KCM Teacher-Leader Institute

*“Within every school there is a **sleeping giant** of teacher leadership, which can be a strong catalyst for change.”*

Katzenmeyer and Moller (2001)

Audience

Individuals interested in strengthening their roles as teacher-leaders are invited to attend the inaugural KCM Teacher-Leader Institute.

The Teacher-Leader Institute is open to all experienced Kentucky Mathematics Intervention Teachers (regardless of 2015-16 grant funding). All EERTI leaders are welcome to attend but attendance at the Institute is a requirement of EERTI leaders interested in participating in the EERTI Intensive program (new for 2015-16).

Who are Teacher-Leaders?

The Teacher Leadership Exploratory Consortium (2008) defines teacher leadership as the process by which teachers...influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement. Teacher-leaders model effective practices, exercise their influence in formal and informal contexts and support collaborative team structures within their schools.

Requirements

Participants will:

- Attend and fully participate in the two-day Institute
- Commit to facilitating at least three hours of professional learning within their school/community
- Provide personal reflection(s) and complete other data collection measures

Upon completion of the Institute requirements, graduates will receive the KCM Teacher-Leader designation which includes a virtual badge for email signatures. Additionally, participants will be eligible for a KCM-created personal webpage highlighting each leader's accomplishments.

Event Details

Dates: August 10-11, 2015

Time: 9:00 a.m. - 4:00 p.m. daily

Location: Northern Kentucky

Application

Please send responses to the following questions to KCM Associate Director Meredith Brewer at brewerm8@nku.edu by Monday, June 1.

1. Describe your previous leadership experience.
2. Describe your leadership aspirations for the 2015-16 academic year (e.g. working with teachers at your school, presenting at a conference, leading an EERTI group).
3. What challenges have you experienced in working with adult learners?
4. In your opinion, what role do teacher-leaders play in the transformation of school culture?
5. If your school received MAF support for 2015-16, please describe the leadership plan outlined in your awarded application.