



Teachers Institute of Philadelphia

A program of the University of Pennsylvania

In partnership with the School District of Philadelphia and Temple University

Affiliated with the Yale National Initiative to strengthen teaching in public schools

2018 Handbook for Fellows

THIS HANDBOOK gives important information about the Teachers Institute of Philadelphia (TIP) and the requirements for your successful completion of the program. Inside, you will find resources that are designed to assist you in writing a curriculum unit, as well as advice for how to get the most out of your TIP experience.

Table of Contents

- Acknowledgments..... 1
- TIP at-a-Glance..... 2
- Roles and Responsibilities..... 3
- Writing the Narrative Curriculum Unit 5
- Unit Implementation..... 9
- Resources for Unit Writing..... 9
- Completion of the TIP Program and Award of the Stipend 10
- Use of Copyrighted Material..... 11
- Seminar Completion Checklist 14
- Termination Policy 15
- Unit Writing Samples 15

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-Edward M. Epstein, Director

TIP at-a-Glance

Definition of Terms

A **Fellow** is any teacher enrolled in the TIP program, who accepts the responsibilities detailed in this handbook and enjoys privileges available on the Penn and Temple campuses.

A **Teacher Representative (TR)** is a Fellow who serves as a representative of his/her school and meets regularly with the director. TRs promote the TIP program to their fellow teachers and play a role in the governance of TIP.

A **Seminar Leader** is a faculty member from the University of Pennsylvania who designs and leads a seminar for TIP.

A **Seminar Coordinator** is a Fellow who assists the Seminar Leader in the smooth operation of the seminar. One Fellow from each seminar is assigned to be a Seminar Coordinator. The Coordinator is an experienced TIP participant who offers assistance to other Fellows in completing their curriculum units.

How much time and effort is involved in being a TIP Fellow?

This program requires serious commitment. A great deal of work, both reading and writing, is required for an in-depth study of the subject the Fellow chooses to pursue in his/her seminar. Therefore Fellows should expect to commit a minimum of 2 hours a week to class attendance and 2 hours a week for reading and writing. Generally our seminars meet once a week after school. As the seminar draws to a close, Fellows should also expect to put in even more time to finish their curriculum units. While these are just estimates, we expect all Fellows to put in the necessary effort to produce well researched and useful curriculum units.

How do I start writing my own TIP curriculum unit?

We recommend you read through the rest of this booklet, especially the section about TIP curriculum unit requirements, to gain a better idea of what is expected of your unit. See the *Unit Writing Samples* section of this booklet for examples of units that follow proper form. These examples (as well as all other units published by the TIP program) are available at:

<http://www.theteachersinstitute.org/content/curriculum-unit-guide>,

Will I get any help in writing my curriculum unit?

The Seminar Leader will provide written and verbal feedback during all stages of the creation of your curriculum unit. Fellows meet with Seminar Leaders on an individual basis to discuss their developing curriculum units, and seminar participants share feedback during seminar meetings. The Seminar Coordinator, a Fellow who has completed TIP curriculum units in the past, can offer advice and feedback on developing lesson plans and implementing curriculum units in the classroom. Additionally, voluntary unit development, lesson plan writing, and implementation of unit workshops will be offered throughout the program.

Will participation in a seminar count toward satisfying the requirements of Act 48?

You will receive 30 Act 48 credits upon successful completion of the program.

How are seminar topics chosen?

Teachers in Institute-represented schools are surveyed to determine what topics are of interest to them. This list of potential topics is discussed and narrowed by the director and the Teacher Representatives. The topics are then reviewed with potential Seminar Leaders to determine interest in developing individual seminar topics.

What are the benefits provided to TIP Fellows?

Beyond access to highly trained individuals in their fields of study, our Fellows also have access to other Penn resources. Fellows are granted university ID cards, library privileges on the campus where their seminar is held, and online library access.

Fellows who attend all seminars, create a curriculum unit that meets the guidelines outlined in this handbook and submit a completed *Fellows Questionnaire*, will receive a stipend. Additional stipends are given to those who serve as Teacher Representatives and Seminar Coordinators.

Roles and Responsibilities

Fellow

In order to complete successfully the requirements of the TIP program, Fellows must:

- Attend all events listed on the TIP program schedule.
- Attend and be on time for all scheduled seminar sessions.
- Complete all required readings (on average, at least two hours weekly) and come to each session prepared to participate in the lively exchange of ideas.
- Adhere to the deadlines for submitting materials to the Seminar Leader for review.
- Take part in at least one individual meeting with the Seminar Leader to obtain feedback on your written unit.
- Create an original curriculum unit that incorporates material learned in the seminar and enhances the teaching of the curriculum required by the school district
- Revise and rewrite the curriculum unit as needed to meet the standards set by the Seminar Leader and the Institute.
- Obtain the appropriate copyright permissions and properly cite all sources used while writing the curriculum unit.
- Complete a written evaluation (*Fellows Questionnaire*) of the TIP experience.
- Implement the new curriculum unit during the following academic year.

Teacher Representative

As noted, TRs are part of TIP's governance structure and represent the interests of their fellow teachers to the TIP director and university governance structure. They also represent the TIP program throughout the School District of Philadelphia. TRs must:

- Advise the director on TIP's overall operation, including recruitment, the implementation of new initiatives, and changes to TIP's rules and procedures.
- Prepare for and attend monthly meetings with the director.
- Act as an ambassador of TIP for teachers in their school.
- Assist the director in selecting seminar subjects that respond to the needs of teachers in their school.
- Promote the use of TIP units amongst teachers
- Act as a liaison between TIP and their school administration.
- Assist teachers in completing their Institute applications.
- Advise the director during the application review process.
- Collect and distribute information essential to effective program administration, evaluation, and development.
- Assume all the responsibilities of a Fellow, as previously described.
- When possible, participate in the activities of the Yale National Initiative as TIP representatives.

Seminar Coordinator

In each seminar, the director selects an experienced Fellow to serve as the Seminar Coordinator during the program term, January through June. Seminar coordinators assist the Seminar Leaders in the administrative functions of the course, such as taking attendance, and assist their peers in completing their curriculum units. They report back to the director about the progress of the seminar, and keep the seminar leaders apprised of when Fellows require extra help. Seminar Coordinators facilitate the exchange of information and promote collegial rapport. A Seminar Coordinator must:

- Monitor their seminar's progress through observation and conversation with Fellows in order to provide accurate updates at monthly meetings
- Inform Fellows of special opportunities, such as study sessions, writing workshops, or forums for the presentation of curriculum units
- Be a proactive resource for Fellows by providing information about use of University facilities, guidelines for the writing of curriculum units, copyright procedures, and unit-writing deadlines
- Provide the Seminar Leader with organizational and informational assistance as needed
- Help to ensure smooth operation of the seminar; maintain records of Fellows' promptness, attendance, and timeliness of their written submissions; and encourage Fellows to make and keep individual appointments with the Seminar Leader
- Meet with colleagues in the seminar either in person or over the phone should the Fellows need assistance with any aspect of seminar completion
- Assume all the responsibilities of a Fellow, as previously described

Seminar Leader

Seminar Leaders are university professors who provide, from their own research and expertise, content that inspires students of all ages to engage thoughtfully in the world as curious and passionate scholars. Seminar Leaders guide the Fellows' inquiry process, provide written comments on curriculum unit drafts, and approve the final completed units. It is especially important that Seminar Leaders provide the Fellows with guidance on the writing of the rationale and background sections of the units, which integrate into the curriculum unit the new knowledge these professors have to offer. The following are the specific responsibilities of the seminar leaders:

- Attend preparation meetings in the fall prior to the seminar season; meet periodically with the director while the seminars are underway
- Define the goals of the seminar during the first session and distribute a syllabus of readings and an annotated bibliography that sets expectations about the work they are to do
- Lead weekly two-hour seminars, scheduled from 4:30 – 6:30pm between January and May, unless otherwise rescheduled with advanced notice given to Institute leadership
- Respond orally and in writing to proposed curriculum topics presented by Fellows at the second seminar meeting and seminar participants
- Reschedule missed meetings according to the availability of the seminar members; avoid scheduling double sessions on the same day
- Meet with each Fellow at least once to refine their curriculum unit topic, select readings for their research, and offer assistance and guidance during the writing process.
- Hold Fellows to the program's deadlines and attendance requirements; regularly confer with the Seminar Coordinator and director regarding individual Fellow progress; alert them if Fellows are missing sessions or deadlines
- Review and ensure the completion of curriculum units by the end of the seminar session in June; only in the rarest of situations will TIP allow Fellows to complete their units after this deadline.
- Following the conclusion of the seminar, remain accessible via email at to Fellows who want to discuss the further development and implementation of their curriculum unit.
- Provide a brief written introduction to the units created, to be posted in TIP's online curriculum repository.
- Provide TIP program with feedback and ideas for improvement

Writing the Narrative Curriculum Unit

The TIP curriculum unit distills a teacher's scholarly exploration of a topic into a concrete plan for bringing new knowledge into the classroom. It is the embodiment of TIP's belief in teacher empowerment through content-based professional development. By combining the cutting-edge information offered by a university professor with an individual Fellow's classroom experience and insights, a TIP unit goes far beyond what a commercially-produced textbook can do to motivate students in real classroom settings. When conceived of and written properly, a unit can inspire and motivate

students in the Fellow's and any other teacher's classroom. To aid participants in writing their unit, TIP will offer a unit writing workshop, led by experienced Fellows.

[The Narrative Approach and Accessible Unit Writing](#)

The core of every TIP unit is a narrative that explains, in clear, concise and accessible language the new information a Fellow has acquired from the seminar. It makes a compelling argument to all who read it for why this new information should be introduced and how. The process of writing such a narrative enables Fellows to work out, in their own minds, the importance of this knowledge is and how it improves teaching at a particular grade level. As such, narrative writing it is an indispensable part of the unit, and cannot be replaced by bullet point summaries.

We ask that Fellows use a narrative approach throughout the unit, expatiating on each idea in full paragraphs. It is permissible to use bullet points in the Objectives and Strategies sections, as well as in the specific lesson plans a Fellow develops for the unit, but even there it is important to give detailed explanations of what students are to do in the lesson and why.

[The Importance of Original Research and Writing](#)

The unit you submit to TIP should be your own. Verbatim copying large sections of others' work is plagiarism. Using others' ideas without acknowledging the source is also plagiarism.

As defined by the University of Pennsylvania's Honor Code, plagiarism refers to the use of

...ideas, data, or language of another without specific or proper acknowledgment.

Example: copying another person's paper, article, or computer work and submitting it for an assignment, cloning someone else's ideas without attribution, failing to use quotation marks where appropriate, etc...

Since we post TIP units online, to be accessed by users around the globe, it is a violation of copyright to publish a plagiarized unit. Evidence of plagiarism will result in the termination of your Fellowship with TIP.

[Required Elements of a Curriculum Unit](#)

Fellows will develop the sections that follow in the order given. To ensure uniformity in the organization and formatting of the text, TIP will provide an MS Word template for all Fellows to use.

[Rationale](#)

2-3 pages, due in the fourth week of the seminar session.

The first step in conceiving of a curriculum unit that can be an effective classroom tool is to express the specific need that unit will fill. The Rationale is a problem statement that defines the area of teaching practice or the student learning shortcoming that they are trying to improve. It explains how the introduction of new knowledge, specifically that offered by the university professor who is their seminar leader, will help make that improvement.

The Rationale typically begins with a problem statement, based on empirical data or the teacher's own experience, e.g. "Ninth grade students in the School District of Philadelphia lag in their acquisition of algebra skills," or "The students in my K-8 school are aware of the national Civil Rights movement but know little of the struggles for racial equality in Philadelphia." It then explains how knowledge introduced in the seminar will help solve that problem. The Rationale should be closely tied to a Fellow's teaching situation and the material they are required to teach, citing specific District and national curriculum standards when appropriate. It should explain why the topic they have chosen is appropriate for the particular Fellow's classroom and school setting.

In writing the Rationale, the Fellow should compile a reading list that will be the source of ideas for the unit. The more detailed the Rationale is, the more it enables the Seminar Leader to determine what resources and feedback are needed to guide the Fellow in the research and creation of this user-friendly curriculum unit. Fellows should keep in mind they may modify the content and direction of the Rationale as their research progresses.

Background

3-5 pages, due in the seventh week of the seminar session

This section should show the Fellows' understanding of the subject they have studied. It should be composed of both seminar content and a Fellow's individual research. To write the Background, Fellows should make maximum use of the knowledge their seminar leaders have to convey, and may wish to ask them for additional resources in order to tailor the unit's content to classroom needs. Fellows should also ask themselves what knowledge is necessary and/or relevant to the successful execution of the classroom activities they envision for the unit. The Background should give any teacher using the unit enough content-specific information to bring the unit to life in the classroom.

Based on the seminar leader's introduction the topic, and incorporating the Fellow's own library research, the Background should include a bibliography and citations. Fellows should acknowledge their sources using in-text citations (APA and MLA style) or footnotes (Chicago style), depending on the discipline for which they are writing. Fellows may use visual representations (images, graphs and charts) but the sources of these must be cited as well. The Background will ultimately be a distillation of all research and learning experiences related to their TIP seminar.

Objectives & Strategies

2-3 pages, due in the 10th week of the seminar session

These sections will be the blueprint for the implementation of the unit in the classroom. Bullet points are acceptable here, but there should be a narrative explication for each one.

The Objectives section should outline the concrete goals students will meet as they complete the curriculum unit, and should stem directly from the Rationale. Whenever possible, these goals should be tied to District, state and national standards. There should be a minimum of four objectives listed.

The Strategies section is a plan for achieving the objectives. It is the Fellow's pedagogical approach, and synthesizes techniques learned through both formal training and practical experience.

Fellows are invited to make use of TIP's AV equipment as part of their teaching strategies and specific lesson plans. They may, for example, design group projects in which students use cameras and editing software to create short videos, or edit photos using Photoshop, etc. Such projects will enable a Fellow to deliver unit content more effectively, appeal to diverse student learning styles, and expose students to technologies that are used in college and the workplace.

Classroom Activities, Resources & Appendices

5-10 pages, due in the 10th week of the seminar session

In the **Classroom Activities** section, Fellows show how they plan to convey their knowledge in the classroom. Each unit must have at least two lesson plans that include the following:

- materials needed
- timeline for completion
- stated objectives (specific to the lesson)
- District, state, and national curriculum standards addressed
- evaluation tool
- at least one strategy mentioned above
- a step-by-step guide to completion

Lesson plans ought to be usable by teachers across the district and country. The materials needed for these activities must be relatively accessible to teachers across the District.

Fellows may follow any number of formats (e.g. Understanding by Design, etc.) when designing their lessons. We expect that as professionals you will draw on a well-developed array of tools for delivering content in the classroom. For those who want additional ideas about lesson planning, TIP will offer one or more workshops with Penn GSE specialists.

Appendices

The appendices should include all background information and resources associated with the unit, including teaching materials, academic standards covered, and information sources referenced in the unit.

Teaching materials include worksheets, diagrams, charts or pictures needed to teach the unit. Fellows who use such materials as part of a lesson should make clear reference to where they can be found in the appendices.

Fellows should set aside one appendix specifically for listing the District, state and national **academic standards** they address in the unit.

The **resources** appendix will consist of two parts. The **Works Cited** section will contain the bibliography for the Rationale and Background. The **Annotated Bibliography** will contain books, websites and other items to be used by students as part of the classroom activities, along with brief annotations explaining how they are to be used. Fellows must be sure to properly record all sources consulted during their research, using the style most widely used in their discipline (e.g. APA, Chicago or MLA).

Unit Summary

1 page online form, due at the end of the seminar session, submitted with the final draft of the unit

Fellows should place an **Abstract** both in the online form and in the beginning of the curriculum unit. This is a one paragraph summary of the unit that enables readers who are browsing the unit online to determine if it suits their purposes. A concise, well-written abstract will ensure that users who can benefit from the unit will be able to find it easily.

Keywords, also known as metadata or tags, enable readers to browse units according to their interests. They describe the grade, subject, content, and teaching strategies used. The form will enable Fellows to select certain keywords from a list (e.g. grade level, school subject) and enter others freely.

Fellows will also list the District, state, and national academic **Standards** they cover in the unit. These may include Common Core, PA Core, and Next Generation Science standards.

Unit Implementation

Fellows are required to implement their curriculum unit and report on the results. When Fellows submit the final draft of their curriculum units, they will also give a timetable for unit implementation, usually in the fall following the seminar program. The reporting will be done by completing an online survey. Fellows who are unable to meet this requirement because of a change in teaching assignment have the option of presenting their unit in a peer professional development meeting.

AV Equipment

In implementing their curriculum units, Fellows are invited to make use of TIP's AV equipment, which includes video cameras, still cameras, projectors and a laptop with design and video software from the Adobe Creative Suite. We will also provide an intern to deliver and manage the use of the equipment in your classroom. Our AV inventory list and loan policy is printed on a separate sheet.

Resources for Unit Writing

Document Template

Curriculum units must be written using the template provided by TIP. This document is formatted with the correct margins, headers, and footers. It contains styles for generating the required headings and subheadings in your unit, and for formatting items such as indented quotations and bulleted lists. Use of

these styles will enable you to generate an automatic table of contents and jump easily from one section to another in the document.

Curriculum Writing Workshops

In addition to the feedback and writing guidance provided by your Seminar Coordinator, a curriculum writing workshop will be offered in the early weeks, and a lesson plan workshop will be offered toward the end of the program. We urge Fellows who are new to the program to attend these workshops.

Online Resources

The following websites may be of use to you in developing your unit:

www.upenn.edu/academicintegrity -The University of Pennsylvania's Academic Integrity website provides information on a range of topics from how to avoid plagiarism to citing various types of sources to understanding different citation styles.

owl.english.purdue.edu - Purdue University's Online Writing Lab (OWL) has over 200 resources addressing grammar, research, style guides, etc.

gethelp.library.upenn.edu/PORT/documentation - The University of Pennsylvania's Library system has various research resources online as well as on campus in the Weigle Information Commons on the west end of the first floor of Van Pelt Library.

Your completed unit and unit summary should be saved as *separate documents* and submitted electronically (via email unless other arrangements have been made) to the Seminar Leader by the date specified on the schedule. Please do not submit completed materials directly to the Institute.

Completion of the TIP Program and Award of the Stipend

Within approximately two weeks of receipt of the final draft of the curriculum unit, the Seminar Leader will review and forward it to the director, indicating whether each Fellow has participated fully in the seminar and writing process.

Fellows are also required to complete an online program evaluation by the due date given. A link to the evaluation will be sent via email upon completion of the program.

Fellows who meet all program requirements will be mailed their stipends. Their Act 48 credits will be reported directly to the state, and their units will be published on TIP's website. In addition, these Fellows may continue to use their university identification card for the remainder of the calendar year.

Individuals who do not fulfill all Institute requirements for full participation will cease being Fellows, receive no stipend, and must return their university identification card. Please see *Termination Policy* below to learn more about situations considered cause for termination.

Guidelines for Electronic Submissions

To increase availability and use of the curricular resources developed by Fellows, the Institute places all curriculum units and abstracts on the TIP website. Other School District of Philadelphia teachers, as well as teachers elsewhere and the public in general, may make use of these units under a non-commercial license.

Electronic Format

The unit and abstract should be saved as Microsoft Word documents. The extension on these files reads “.doc”. Do not submit documents saved as PDFs (.pdf); they will be returned to you and will require resubmission as a Word document.

Use of Copyrighted Material

Obtaining Copyright Permission

If you choose to include, in your paper, excerpts (i.e. passages exceeding a very few lines) of copyright material, you should first obtain permission from the copyright owner. If use of such material is not granted free of charge, you must also obtain advanced approval from the Institute for paying any fees. **The Institute cannot accept documents which contain copyrighted material for which you have not obtained prior authorization.** Because of the delays you may encounter in obtaining permission from copyright owners, you should seek such permission well in advance of completing your paper. We suggest you write to request such permission while preparing your first draft. Further information for obtaining copyright permissions, including detailed instructions and forms, is provided in this handbook as well as at www.copyright.gov.

Once you have decided to include an excerpt from a book, chapter of a book, article from a periodical or newspaper, a poem, an excerpt from a unit of music (a song, movement, etc.), or a short story, etc., the following two steps should be performed.

Step I:

No matter the length of the material excerpt (that is, how much of the total work is used), the Fellow should be aware that the work may have outlived its copyright protection and may be in the public domain. Once in the public domain, there are no restrictions on the use of the work.

Currently, works which were under a statutory copyright before 1923 are in the public domain. Therefore, the Fellow should realize that there is a great deal of valuable material already in the public domain. As an example, all of Shakespeare’s plays are in the public domain. However, if a new edition of one of the plays is annotated, then this new edition would be copyrighted because of the original contributions of the editor. The original language of the Shakespeare play should be used where there is a question.

In order to acquire information as to the copyright status of certain works, the Fellows should send the following form (FORM A) to the Register of Copyrights or search for the work's status online at <http://www.copyright.gov/records>.

FORM A

Register of Copyrights
Library of Congress
Washington D.C. 20559

Dear Register:

Please provide information on the copyright status of the following item(s):

Name of work:

Author(s) or composer(s):

Original date of publication:

Original holder of copy:

STATUS:

_____ Public Domain

_____ Copyright held by:

[Name of owner]: _____

[Address]: _____

Signature for the Copyright Office: _____

A duplicate copy of this form and a self-addressed envelope are enclosed to expedite reply. Thank you for your assistance.

Sincerely,

[Signature]

Step II:

If the work or excerpt is not in the public domain, or it is not clear whether it is, the Fellow should secure permission to duplicate the material from the copyright owner. The following information is designed to help the Fellow locate holders of copyright and secure permission.

Locating the Copyright Holder

The title page of a publication, or its reverse, should contain the copyright notice. This page should include the year of the publication, the name of the copyright owner, and in general, any acknowledgements of other copyright material used in the book. The word “acknowledgement” indicates that some material remains with the original owner.

The address of most copyright holders is printed with the copyright notice, but be aware that publishers may move or the copyright may be sold or transferred to another company. The publishers’ associations listed below can help in supplying further information.

Association of American Publishers
455 Massachusetts Avenue NW, Suite 700
Washington D.C. 20001
www.publishers.org

Music Publishers Association of the United States
243 5th Avenue, Suite 236
New York, NY 10016
www.mpa.org

Association of Magazine Media
810 7th Avenue, 24th Floor
New York, NY 10019
www.magazine.org

Also, the U.S. Register of Copyrights keeps records of all deposits and transfers (FORM A should provide this information). The Copyright Office will, for a fee, conduct a search, on request, if there is real difficulty in locating the current owner of a copyright.

In order to obtain permission for use by the copyright holder, we recommend that fellows use FORM B below, a letter requesting such permission.

FORM B

Sample Copyright Permission Request Letter

Dear [Name of Copyright Holder]:

I am a teacher in the School District of Philadelphia working with the Teachers Institute of Philadelphia, affiliated with the University of Pennsylvania. I am preparing a curriculum unit for my own and my colleague's use in school courses. I would like to include, in my unit, the following material, for which you hold the copyright.

[Title, author and/or editor, and edition]

[Material to be used – photocopy attached]

My unit, containing this material, will be compiled with other curriculum units which the Institute will reproduce and distribute, free of charge, to teachers in Philadelphia schools and other teachers, upon request. The units are intended to provide new and exciting material for teachers to use in their own classrooms. Teachers in the Institute assemble these materials with the help of grants from various private and public funders. Because of limited, non-profit distribution of the units, for teaching purposes, we request that no royalties be charged.

I request your written permission to reproduce this material in the compiled units. Because units must be made available to teachers at the beginning of the school year, your prompt consideration and reply is greatly appreciated.

Sincerely,
[Name]

Seminar Completion Checklist

The following are required in order to successfully complete the Teachers Institute of Philadelphia program:

- A **unit summary** that includes a one- to two-paragraph abstract describing the curriculum unit and keywords. This should be saved as an individual document, separate from the completed unit, and submitted to your Seminar Leader via email.
- The **curriculum unit**, consisting of at least 15 and up to 25 pages, saved as *one complete document* including the bibliographies and appendices, should be submitted to your Seminar Leader via email.
- Completion of the online **program evaluation** providing feedback on your seminar experience. Fellows will receive a link to the online evaluation via email in the spring.
- Regular attendance and participation in all seminars. If there are mitigating circumstances, please be in contact with your seminar leader to discuss other arrangements.
- A plan for the **implementation** of your curriculum unit in the following school year.

Please consult your program calendar for due dates of the required items.

Termination Policy

The following are cause for termination of a TIP Fellowship:

- Excessive absence from seminars. Four absences will require a waiver from the director in order to continue in the seminar. Five absences constitute automatic termination.
- Excessive lateness. Fellows should make every effort to be on time so as not to disrupt a seminar session after it has commenced. Tardiness of more than 30 minutes may be considered an absence.
- Non-collegial behavior. A participant whose presence or actions prove to be disruptive to a seminar setting, or is rude to others on a continuing basis, may be asked to leave the program.
- Missing of key deadlines. Participants are required to show continuing progress in the creation of their curriculum units. The deadlines for the prospectus, and particularly the first draft, are significant in determining whether the Fellow is on track. At the point of missing the first draft deadline, the Institute will set a limited time for the Fellow to catch up before dismissal from the program.
- Plagiarism. The use of others' works without proper attribution, documentation, and/or citation may be grounds for dismissal.

This list is not meant to be exhaustive. Other reasons for termination may arise.

Fellows who are terminated will receive neither a stipend nor Act 48 credit. Their units will not be published online.

Unit Writing Samples

The following TIP units are closely aligned with the current guidelines for unit writing. Note that the order of the required sections and the length may vary from unit to unit.

STEM

Eual Phillips, *Extracting Earth's Elements*:

<http://www.theteachersinstitute.org/content/extracting-earth%E2%80%99s-elements>

Arts/Language/Social Studies

Amanda Schear, *From Civil Rights to #BlackLivesMatter: The Music Is the Movement*

<http://www.theteachersinstitute.org/content/civil-rights-blacklivesmatter-music-movement>