



**SYRACUSE CITY SCHOOL DISTRICT**  
**PROFESSIONAL DEVELOPMENT**  
**IN-SERVICE BULLETIN**  
**Summer 2008**

Karen L. Markoff  
Director of Curriculum/Staff Development

Daniel G. Lowengard  
Superintendent of Schools

**Registration Submission Dates:**

June 2 - 18, 2008 .....for Summer, 2008

**Registration will be accepted on a first come, first served basis and dated as they are received via U.S. Mail.**

June, 2008

The in-service courses listed in this bulletin have been approved by the Professional Development Sub-committee of the Teacher Center Policy Board and will be submitted to the Syracuse City School District Board of Education in June 2008 for approval. This bulletin will be distributed to all SCSD Unit 1, 2, 8, and 10 personnel for consideration and application. The determination regarding what courses actually run is pending board approval, sufficient enrollment numbers and available funding.

Application forms are available in each school building office, the Syracuse Teacher Center, the Office of Curriculum & Staff Development and on-line via the Syracuse City School District and Teacher Center websites. There is a \$15.00 registration fee for Unit 1 and 2 members and a \$10.00 registration fee for Unit 8 and 10 members. Checks should be made payable to: Syracuse Teacher Center and sent with your application via **United States mail** to:

Office of Curriculum & Staff Development  
Attn: Karen L. Markoff, Director  
Syracuse City School District  
725 Harrison Street  
Syracuse, New York 13210

**NO APPLICATIONS WILL BE ACCEPTED OTHER THAN VIA U.S. MAIL.**

**Important to Know:**

- A **maximum of 9 in-service course credits** may be earned in any given school year, July 1 to June 30<sup>th</sup>.
- Unit 1 has a contractual 108 credit maximum allowable for salary adjustment, and this 108 credit cap includes a combination of graduate and/or in-service hours. **Also, in-service credit will not be granted in addition to extension of service compensation or for in-service courses previously taken where in-service credit has been awarded.** Additionally, in-service credit cannot be given for courses offered during the normal work day.

Courses will be closed as soon as maximum enrollment is reached. Some courses may not be offered because they are under enrolled; therefore, participants are encouraged to make a second or third choice.

INSTRUCTIONAL BULLETIN NO.  
(Distribution Limited: All Certificated Personnel)  
SYRACUSE CITY SCHOOL DISTRICT

## IN-SERVICE APPLICANT RESPONSIBILITIES

1. Fill out application (one per course) and mail by deadline. Applications are available in your school office or copies can be downloaded from the SCSD Curriculum & Staff Development or Syracuse Teacher Center websites. Enclose the required registration fee with your application (see “Reminder” section below). A check is preferred and should be made out to the Syracuse Teacher Center.
2. If you do not attend the first class and have failed to contact the instructor, you will be dropped from the class. If you are unable to attend a class, you must contact the instructor regarding illness, emergencies, etc. Class participants must attend a minimum of 80% of the class to be eligible to receive credit.
3. If you choose not to take a course for which you were accepted, contact the instructor so that your slot can be filled.
4. At the completion of 6 in-service credits, fill out the Request for Salary Adjustment (copies are available in your school office) and based on the first initial of your last name, send to:

Robin Mastracola (A-L)

or

Patricia Squadrito (M-Z)

Personnel Department

Central Office

5. Complete In-service Course Evaluation (will be distributed by your instructor at the end of course). Projects/Lessons/Units requested in a course will be electronically or hard copy submitted by the instructor to the Teacher Center for possible posting on the Center website for district access.

### **REMINDER**

- \$10.00 check made out to the Syracuse Teacher Center (Units 8 & 10).
- \$15.00 check made out to the Syracuse Teacher Center (Units 1 & 2).
- For courses with insufficient enrollment or cancelled by the instructor, the fee will be returned.

## IN-SERVICE INSTRUCTOR RESPONSIBILITIES:

All instructor packet materials must be submitted to the Office of Curriculum and Staff Development within two weeks after the final course completion date. Check to be sure all participant names are verified as well as 80% attendance for credit recommendation.

Questions...Call Debbie Flottman,  
Curriculum & Staff Development Office  
Ext. #4223

## SUMMER

<u>Course #</u>	<u>Title</u>	<u>Contact</u>	<u>Phone</u>
<b><u>Art (A)</u></b>			
A#3	Keeping the Arts in Mind: Arts-Based Learning Strategies	Georgia Popoff	234-9911
<b><u>Instructional Practice (IP)</u></b>			
IP#1	Summer Reflections: Teaching in the Brain-Friendly Classroom	Ellen Thornton	435-4217
IP#8	Designing a Wilderness Experience for Urban Youth	Ken Miller	435-4450
IP#43	Cross-Curricular Strategies that Work-Grades 5–12, Part II	Sandy Francis Larry Maxwell	435-4433
IP#44	Highly Effective Teaching – Model Teaching Week	Susan Kovalik Assoc. Alisa Braddy TJ Mears Sue Pearson Dean Tannowitz	435-4444
IP#45	Advanced Cooperative Learning, Part II	Sandy Francis	435-4433
<b><u>Physical Education (PE)</u></b>			
PE#2	Health Science Applied Coaching	Robin Bright Jesse Long Mike Clonan	435-4181
<b><u>Science (S)</u></b>			
S#3	Food: The Bread & Butter of Your Classroom	Ann Furze	435-4535
S#4	Project Wild, Project Wild Aquatic and Project Food, Land and People	Patricia Burns	435-4580
S#5	Building Prior Knowledge Through Effective Study Trips	Ann Furze	435-4535
<b><u>Technology (T)</u></b>			
T#25	Intel Teach Essentials	Stephen Bittner	435-4217
T#2	Intel Teaching Thinking with Technology	Stephen Bittner	435-4217

## **THE INSTRUCTORS:**

- Stephen Bittner** has been the Educational Technology Specialist at the Syracuse Teacher Center for twelve years. He serves on the NYS Teacher Center Technology Committee and on the SCSD Technology Committee. He is a certified Intel Master Trainer, a certified Thinkfinity trainer, Texas Instruments Tfas trainer, and a certified Smart Board Trainer. He has designed and taught many different technology in-service courses and workshops. The focus of his instruction is integrating computer technology into classroom instruction to improve student achievement.
- Patricia Burns** is a fourth grade teacher at Dr. King School. She is a certified facilitator in Project Wild, Project Wild Aquatic, and Food, Land and People. She is also trained as a CommuniTree Steward through Cornell Cooperative Extension.
- Alisa Braddy** has been a long time member of NEA, Delta Kappa Gamma (Women Educator's Society) and the South Carolina Science Council. She was chosen from among 3,000 teachers to be Horry County Teacher of the Year in 2001. Specializing in literacy, she has participated in trainings with Project Wild / Project Aquatic, and is a recipient of both Pablo Python Looks at Animals Scholarship and the Rope Mountain Science P.L.U.S. Institute Scholarship. She brings with her a wealth of experience and practical ideas for implementing brain-compatible education.
- Robin Bright** is a physical education teacher and department head at Nottingham and has coached boys' and girls' swimming.
- Mike Clonan** is a physical education teacher and coach of girls' lacrosse, girls' and boys' basketball. He has also been the Henninger department head and administrative intern for summer school and for the district's Health and Physical Education Department.
- Sandra Francis** has been an employee of the SCSD for sixteen years. She currently works at Grant Middle School as an AVID elective and math teacher. She has used cooperative learning in her classroom for over a decade. She is a national staff developer for AVID, having trained teachers in Atlanta and in San Diego.
- Ann Furze** was the Applied Science Teacher at Danforth Science Magnet Elementary for seventeen years and sixth grade science teacher at Danforth Middle School for two years. She is currently serving as the MST Instructional Specialist for Danforth. She has taught various professional development courses in the past four summers dealing with agriculture and environment.
- Jesse Long** is at Corcoran as a physical education teacher and is also certified in health education. He has coached football, boys' basketball and boys' lacrosse.
- Larry Maxwell** has spent over thirty years in our district, having taught almost all subjects, grades 5-8. An AVID National Staff Developer, he has trained teachers in Atlanta, Manhattan, Boston, and Chicago. In 2005, he received the Onondaga County Teachers' Association's Special Service Award.
- TJ Mears** is a master ITI teacher. He used movement to help students learn formulas, patterns, and conceptual ideas in science and math, increasing the potential for mastery of very complex information. Mr. Mears is able to provide secondary teachers with detailed vision and understanding of conceptual curriculum. His educational background is in math and science.
- Ken Miller** is a social studies teacher of sixteen years, currently at Lincoln Middle School. Previously he was a superintendent in the construction trade. Ken has fifteen years of experience in the Adventure field and is Project Adventure certified. He has led many groups through ropes courses and regularly uses Adventure in his classes. He is certified on the district's McCarthy ropes course.
- Sue Pearson** has been a trainer in the Syracuse School District. She has helped educators in many parts of the country translate the biology of learning into practice. She has earned certification in school administration and Project Learning Tree. As a science mentor (affiliated with Syracuse University and NASA), Sue has written several science and technology grants for her school. She is author of Tools for Citizenship & Life: Using the ITI Lifelong Guidelines and LIFESKILLS in your Classroom and co-authored Character Begins at Home: Family Tools for Teaching Character and Values.
- Georgia Popoff** is the CNY Program Director for Partners for Arts Education, a non-profit organization that inspires learning and leadership for arts-in-education in Central New York and throughout New York State. The program provides funding and support to deepen and enrich educational experiences in and through the arts for students, teachers and artists. As a practicing professional teaching artist herself, Georgia Popoff has provided several "Just for You" courses for the STC, as well as professional development workshops for many schools throughout NYS and for national education and arts-in-education conferences and organizations.
- Dean Tannowitz** has been an educator since 1970. She has worked in inner-city Hunters Point, Watts, and Sausalito as well as suburban Sonoma County in California. Her teaching experience is from second grade to college level language arts. She spent two years as a National Park Service Interpretive Ranger in Arizona and California and two years as the director of an environmental education center at Point Reyes National Seashore.
- Ellen Thornton** is a member of the Syracuse Teacher Center professional development staff. She has elementary classroom experience, including inclusion and resource classes. Ellen has had extensive training in Discipline With Dignity, Highly Effective Teaching (formerly ITI), brain research, effective classroom management, and the development of strong classroom and school communities.

**COURSE #A3: KEEPING THE ARTS IN MIND: ARTS-BASED LEARNING STRATEGIES**

**Instructor(s): Georgia Popoff**

In 2007-08, Partners for Arts Education is piloting Arts in Mind, a program in collaboration with the SCSD and with many area arts and cultural organizations. The focus is the elementary and middle school level. This course will provide artistic and cultural information and connections for integration and classroom lessons. Interactive workshops will involve teacher developing and sharing lessons that incorporate current arts-in-education in research. Participants will develop strategies and share ideas for classroom instruction. Information about upcoming 2008-09 repertoires for cultural organizations will be provided along with contact information. The instruction will give participants a list of cultural and pedagogical resources. After a preliminary survey of arts-based learning, participants will engage in reflective journaling, discussion, lesson planning, peer review and a final course reflective assessment.

**Participants will be able to:**

- strengthen their research knowledge for arts-based learning
- read books by nationally noted experts and explore websites to support theory and to provide curriculum tie-ins and lessons
- develop lesson plans
- incorporate CNY cultural resources into various curricula
- implement additional methods of assessment of learning through the arts and learning in general

**Participant Evaluation**

A general survey will be provided at the beginning of the course to assess the familiarity and practices of each participant. Journaling and discoveries will be reviewed in each session and shared for further discussion and development. At the end of the course, participants will submit a lesson plan and assessment that includes methods to incorporate the arts and cultural resources in CNY into content areas.

Maximum Enrollment: 30  
Prerequisites: None  
Requirements: None  
Dates/Times: **Wednesdays: 7/2, 7/9, 7/16, 7/23, 7/30 & 8/6**  
3:30 P.M. – 6:00 P.M.  
Location: STC Room  
Audience: K – 12  
Credit: 1.5 (15 hours)

**COURSE #IP1: SUMMER REFLECTIONS: TEACHING IN THE BRAIN-FRIENDLY CLASSROOM**

**Instructor:** Ellen Thornton

“Summer Reflections: Teaching in the Brain-Friendly Classroom” will encourage teachers to reflect on the year’s work to appreciate connections made to important concepts in the curriculum, and to refine and develop improved connections for the future. Participants will examine brain research that has strong implications for classroom practice. They will learn structures and strategies for increasing student attention, motivation, and engagement that support instructional objectives. Elementary teachers will explore ways to meet diverse classroom needs in limited time frames, and middle level teachers will discover ways to meet content area requirements while improving student focus and learning. For all teachers, the goal is to positively affect student behavior and achievement in mutually respectful and supportive classrooms. Participants will read Eric Jensen’s Teaching With the Brain In Mind, will relate it to classroom practice, and will read and discuss other sources of information on the elements of a Brain-Friendly Classroom. Through journal reflections and improved shared lesson planning, teachers will demonstrate new or enhanced understanding of brain research in classroom practice.

**Participants will be able to:**

- reflect and describe the impact of different kinds of instruction in their classroom
- discuss and demonstrate applications of brain research in classroom practice
- describe and demonstrate strategies that improve student engagement
- share lesson plans that reflect the application of brain research to improve teaching and learning

**Participant Evaluation**

Participants will read and discuss selected readings on brain research and will complete four journal entries that reflect on the school year’s work and a brain-friendly classroom environment. They will also develop and present plans/lessons/units for the next school year which have been informed by brain research study and reflection.

Maximum Enrollment: 15  
Prerequisites: None  
Requirements: None  
Dates/Times: July 1, 2, & 3, 2008 (Tues, Wed & Thurs) 8:30 A.M. – 12:30 P.M.  
August 19, 2007 (Tuesday) 8:30 A.M. – 11:30 P.M.  
Location: Syracuse Teacher Center Room: TBD  
Audience: PreK – 12  
Credit: 1.5 (15 hours)

**COURSE #IP8: DESIGNING A WILDERNESS EXPERIENCE FOR URBAN YOUTH (A MODEL FOR TEACHERS)**

**Instructor:** Ken Miller

Dr. James Comer, associate dean of Yale University School of Medicine and founder of the Comer School Development Program, says that the problems of school violence and under-achievement result from a fractured sense of community. He says only a rekindling of that community within schools can overcome these problems. Adventure-Based Education is a safe and effective way to teach young people to build a sense of community. It can be used to develop interdisciplinary problem solving skills, self-esteem, and encourage cooperation and cross-cultural understanding. Beginning a school year with the Adventure Model can build a cooperative, rich and safe learning community, one that will accomplish more with less discipline. This in-service class is an **intensive** activity oriented workshop that models the process of team building to be used with your students in the fall. You will plan for and participate in an outdoor camping experience that can be reproduced in your own classes. This class includes **physically** challenging activities. Participants need to be in **good physical condition** and be **willing to participate in real outdoor challenges and wilderness camping**.

**Participants will be able to:**

- explain the Active Learning Cycle and the Full Value Contract
- experience and understand the use of a high and low ropes/challenge course
- frame and debrief Adventure activities and problem-solving initiatives
- sequence activities to meet the needs of a group
- plan a group outdoor adventure to accomplish the goal of building community

**Participant Evaluation**

Participants will keep a daily journal, including descriptions of activities and insights learned, write a reflective piece describing outdoor adventure experiences, write a plan for the use of adventure in building a learning community in fall classes and participate in oral discussions.

Maximum Enrollment: 20  
Prerequisites: This is a physically demanding course, and physical fitness is strongly encouraged.  
Requirements: \$30 - \$45 fee for challenge course use plus food and transportation for a 2- night outdoor adventure.  
Dates/Times: July 14 – 17, 2008 (2 overnight’s camping) Mon., Tues – Thurs. 8:00 A.M.– 4:00 P.M.  
Location: LaFayette Town Ropes/Challenge Course  
Audience: PreK – 12  
Credit: 3.0 (30 hours)

**COURSE #IP43: CROSS-CURRICULAR STRATEGIES THAT WORK, GRADES 5 – 12: Part II**

**Instructor(s):** Sandy Francis and Larry Maxwell

The course is designed as a symposium of two teachers' ideas accumulated through years of experience and is an extension of the Part I course. After presenting Part I of the course, many participants enthusiastically asked for more. The NYS Standards will be addressed through question-posing and common themes. Knowledge of integrated learning, reading, ELA skills, and AVID strategies will receive focus.

**Participants will be able to:**

- understand the purpose and use of effective classroom strategies
- integrate a variety of classroom strategies into their classroom
- design and present opportunities for students to engage in higher-potential reading and writing activities
- build a more effective learning community in the classroom
- gain insight into transferal of techniques from other grade levels and content areas to their own classroom

**Participant Evaluation**

Participants will have on-going participation in activities, daily learning logs, quick writes; and most importantly, maintain and build a binder of resources for the participant's classroom.

Maximum Enrollment: 24  
Prerequisites: None  
Requirements: None  
Dates/Times: **July 7 – 10, 2008**  
8:00 A.M. – 4:00 P.M.  
Location: Grant Middle School – Library Media Ctr.  
Audience: Grades 5-12, all content areas  
Credit: 3.0 (30 hours)

**COURSE #IP44: HIGHLY EFFECTIVE TEACHING MODEL TEACHING WEEK**

**Instructor(s):** Susan Kovalik Associates – Alisa Braddy, TJ Mears, Sue Pearson, Dean Tannowitz

The Model Teaching Week addresses all of the standards because integration of curriculum is a key component of the HET model. The Highly Effective Teaching\* Model Teaching Week offers quality instruction. A teacher of teachers, knowledgeable and experienced in teaching elementary and secondary, will teach the theory and share research using best practices. Teachers will teach elementary and middle school classes made up of our own Syracuse City School District students. Participants will observe teaching and will also interact with teachers of students to learn more about the what, how and why of their practice.

**Participants will be able to:**

- apply brain research to instruction
- integrate curriculum
- design collaborative structures
- consider multiple intelligences when planning
- infuse character education
- plan and implement effective field-study trips
- use classroom management strategies
- create an enriched classroom environment

**Participant Evaluation**

Participants will design an enriched learning environment for their students, including colors, lighting, plants, furniture arrangement and resources. They will create classroom procedures, design a basic daily agenda, plan a field-study trip that supports and is aligned with their grade-level curriculum. They will outline how they will begin to implement the LIFESKILLS and Lifelong Guidelines. They will also read Exceeding Expectations and reflect on it in writing.

Maximum Enrollment: 100  
Prerequisite: None  
Requirements: None  
Dates/Times: **Monday – Friday July 14 – 18, 2008**  
8:30 A.M. – 3:00 P.M.  
Location: The New Levy cafeteria  
Audience: K – 8  
Credit: 3.0 (30 hours)

**COURSE #IP45: ADVANCED COOPERATIVE**

**LEARNING PART II**

**Instructor(s): Sandy Francis**

The course is specifically designed for those who are already familiar with cooperative learning structures. The focus of this advanced course will be to further the use of Cooperative Learning structures and teacher-tested activities with in-depth application to a content area. Emphasis will be placed on developing projects and assessments to gauge individual and group accountability within the classroom.

**Participants will be able to:**

- create individualized co-op lesson plans
- use structures within a content area
- use cooperative-based evaluations
- utilize content specific projects to enhance and improve instruction
- create and use alternative forms of evaluation
- use reading and writing in the content area strategies of lesson design
- critique own and others' projects
- reflect on effective and advanced cooperative learning strategies that add rigor and relevance to the classroom

**Participant Evaluation**

Participants will work cooperatively and participate in structured activities. Participants will be responsible for maintaining a binder containing lesson ideas and then present an overview of their project to classmates where they will self critique and receive peer feedback.

Maximum

Enrollment: 24

Prerequisites: Yes – Cooperative Learning Part I

Requirements: None

Dates/Times: **August 25, 26, 27 & 28, 2008**

8:00 A.M. – 4:00 P.M.

Location: Grant Middle School – Library Media Ctr.

Audience: All levels, all content areas

Credit: 3.0 (30 hours)

**COURSE #PE2: HEALTH SCIENCE APPLIED TO COACHING (FORMERLY THEORY AND TECHNIQUES FOR COACHING)**

**Instructor:** Robin Bright, Jesse Long and Mike Clonan

This course is required of all coaches except those specified under the Commissioner's regulations. The course content, hours and requirements are determined by the State's regulations. This course will include principles of anatomy, physiology and kinesiology; fundamentals of fitness, conditioning and nutrition as it applies to coaching.

**Participants will be able to:**

- understand safe and effective methods of fitness and conditioning
- teach and practice proper nutrition to athletes
- understand basic anatomy, physiology and kinesiology so as to apply knowledge to coaching
- understand health issues related to athletics

**Participant Evaluation**

Participants will participate in class activities and discussions, and write a weekly reflection based upon what they learned each week. They will develop a "sport specific" training plan including plans for fitness, conditioning, sport specific training, nutrition and weight management.

Maximum

Enrollment: 30

Prerequisite: Yes – Athletic Coaches

Requirements: None

Dates/Times: **Tuesdays, Wednesdays and Thursdays:**

**June 3 – July 3, 2008**

4:00 P.M. – 7:00 P.M.

Location: Corcoran Room: A115

Audience: Current and Potential Coaches

Credit: 4.5 (45 hours)

**COURSE #S3: FOOD: THE BREAD & BUTTER OF YOUR CLASSROOM**

**Instructor:** Ann Furze

“You are what you eat” so the proverb says. But what do you really eat, and how does it get to your table? Participants will travel to various agricultural enterprises to find out the answers to these questions. Visit a production dairy farm, local beekeeper, apple orchard, and small family organic farm. Discover what the terms natural, organic, raw, range-free, sustainable, etc. really mean and how they affect our diet. Participants will develop curriculum relevant to their grade level that demonstrates the integration of agriculture into the areas of literacy, math, and science, social studies, technology and career development. You’ll discover that there are a multitude of lessons behind each bite of food.

**Participants will be able to:**

- recognize the immense role agriculture plays in all curricular areas
- create a relevant, meaningful curriculum outline that uses agriculture as a medium to meet the NYS Learning Standards
- increase awareness of modern day agricultural practices and how these affect our daily lives, both in and outside the classroom.

**Participant Evaluation**

Participants will complete a daily reflection journal which can include: personal knowledge gained and academic ideas for classroom application. Participants will develop a curriculum outline (interdisciplinary plan) for implementing agriculture as a theme into curricula.

Maximum Enrollment: 30  
Prerequisites: None  
Requirements: None  
Dates/Times: **Monday – Friday: July 28 – Aug 1, 2008**  
8:30 A.M. – 3:00 P.M.  
Location: Danforth Room: 319  
Audience: Pre-K – 12  
Credit: 3.0 (30 hours)

**COURSE #S4: PROJECT WILD, PROJECT WILD AQUATIC AND PROJECT FOOD, LAND AND PEOPLE**

**Instructor:** Patricia Burns

Project Wild and Project Wild Aquatic are interdisciplinary environmental education programs developed by the Dept. of Environmental Conservation. They are designed to teach children about the Earth as a home for people and wildlife using hands-on inquiry-based science lessons. This course will instruct teachers how to use and develop activities about water and wild-life from Project Wild and Project Wild Aquatic. The activities presented will cover a variety of grade levels and will include indoor and outdoor examples. The third session covers Food, Land and People and is an interdisciplinary agricultural education program developed by Colorado Agriculture in the Classroom. It is designed to teach children about the relationship between agriculture, the environment and human populations using hand-on, inquiry-based science lessons. This course will instruct teachers how to use Food, Land and People in their classroom by having them participate in activities. At the end of the sessions, participants will be expected to lead an activity, as well as complete a book tour of the book. NYS Learning Standards in the areas of Math, ELA, Science, Social Studies, Environmental Education and Expression of the Arts are met through these activities.

**Participants will be able to:**

- present theory
- model and demonstrate theory
- practice under simulated conditions
- structure feedback
- coach for science inquiry-based application

**Participant Evaluation**

Participants will be evaluated on how well they present an activity to the rest of the class. Their unit plan outline will be evaluated on how well it corresponds to the science curriculum for their grade level and also how well the activities they choose meet the goals for the unit.

Maximum Enrollment: 25  
Prerequisite: None  
Requirements: None  
Dates/Times: **Monday–Wednesday, July 7, 8 & 9, 2008**  
9:00 A.M. – 2:30 P.M.  
Location: Dr. King School Room: TBD  
Audience: K – 12  
Credit: 1.5 (15 hours)

**COURSE #S5: BUILDING PRIOR KNOWLEDGE THROUGH EFFECTIVE STUDY TRIPS**

**Instructor:** Ann Furze

Words are symbols for something for which there is no prior experience; therefore, making understanding and application next to impossible. Sound familiar? Learn how to best provide prior knowledge to your students by making the most of a study/field trip. Discover the educational possibilities available at Beaver Lake Nature Center, Rosamond Gifford Zoo and the Museum of Science and Technology by visiting them. Then develop model pre and post-trip activities back at the classroom to “bring it on home.” Possible funding sources and procedures will be investigated.

**Participants will be able to:**

- identify various educational programming possibilities available at listed sites
- plan and design various lessons that best utilize the educational possibilities of visited study trip sites
- recognize the immense role study trips can make in increasing a student’s prior knowledge, vocabulary development, and reading comprehension

**Participant Evaluation**

Participants will complete a daily reflection journal which could include: personal knowledge and academic ideas for classroom application. Participants will develop a curriculum outlined for each visited site, complete with lesson ideas for pre, post as well as on-site activities. Participants will be able to create a list of various funding sources and applicable procedures to receive proper funding for such trips.

Maximum

Enrollment: 30

Prerequisites: None

Requirements: None

Dates/Times: **Monday – Friday: August 11 – 15, 2008**  
8:30 A.M. – 3:00 P.M.

Location: Danforth Room: 319

Audience: PreK – 12

Credit: 3.0 (30 hours)

## **COURSE #T25: INTEL TEACH ESSENTIALS**

**Instructor:** Stephen Bittner

The Intel Teach Program engages teachers in the development of 21<sup>st</sup> Century skills and the integration of technology for teaching and learning. Teachers and students collaborate, analyze the quality of information, problem-solve, and communicate using online resources and technology tools. Using these 21<sup>st</sup> Century skills with the Essentials Course curriculum, teachers develop a project-based unit of instruction aligned to standards with multiple forms of student assessment (formative and summative). As teachers progress through this course, they collaborate with other teachers and discuss ideas for both introducing and using technology in the classroom. Participating teachers develop a specific unit plan based upon material they are teaching.

### **Participants will be able to:**

- create a publication to explain project based learning
- write curriculum framing questions, including essential questions, unit questions and content questions
- identify standards and objectives for a unit of instruction
- create a pre-assessment in the form of a presentation
- use different internet based environments and identify how these can be used as educational tools
- evaluate Internet resources using a rubric
- create a variety of formulative and summative assessments
- create a sample of student work
- identify strategies for encouraging students to become self-directed learners
- identify ways to differentiate instruction to meet student needs
- create support materials to scaffold student learning
- create the necessary tools to support a student-centered classroom; including presentations, documents, spreadsheets and web-based resources
- create a unit implementation timeline
- identify methods for managing classroom technology

### **Participant Evaluation**

Participants will be evaluated throughout the course on their online reflections. All participants will be required to develop a unit of instruction which integrates technology. Units will be evaluated using peer review and self assessment. Progress in development of the unit will be assessed using the portfolio check list. The unit will be assessed using the portfolio rubric.

Maximum

Enrollment: 15

Prerequisites: Yes. Basic computer skills and internet skills

Requirements: Yes. Intel Teach Essentials manual, provided free, but participants who don't complete the course must return the manual

Dates/Times: **July 14, 15, 16, 17, 21 & 22, 2008**

8:00 A.M. – 4.00 P.M. with a 1/2 hour lunch

Location: Teacher Center, Room: Computer Lab

Audience: Pre-K–12– who's responsible for lesson plans

Credit: 4.5 (45 hours)

## **COURSE #T30: INTEL TEACHING THINKING WITH TECHNOLOGY**

**Instructor:** Stephen Bittner

The Intel Tech Program engages teachers in the development of 21<sup>st</sup> Century skills and the integration of technology for teaching and learning. Teachers and students collaborate, analyze the quality of information, problem-solve, and communicate using online resources and technology tools. Using these 21<sup>st</sup> Century skills with the Thinking with Technology course curriculum, teachers develop a project-based unit of instruction aligned to standards with multiple forms of student assessment (formative and summative). As teachers progress through this course, they collaborate with other teachers and discuss ideas for both introducing and using technology in the classroom. Participating teachers develop a specific unit plan based upon material they are teaching. The goal is for each teacher to leave the course prepared to effectively implement a technology-rich Unit Portfolio that engages students in the effective use of technology to achieve standards. The result is students engaged in standards-aligned, technology-supported projects that promote the use of 21<sup>st</sup> Century skills.

### **Participants will be able to:**

- discuss essential 21<sup>st</sup> Century skills
- create a “Habits of Learning Taxonomy” integrating higher order thinking skills in the classroom
- identify positive and negative influences that affect deeper thinking in the classroom
- identify standards that target higher order thinking skills
- discuss and develop project rubrics
- understand the use of curriculum framing questions (CFQs) and create CFQs
- discuss and develop assessments that can be embedded throughout a project
- discuss and develop student-centered assessments
- discuss the use of the visual ranking tool to promote student discussion and integration
- discuss the use of the seeing reason tool to promote student discussion and interaction
- discuss the use of the showing evidence tool to promote student discussion and interaction

### **Participant Evaluation**

Each module has a mixture of discussion and hands on activities. Participants will be evaluated based on participation. Hands on activities will be incorporated into participants' unit plans. All participants will be required to develop a unit of instruction with integrated technology. Units will be evaluated using peer review and the unit rubric.

Maximum

Enrollment: 15

Prerequisites: Yes – Basic computer and Internet skills

Requirements: None

Dates/Times: **Mon. – Thurs July 7, 8, 9 & 10, 2008**

8:00 A.M. – 4:00 P.M. – 1/2 hour lunch

Location: Central Tech, Room 208

Audience: Pre-K – 12 – responsible for lesson plans

Credit: 3.0 (30 hours)