



Giants Among Us: Developing Teacher Leaders in Mathematics

In response to a need recognized by teachers and administrators throughout the Commonwealth, the KCM hosted the inaugural Teacher

when, how, and why various practices might be employed. This leadership work places mathematics at the forefront as leaders consider issues related to designing and facilitating

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

Katzenmeyer and Moller (2001)

Leader Institute in August. Experienced MITs (Mathematics Intervention Teachers) from across the state met to participate in the two day institute held at Northern Kentucky University to develop their abilities to design and facilitate professional learning opportunities for other Kentucky teachers within their schools and districts.

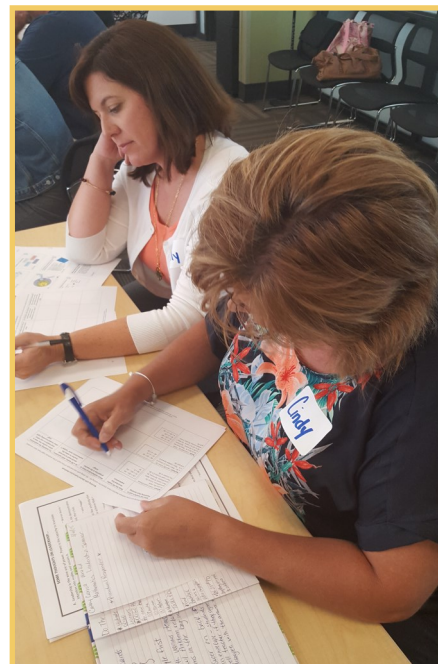
Participating teachers worked to enhance existing strengths and

professional learning opportunities for teachers.”

Highlighting the importance of emphasizing critical thinking skills not only for students but also adult learners is key. “Delving deeper is meaningful for teachers,” Montgomery County MIT Dawn Justice shared. “I plan to apply things learned through professional learning sessions with staff, [and] encourage teachers to delve deeper into mathematical thinking.” For Knox County MIT Jean Bingham, “Productive struggle leads to both teacher growth and student growth.”

In addition to the two-day in-person event, teacher leaders will continue the professional learning through online meetings held throughout the school year. “Experiences in the summer institute and the follow-up online meetings help leaders learn to establish productive group norms

for ongoing teacher learning,” Carroll said. “In a sense, we consider how the same Standards for Mathematical Practice that contribute to robust classroom mathematics teaching and learning can be applied to creating



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robust learning opportunities and environments for teachers in mathematics professional development.”

By investing in the teacher leaders found within the KCM community, the teaching and learning of mathematics will be improved. “We are a team of math teachers from across the state that have a desire to be better for the benefit of our staff and ultimately our students,” Madison County MIT Cindy Gross shared. “We now have a core group that we can communicate with to share documents, ideas, and strategies to help us be stronger leaders within our school, district, and state.”

The teacher leader giants have been awakened and have set out to conquer mathematics education in Kentucky—one school at a time!



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establish new techniques and strategies for working with adult learners. With WestEd Senior Research Associate and facilitator Cathy Carroll, participants explored a “conceptual framework for considering