

**George Mason University
College of Education and Human Development
Professional Development Studies**

EDPD 502-6R2/6R3

**Humanities and Language Arts Academy, July 6-11, 2014. Final date of course: August 1
(Summer 2014: 3 credits)**



Content Faculty

Kristien Zenkov, Associate Professor of Education
College of Education and Human Development
4400 University Drive, MS 4B3
Fairfax, VA 22030
e. kzenkov@gmu.edu
o. Thompson Hall 1603, 703-993-5413

Anthony Pellegrino, Assistant Professor of Education
College of Education and Human Development
4400 University Drive, MS 4B3
Fairfax, VA 22030
e. apelleg2@gmu.edu
o. Thompson Hall 1408, 703-993-5253

Specialist Faculty

Lori Bland (DDD), Stephanie Dodman (Teacher Leadership), Penelope Earley (Policy), Eirini Gouleta (Diversity), Jered Borup (Technology)

Course Description

This course provides advanced professional development for experienced teachers in teacher leadership, educational policy, technology, data driven decision making, and effective

instructional practices for diverse learners. Offered through the Virginia Center for Excellence in Teaching. Selection process is state-wide and competitive. The course has four versions, each specific to a set of disciplines or to interdisciplinary competence.

The Humanities and Language Arts Academy will address several overarching questions. What is a “big idea” that you as a humanities teacher (e.g., English, Social Studies, foreign language, reading, etc.) fundamentally believe must be taught and taught well? What pedagogy and curricular issues might you address to ensure that your students are learning in the most equitable ways? These might include ideas fundamental to your specific content area or to teaching and learning more generally. In the Academy, cross-subject and cross-grade level teams will select and research these relevant, equity-focused “big ideas,” develop multi-genre curricular materials that employ and appeal to a range of traditional and cutting edge texts, tools, and experiences, and as teacher leaders share their results in a variety of school/division, professional, and community contexts.

Learner Outcomes/Objectives

The following outcomes cover Parts A and B of the course. All students will take Part A in summer 2014 and Part B in fall/spring, 2014-2015.

- Develop increased knowledge of instructional and curricular issues in their fields and/or in interdisciplinary instruction
- Identify and examine the “big ideas” in school and larger contexts that consider how best to serve students and families of all backgrounds and abilities and ensure students are taught in the most equitable ways
- Implement instruction addressing one “big idea” in a classroom context, using research-based best practices
- Generate and/or join a network of at least five individuals with knowledge of and interest in this “big idea” and how to instruct students in it, how to lead other educators in professional development focused on this “big idea,” and/or share this information in community contexts
- Create gallery of at least five multimodal resources/tools related to the instruction of students in that “big idea,” to the professional development of other educators in that “big idea,” and/or to the sharing of this information in community contexts
- Use technology as a teacher, learner, and teacher leader and identify and incorporate a range of multimodal and technology-based tools that can be used to teach your “big idea” and share your project in school, professional, and community contexts
- Define your role of a teacher leader, develop an understanding of your own dispositions and strengths related to teacher leadership, and examine what teacher leadership means for your work, including activities, barriers, and solutions to enacting teacher leadership activities in your school, professional, and community contexts
- Develop knowledge and skills as teacher leaders and share increased knowledge, skills, and understandings with others in variety of educational and broader communities
- Gain knowledge and skills related to educational policy at the national, state and local levels, particularly related to your chosen “big idea” and attempt to influence policy in your school, professional, and community contexts
- Gain knowledge and skills in using data for educational decision-making
- Increase your understanding of diverse learners

Approach

This course will be taught using a highly interactive approach that encourages discussion, active learning, and thoughtful reflection. A one-day field trip to D.C. will be included to give hands-on experience in national policy as well as discipline-based learning at museums or other sites.

Texts

Cushman, K. (2010). *Fires in the Mind*. San Francisco, CA: Jossey Bass.

Harrison, C. & Killion, J. (2007). Ten roles for teacher leaders. *Educational Leadership*, 65(1), 74-77.

Katzenmeyer, M., & Moller, G. (2009). Understanding teacher leadership. In *Awakening the sleeping giant: Helping teachers develop as leaders* (3rd ed.). Thousand Oaks, CA: Corwin.

Mayer, R.E. (2002). Rote versus meaningful learning. *Theory into Practice*, 41 (4), 226-232.

Mid-continent Research for Education and Learning. (2003). *Sustaining School Improvement: Data-Driven Decision Making*. Denver, CO: Author.

Note: Additional academy week readings will include materials related to humanities curricula/instruction, visible learning, teacher leadership, data-based decision-making, diverse learners, and collaboration

Course Expectations and Assignments

Across the academy we will complete a number of projects. All written work must be typed, double-spaced, in 11-12 pt. font, with 1-inch margins, and must be submitted electronically via email to both instructors. In addition to the requirements of each assignment you will also be assessed on your writing proficiency (grammar, spelling, coherence, etc.). Incompletes will only be an option for students who have consistently attended and participated in class and have completed and turned in all required work except the final projects.

Class Attendance and Participation: 30 points

By virtue of agreeing to work together in this course we instantly formed a new community. This community will be rooted in mutual respect and shared responsibility; these foundations translate into consistent and punctual attendance and active participation in all class activities. Attendance in this class is *critical*. You must be in class—in person for designated sessions and/or participating in online sites regularly—and you will work with your classmates and the instructor via online tools, email, and face-to-face. Our face-to-face and asynchronous class time will provide opportunities for (1) participation in activities, (2) presentations and demonstrations of effective teaching strategies, and (3) discussions and reflection on course readings, class activities, and assignments. Students are expected to be on time and well prepared to participate in class as active, thoughtful discussants.

Absences and tardies will impact your grade. Two tardies or early departures are equal to one absence, and missing 30% or more of class sessions will result in automatic failure of the course. If you must be late to or miss a class, you must contact an instructor ahead of time. Please note that this policy makes no distinction between “excused” or “unexcused” absences or tardies. Our goal is to develop a comfortable classroom community where risk-taking is encouraged; we can only grow through such open-heartedness. You are expected to complete assignments for each

class day, and contribute as both a listener and speaker in large and small group activities and discussions. Finally, one of the most important commitments we make is to engage with students individually and in small groups, so that we can best understand your needs and goals and best support your growth. These individual interactions will happen via conferences throughout the academy, via phone and Skype conferences as students desire, via regular individual feedback that we provide on your assignments, and via Blackboard/online meetings.

Reflection #1 (due Monday, July 7th): 5 points

After reading the Harrison/Killion and Katzenmeyer/Moller articles, please address the following questions in a maximum three-page reflection:

- What information in this reading relates to the “big idea” that you believe must be taught and taught well?
- How might the teacher leadership ideas/practices in this reading support/impede your teaching and your students’ learning of this “big idea”?
- How might the teacher leadership ideas/practices in this reading help you address any of the teaching/learning challenges you and your students are facing?
- How might the teacher leadership ideas/practices in this reading help you ensure that your students are learning in the most equitable ways?

Reflection #2 (drafted in class on Tuesday, July 8th during morning session): 5 points

After reading selections from *Fires in the Mind* and participating in the associated in-class activities, consider the following questions with your group members. In a maximum 3-page reflection, draft responses to some or all of the following:

- What information in this reading relates to the “big idea” that you believe must be taught and taught well?
- How might the ideas/practices in this reading support/impede your teaching and your students’ learning of this “big idea”?
- How might the ideas/practices in this reading help you address any of the teaching/learning challenges you and your students are facing?
- What is the role of the teacher leader to ensure that students are learning in the most equitable ways?

Multimodal Reflections (three times during academy week): 10 points

The Multimodal Folio (described below) will appeal to a suite of technology tools to which participants will be introduced during our academy week, particularly during your work with our Educational Technology instructor, Dr. Jered Borup. Three of the technology tools that all participants will use will be an electronic/web-based portfolio (or folio), Twitter (a micro-blogging tool), and Jing (a screencasting tool). On Tuesday, Wednesday, and Thursday during our academy week you will tweet three reflections about the status of your project. This activity will help you to continuously collect your thoughts, photos, videos, sources, responses to prompts etc. during the academy in an organized way. Your tweets must address the following questions:

- What you have recently learned about the “big idea” on which you are focusing or about teaching, teacher leadership, collaboration, educational policy, and data-driven and equity-focused instruction in general? (#HLA lessons)

- What teaching, learning, policy, professional development, and/or teacher leadership challenges are you now considering as you explore resources for your “big ideas” project? (#HLA challenges)
- What resource (a book, website, site, individual, etc.) have you discovered that you now think should be primary in the teaching of your “big idea”? (#HLA resources)

Multimodal Folio (final due Friday, July 18th): 50 points

The Multimodal Folio will be the culminating project of our academy week. It will include the resources and your plan for sharing the “big idea” you have identified. For assessment purposes, you will share a link to your Folio with your instructors. The Folio will be a web-based tool that includes the following sections:

Part I/Problem Statement, Context Description, and Policy Issues (draft submitted Wednesday, July 9th prior to policy visit to DC)

Describe the problem you are attempting to address with the “big idea” you believe must be taught and taught well in a maximum of three pages. Also detail the “big idea” itself, the various contexts and factors you must consider, and the potential policy implications of your teaching and sharing of this “big idea.” This section should be explicitly informed by the following resources/elements:

- Your pre-academy survey responses
- Our academy week activities
- Our academy week readings
- Your peers’ and instructors’ input

As well, this section must include at least three professional resources as references, at least one academy week reading, and at least one resource found during our first few days of academy week.

Part II/Resources and Practices (draft due Thurs, July 10th)

For the final project, you must have identified, documented, and annotated in your folio the following resources related to the implementation and sharing of your “big ideas” project. Annotations for each resource should include a brief general description (1-2 sentences), how each resource relates to your big idea (1-2 sentences) and a relevant link.

- A minimum of five books, articles, websites, and/or software resources
- A network of at least five individuals with interest in and knowledge of your “big idea” and how to instruct students in it, knowledge of how to lead other educators in professional development focused on this “big idea,” and/or knowledge of how to share this information in community contexts; include a description of these individuals’ qualifications and how you might appeal to them for your project implementation and sharing during the fall semester.
- A minimum five sites in your home region and the Washington, DC area to which you might appeal as physical locations that offer insight to you, your students, and the other audiences of your “big ideas” project; academy instructors will provide a baseline list of such sites for the Washington, DC region (e.g., Holocaust Museum, Library of Congress, Hirshorn Museum, Corcoran Museum of Art, National Building Museum, etc.)

Part III/Implementation/Sharing Plan (draft due Friday, July 11th)

Your draft Implementation/Sharing Plan must take the form of a Pecha Kucha or Ignite Phoenix presentation—a unique multi-media presentation style that will be introduced to you in your Educational Technology workshop. You will share this plan during on Friday, July 11th during our afternoon session. Specifically, your presentation must include approximately 20 slides, last between 4½ and 5 minutes, and include slides addressing the following elements of your project:

- 1) Problem Statement
- 2) Context
- 3) Data you have considered to identify the problem you are addressing
- 4) Implementation plan with your students and the resource(s) you will use in your instruction
- 5) Sharing plan with your school and the resource(s) you will use in your presentation(s)
- 6) Sharing plan with your larger professional community and the resource(s) you will use
- 7) Sharing plan with your larger, political, policy maker community and the resource(s) you will use

Consider the following questions to guide your work as you craft this plan:

- What multimodal and technology-based tools might you use to teach your “big idea” and share your project in school, professional, and community contexts?
- How might you integrate the “big ideas” you have been studying into your teaching practices and a unit of instruction, using research-based practices?
- How might you share what you have learned with your school-based peers, with a focus on their professional development?
- How might you share what you have learned with a broader community audience, with a focus on helping them understand the importance of these “big ideas” and your pedagogical methods?
- How might you share what you have learned with an audience of policy makers relevant to your community contexts?

Course Assessment: Assignment (Points)

Class Attendance and Participation (30 points)

Reflection #1 (5 points)

Reflection #2 (5 points)

Multimodal Reflections (10 points)

Multimodal Folio (50 points)

Total = 100 points

Grading Scale

A = 95-100%

A- = 90-94%

B+ = 89-88%

B = 87-84%

B- = 83-80%

C = 79-70%

F = Below 70

Note: Grades will be submitted by midnight on Sunday, August 3rd

Grading Criteria and Mastery Grading

All assignments will be evaluated holistically using a mastery grading system and the general rubric described below. A student must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an “A” level score. With a mastery grading system, students must *choose* to “go above and beyond” in order to earn “A” level scores.

- 1) “A” level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant components. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers’ efforts.
- 2) “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- 3) “C” level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- 4) “F” level score = Student work is so brief that any reasonably accurate assessment is impossible.

GMU Policies and Resources for Students

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

College of Education and Human Development

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

Site List: An initial list of DC-area locations you might visit to explore your “big idea”

American Visionary Art Museum

The AVAM Museum seeks to build upon the ancient Native American Vision Quest, and other similar self-revelatory journeys undertaken by visionaries in different times, cultures, and places. We seek to draw attention to America’s history as a mecca for forward-looking innovators, optimists, dreamers, and does—highlighting the sense that America is at her best when she actively remembers that many of her greatest citizens were very much self-taught, self-made pioneers. We believe that being overly indoctrinated with ideas of what is not supposed to work, or what cannot work, only stifles human innovation and idea making.

Christian Heurich House Museum: The Brewmaster's Castle

Located just off DuPont Circle in D.C. this small museum staged in a late Victorian era home is a great stop for anyone looking for something off the beaten path. Christian Heurich was considered to be the world's oldest brewer having run his brewery until his death at 102 years of age. The museum offers tours by reservation and there is even a Victorian garden that visitors can enjoy. Being one of D.C.'s oldest homes there is a lot of history to enjoy at this particular stop. The coolness factor for this museum comes from the brewing tradition that this home holds.

Corcoran Gallery of Art

The Corcoran Gallery of Art stands as a major center of American art, both historic and contemporary. Founded “for the purposes of encouraging American Genius,” the Corcoran’s extensive collection of 18th, 19th, and 20th century American art represents most significant American artists. The Corcoran possesses a fine collection of European art as well. While continuing its efforts to represent historic American works, the gallery also encourages modern European and American artists by showing and purchasing their work, paying particular attention to artists in the Washington area.

Hirshhorn Museum

The Smithsonian's Hirshhorn Museum and Sculpture Garden is a leading voice for contemporary art and culture and provides a national platform for the art and artists of our time. We seek to share the transformative power of modern and contemporary art with audiences at all levels of awareness and understanding by creating meaningful, personal experiences in which art, artists, audiences and ideas converge. We enhance public understanding and appreciation of contemporary art through acquisition, exhibitions, education and public programs, conservation, and research.

International Spy Museum

The International Spy Museum is solely dedicated to espionage, providing a global perspective on this all-but-invisible profession. It features a large collection of international spy-related artifacts, including spy gadgets, weapons, bugs, cameras, vehicles, and technologies. Children learn about spies through hands-on exploration, film, interactives, and state-of-the-art exhibits, all in a dynamic context that fosters an understanding of espionage and its impact on current and historic events. Microdots and invisible ink, buttonhole cameras and submarine recording systems, bugs of all sizes and kinds, and ingenious disguise techniques developed by Hollywood for the CIA are all featured in this museum.

Library of Congress

The Library of Congress is the nation's oldest federal cultural institution and serves as the research arm of Congress. It is also the largest library in the world, with millions of books, recordings, photographs, maps, and manuscripts in its collections. The Library's mission is to support the Congress in fulfilling its constitutional duties and to further the progress of knowledge and creativity for the benefit of the American people.

National Building Museum

The National Building Museum is America's leading cultural institution devoted to the history and impact of the built environment. We do this by telling the stories of architecture, engineering, and design. As one of the most family-friendly, awe-inspiring spots in Washington, D.C., we welcome visitors from around the world to our exhibitions, public programs, and festivals. The Museum occupies a magnificent building with a soaring Great Hall, colossal 75-foot-tall Corinthian columns, and a 1,200-foot terra cotta frieze. A note: this is one of Kristien's favorite places in DC and has potential connections to all manner of "big ideas."

National Children's Museum

The National Children's Museum, scheduled to open in D.C. in 2013, will be a vibrant children-centered museum that will build on the 30 years of experience of the Capital Children's Museum, which closed in 2004. Until the National Children's Museum opens its doors, the museum will continue to function as a "museum without walls." Through school and community outreach programs, traveling exhibits, and programs in partnership with other organizations, the National Children's Museum provides families and students with regular learning opportunities, ranging from understanding family fitness to appreciating deafness. Don't miss the family-friendly performances and activities for children each Saturday this summer at National Harbor's American Market.

National Geographic Museum at Explorers Hall

This small, high-tech museum is located on the first floor of the National Geographic Society's headquarters. Admission is free, and the museum brings to life past and current National Geographic expeditions, adventures, and scientific research. The museum appeals to all ages and takes only an hour to visit. Visitors enjoy a wide variety of changing exhibitions, as well as permanent and interactive displays that reflect the richness and diversity of the world. National Geographic Live! includes films, concerts, and family events presented in the Grosvenor Auditorium, a 385-seat state-of-the-art theater. Events are led by explorers, scientists, photographers, and performing artists.

National Museum of Crime and Punishment

Featured on 'Good Morning America' and considered to be a must see in the D.C. area this museum has it all for all the CSI and NCIS fans out there. Some of the coolest features of this museum are the crime lab where you can learn about the forensic process, a simulated firing range and a simulated high speed police chase. Don't think it's all high tech forensics though as they delve into the art of punishment and incarceration throughout the centuries. Last but not least, one of America's most popular and longest running crime shows, 'America's Most Wanted,' is filmed right there in the museum.

National Pinball Museum

At number four, the National Pinball Museum is a must see in the D.C. metro area. Established in 1998 to document what can only be considered a social phenomena inside of American culture, the National Pinball Museum has everything for those of us that can't live without slapping, bouncing and losing our balls. The museum features 200 pinball machines in their galleries with over 800 machines in their archives. Aside from the fact that this museum is about pinball machines the coolness factor here comes from the pay-to-play room on site as well as the ability to hold private parties here. This museum is a welcome stop to any museum goers afternoon and definitely takes the patron outside the norm of the museum experience.

The Phillips Collection

Encounter superb works of modern art in an intimate setting at The Phillips Collection, opened to the public in 1921 in Washington's vibrant Dupont Circle neighborhood. Paintings by Renoir and Rothko, Bonnard and O'Keeffe, van Gogh and Diebenkorn are among the many stunning impressionist and modern works that fill the museum. Its distinctive building combines extensive new galleries with the former home of its founder, Duncan Phillips. The collection continues to develop with selective new acquisitions, many by contemporary artists. Special exhibitions and frequent changes in the arrangement of the permanent collection mean that there's something fresh on every visit to the Phillips. The museum's Center for the Study of Modern Art offers stimulating Conversations with Artists, symposia, lectures, and more, while Sunday Concerts, Phillips after 5 programs, and other events provide additional food for thought. The museum also produces a vigorous, award-winning program of educational outreach that serves thousands of students and teachers. The Phillips Collection is a private institution that relies on the support of admission and program fees, endowment income, and generous assistance from individual donors, corporations, foundations, and others.

National Portrait Gallery

The Smithsonian's National Portrait Gallery tells the stories of America through the individuals who have shaped U.S. culture. Through the visual arts, performing arts, and new media, the Portrait Gallery portrays poets and presidents, visionaries and villains, and actors and activists who left (and are leaving) a mark on American history. The museum offers object-based learning programs for families and youth to guide discoveries into the cultural, social, political, and personal contexts of their subjects and time periods.

National Museum of Natural History

The National Museum of Natural History is part of the Smithsonian Institution and houses a national collection of more than 125 million natural science specimens and cultural artifacts. There are several educational facilities/exhibits available to the public. Dig It! The Secrets of Soil allows children to explore the hidden and complex environment that is home to millions of living organisms. This exhibit will open July 19, 2008. The Insect Zoo offers tarantula feedings, demonstrations, and touchable insects. Ocean Hall is a new permanent exhibition that will open in September 2008. This exhibit explores the ancient, diverse, and constantly changing nature of the ocean, the long historical connections humans have had with it, and ways in which people are impacting the ocean today. This museum is free of charge. For more information, call (202) 633-1000.

National Air and Space Museum

The Smithsonian Institution's National Air and Space Museum has the largest collection of historic air and spacecraft in the world. The National Mall Building has hundreds of artifacts on display, including the original Wright 1903 Flyer, the *Spirit of St. Louis*, the Apollo 11 command module, and a lunar rock sample that children can touch. The museum has many ongoing educational programs for children, including Discovery Stations—portable interactive carts that encourage informal learning through active looking, discussion, and hands-on activities related to aviation, space exploration, astronomy, and planetary geology. Presented by volunteers or museum staff, the carts provide interactive fun for all ages. Discovery Stations are presented during regular museum hours throughout the week and on weekends. This museum is free of charge.

United State Holocaust Memorial Museum

A *living* memorial to the Holocaust, the United States Holocaust Memorial Museum inspires citizens and leaders worldwide to confront hatred, prevent genocide, and promote human dignity. Federal support guarantees the Museum's permanent place on the National Mall, and its far-reaching educational programs and global impact are made possible by generous donors. Located among our national monuments to freedom on the National Mall, the Museum provides a powerful lesson in the fragility of freedom, the myth of progress, and the need for vigilance in preserving democratic values. With unique power and authenticity, the Museum teaches millions of people each year about the dangers of unchecked hatred and the need to prevent genocide. And we encourage them to act, cultivating a sense of moral responsibility among our citizens so that they will respond to the monumental challenges that confront our world.

U.S. Navy Museum

Pack your ration of rum and batten down the hatches, we're off to the United State Naval museum for number five on the coolest museums list. Housing the top of the fighting mast from the U.S.S. Constitution and a number of other cannons, artillery guns and ship models this museum is easily in the top ten for coolest in the country. The real highlight of this museum though is not what is inside but what it outside their front doors. That something being the U.S.S. Barry. This decommissioned ship is open to the public everyday for walk on tours and sight-seeing and is truly an incredible stop on any museum fans list. Visitors to this museum should be warned though, this museum is on the U.S. Navy Yard in Washington D.C. and there is little to no parking in the vicinity so be prepared to take metro and have your I.D. with you to get on the base.

Day	Objectives	Topics/Activities	Readings	Assignments
Pre Academy	<ul style="list-style-type: none"> • Begin to define your role of a teacher leader, develop an understanding of your own dispositions and strengths related to teacher leadership, and examine what teacher leadership means for your work, including activities, barriers, and solutions to enacting teacher leadership activities in your school, professional, and community contexts • Begin to explore youths' perspectives on learning and motivation 	<ul style="list-style-type: none"> • Complete pre-academy survey(s) 	<p>Harrison, C. & Killion, J. (2007). Ten roles for teacher leaders. <i>Educational Leadership</i>, 65(1), 74-77.</p> <p>Katzenmeyer, M., & Moller, G. (2009). Understanding teacher leadership. In <i>Awakening the sleeping giant: Helping teachers develop as leaders</i> (3rd ed.). Thousand Oaks, CA: Corwin.</p>	<ul style="list-style-type: none"> •Pre-academy survey •Teacher leadership reflections
Other Events		<p>Sunday, July 6th, 6:00 pm Welcome dinner at George's Restaurant (located on campus)</p> <p>Tuesday, July 8th, 4:00 pm Policy Day Briefing Exploratory Hall OR Monday, July 7th, 4:00 pm Johnson Center Room A (if Policy Day trip is Tuesday)</p> <p>Friday, July 11th, 6:00 pm Closing Dinner George's Restaurant</p>		

Day	Objectives	Topics/Activities	Readings	Assignments
Session #1 Mon, July 7 th Thompson L019	<ul style="list-style-type: none"> • Get to know each other and our contexts • Develop increased knowledge of instructional and curricular issues in their fields and/or in interdisciplinary instruction • Identify and examine the “big ideas” in school and larger contexts that consider how best to serve students and families of all backgrounds and abilities and ensure students are taught in the most equitable ways • Develop knowledge and skills as teacher leaders and share increased knowledge, skills, and understandings with others in variety of educational and broader communities 	<p><u>8:30-11:30</u></p> <ul style="list-style-type: none"> • Welcome • Community Handshake • Mediated Perspective activity • Perfect teacher, perfect school, perfect student activity • <i>Discuss Fire in the Minds</i> and related activities • Explore “big ideas” from participants • Group participants according to topic/ideas/challenges <p><u>11:00-12:30</u></p> <ul style="list-style-type: none"> • Lunch and small group work <p><u>12:30-2:45</u></p> <ul style="list-style-type: none"> • Stephanie Dodman and teacher leadership workshop <p><u>2:45-3:30</u></p> <ul style="list-style-type: none"> • Small group debriefing, group norms • Discussion of survey highlights and our “big ideas” <p>*TBD: Individual and/or small group conferences</p>	<p>Cushman, K. (2010). <i>Fires in the Mind</i>. San Francisco, CA: Jossey Bass.</p> <p>Harrison, C. & Killion, J. (2007). Ten roles for teacher leaders. <i>Educational Leadership</i>, 65(1), 74-77.</p> <p>Katzenmeyer, M., & Moller, G. (2009). Understanding teacher leadership. In <i>Awakening the sleeping giant: Helping teachers develop as leaders</i> (3rd ed.). Thousand Oaks, CA: Corwin.</p>	<ul style="list-style-type: none"> • Reflection #1 • Homework: For Tuesday, choose locations in DC that your group will tour and will serve as resources for all of your group members’ “Big Ideas” projects

Day	Objectives	Topics/Activities	Readings	Assignments
Session #2 Tues, July 8 th Thompson L019	<ul style="list-style-type: none"> • Collaboration: What it is/isn't and the potential benefits of collaboration in teacher leadership • Develop increased knowledge of instructional and curricular issues in your fields and/or in interdisciplinary instruction • Identify and examine the “big ideas” in school and larger contexts that consider how best to serve students and families of all backgrounds and abilities and ensure students are taught in the most equitable ways • Use technology as a teacher, learner, and teacher leader and identify and incorporate range of multimodal and technology-based tools that can be used to teach your “big idea” and share your project in school, professional, and community contexts 	<p><u>8:30-9:15</u></p> <ul style="list-style-type: none"> • Welcome and reflection discussion <p><u>9:15-11:30</u></p> <ul style="list-style-type: none"> • Dr. Jered Borup and Educational Technology <p><u>11:30-12:30</u></p> <ul style="list-style-type: none"> • Lunch <p><u>12:30-3:00</u></p> <ul style="list-style-type: none"> • Small group conferences with Kristien and Anthony • Small group and individual work time <p><u>3:00-3:30</u></p> <ul style="list-style-type: none"> • Big Ideas discussion • Reflection and second Big Ideas text <p><u>4-6 pm</u></p> <ul style="list-style-type: none"> • Meeting with Penny Earley regarding policy trip 	<i>Fires in the Mind</i>	<ul style="list-style-type: none"> • Multimodal reflection #1 • Reflection #2 • Multimodal Folio: Problem Statement Draft

Day	Objectives	Topics/Activities	Readings	Assignments
<p>Session #3 Weds, July 9th</p> <p>Washington, DC sites TBD</p>	<ul style="list-style-type: none"> Gain knowledge and skills related to educational policy at the national, state and local levels, particularly related to chosen “big idea” and attempt to influence policy in your school, professional, and community contexts Create gallery of at least five multimodal resources/tools related to the instruction of students in that “big idea,” to the professional development for other educators in that “big idea,” and/or to the sharing of this information in community contexts Use technology as a teacher, learner, and teacher leader and identify and incorporate range of multimodal and technology-based tools that can be used to teach your “big idea” and share your project in school, professional, and community contexts 	<p><u>8:30-11:30 (exact times TBD)</u></p> <ul style="list-style-type: none"> Meeting with policy makers on Capitol Hill <p><u>11:30-12:30</u></p> <ul style="list-style-type: none"> Lunch <p><u>12:30-3:30</u></p> <ul style="list-style-type: none"> Tour DC sites relevant to “Big Ideas” project <p><u>2:45-3:30 (in small groups)</u></p> <ul style="list-style-type: none"> Big Ideas discussion Reflection and third Big Ideas text <p>*TBD: Individual and/or small group conferences</p>	<p>TBD</p>	<ul style="list-style-type: none"> Multimodal Reflection #2 Part I/Problem Statement, Context Description, and Policy Issues due via email prior to policy trip

Day	Objectives	Topics/Activities	Readings	Assignments
Session#4 Thurs, July 10 th Thompson L019	<ul style="list-style-type: none"> Gain knowledge and skills in using data for educational decision-making Generate and/or join a network of at least five individuals with knowledge of and interest in “big idea” and how to instruct students in it, how to lead other educators in professional development focused on this “big idea,” and/or share this information in community contexts Create gallery of at least five multimodal resources/tools related to the instruction of students in that “big idea,” to the professional development for other educators in that “big idea,” and/or to the sharing of this information in community contexts Use technology as a teacher, learner, and teacher leader and identify and incorporate range of multimodal and technology-based tools that can be used to teach your “big idea” and share your project in school, professional, and community contexts 	<p><u>8:30-11:30</u></p> <ul style="list-style-type: none"> TBD <p><u>10:30-11:30</u></p> <p>Educational technology graduate assistant</p> <p><u>11:30-12:30</u></p> <ul style="list-style-type: none"> Lunch <p><u>12:30-2:45</u></p> <ul style="list-style-type: none"> Lori Bland and data based decision making <p><u>2:45-3:30</u></p> <ul style="list-style-type: none"> Big Ideas discussion Reflection and fourth Big Ideas text <p>*TBD: Individual and/or small group conferences</p>	<p><i>Fires in the Mind</i></p> <p>Mayer, R.E. (2002). Rote versus meaningful learning. <i>Theory into Practice, 41 (4)</i>, 226-232.</p> <p>Mid-continent Research for Education and Learning. (2003). <i>Sustaining School Improvement: Data-Driven Decision Making</i>. Denver, CO: Author.</p>	<ul style="list-style-type: none"> Multimodal Reflection #3 Multimodal Folio: Resources and Practices Draft

Day	Objectives	Topics/Activities	Readings	Assignments
Session #5 Fri, July 11 th Thompson L019	<ul style="list-style-type: none"> • Implement instruction addressing one “big idea” in classroom context, using research-based best practices • Generate and/or join a network of at least five individuals with knowledge of and interest in “big idea” and how to instruct students in it, how to lead other educators in professional development focused on this “big idea,” and/or share this information in community contexts • Create gallery of at least five multimodal resources/tools related to the instruction of students in that “big idea,” to the professional development for other educators in that “big idea,” and/or to the sharing of this information in community contexts • Use technology as a teacher, learner, and teacher leader and identify and incorporate range of multimodal and technology-based tools that can be used to teach your “big idea” and share your project in school, professional, and community contexts 	<u>8:30-10:30</u> <ul style="list-style-type: none"> • TBD <u>10:30-11:30</u> <ul style="list-style-type: none"> • Educational technology graduate assistant <u>11:30-12:30</u> <ul style="list-style-type: none"> • Lunch <u>12:30-3:00</u> <ul style="list-style-type: none"> • Presentations *TBD: Individual and/or small group conferences	<i>Fires in the Mind</i>	<ul style="list-style-type: none"> • Multimodal Folio: Implementation Plan Draft • <i>Note: Final Multimodal Folio due Friday, July 18th</i>