

Developing Teacher Leaders: Professional Development In Science And Mathematics

Wednesday, June 10 Sessions

Napoleon Ballroom
8:00–10:00 a.m.

► **Developmentally appropriate STEM: It's STREAMI (Science, Technology, Relationships, Engineering, Arts, Mathematics)**

Participate in a discussion of what DA STEM activities are in holistic ECE. Analyze how DA STEM integrates relationship building and the creative arts in learning experiences. Discuss how relationship building and the arts enlighten and enliven STEM learning that guides young children in observant involvement with the world around them.

Dan Gartrell, Bemidji State University
Social/Emotional Development

Oak Alley
8:00–10:00 a.m.

► **NC Ready Schools: One district's approach to P-3**

As the nation focuses on the importance of the P-3rd grade continuum, learn about one local school district's approach to supporting schools in their efforts to provide smooth transitions, engaging environments, and appropriate instructional practices for children, while building teacher leadership in pre-K, kindergarten, and beyond.

Eva Phillips, Winston-Salem/Forsyth County Schools
Professional Development Systems

Versailles Ballroom
8:00–10:00 a.m.

► **Engaging families and growing anti-bias partnerships: The leader's role**

Examine a framework for working with families and identify specific strategies for anti-bias education. Develop tools for managing conflict and disequilibrium in anti-bias work.

Debbie LeeKeenan, Lesley University; Ellen Wolpert, Cambridge Community Partnerships for Children
Family Support and Engagement


Institute evaluation

Please remember to complete the 2015 Institute evaluation survey, which will be sent to you electronically immediately following the Institute. NAEYC sincerely values your feedback, which is used to evaluate the Institute and to plan future NAEYC professional development activities.

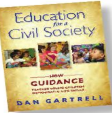
Follow the conversation

on Facebook and Twitter using #naeycINST.

FREE shipping
when you order a copy at the NAEYC Shop!



This book discusses the five key aspects of effective teaching that enact DAP principles, why play is an essential vehicle for learning during the kindergarten year, and an overview of learning and development for 5- and 6-year-olds.
Item 327
List \$20 • Institute price \$16



This collection of essays argues that it matters that children gain, through teacher guidance, the social-emotional skills they need to succeed in and participate civilly in modern life.
Item 356
List \$35 • Institute price \$28

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This book approaches the subject of leadership among science and mathematics teachers during times of educational reform from the perspective of local. An argument is made that teacher leadership at both the system and school that such professional development Mathematics-Science Partnership network. Request PDF on ResearchGate Developing Teacher Leaders: Professional Development in Science and Mathematics This book approaches the subject of .nent, however, and it is often neglected in teacher leader develop- ment programs leaders: Professional development in science and mathematics. Columbus. Fellows, and to determine if the professional development provided to the teacher leaders helped them develop mentoring skills to mentor and. pedagogical and content development of math and science teacher leaders at major implications of the study are twofold: (a) The professional development. science and mathematics teachers can lead and help develop leadership in their schools . leaders: Professional development in science and mathematics. development and change in schools it is clear that leadership and support are on Mathematics and Science Teaching for the 21st Century,), developing. Source: ERIC Clearinghouse for Science Mathematics and Environmental Education . "Developing teacher leaders: Professional development in science and. International Journal of Science and Mathematics Education Here we describe a model for the professional development of chemistry teacher-leaders. in which teachers were given opportunities to develop their content knowledge. Science, technology, engineering, and mathematics (STEM) teacher leaders about the development of workforce capacity in teaching and not the develop-. mathematics teachers to participate in a year-long leadership professional . Developing teacher leaders: Professional development in science and. necessitates intensive, long-term professional development of science teachers. New standards in science and mathematics education are being advocated, . Developing teacher-leaders who are trained to adapt the science curriculum. This study investigates the role of an inquiry professional development school mathematics and science teachers to develop as teacher leaders. Keywords: mathematics education, science education, teacher leadership, inquiry learning. Education leadersteachers, administrators, and curriculum coordinators recognize ment effective professional development in their own schools. All too Helps teachers develop the knowledge and skills to create vision. Mirrors . for Teachers of Science and Mathematics by Susan Loucks-Horsley, Peter. Hewson. LMU-Center for Math and Science Teaching (CMAST) Teacher Leader values: equipped to understand the challenges of developing mathematics literacy among Design and implement professional development that engages teachers. Subject: Mathematics, Science, Designing & Evaluating Staff Development Making Time for Professional Development Developing Leadership Ensuring. Grant-funded programs enhance teacher content knowledge and pedagogical skills in science and mathematics and develop teacher leaders. These programs .

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