



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

2021 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
Frequently asked questions about TIP.....	2
Roles and Responsibilities.....	3
Writing the Narrative Curriculum Unit	5
Unit Implementation.....	9
Online Resources for Unit Writing.....	9
Completion of the TIP Program and Award of the Stipend	9
Termination Policy	10

Acknowledgments

We would like to acknowledge the generosity of our benefactor, the Ivywood Foundation, whose endowment for TIP provides sustaining support. We are also grateful to many individual donors for their contributions.

TIP is grateful for the ongoing support it receives from the leadership of University of Pennsylvania, and especially from President Amy Gutmann, Provost Wendell Pritchett and Dean of the School of Arts and Sciences Steve Fluharty. Penn's support has enabled TIP to offer seminars continuously since 2006, serving hundreds of teachers in the School District of Philadelphia.

Special thanks go to Prof. Rogers Smith, who brought the Institute concept, along with his vision and experience, from the Yale-New Haven Teachers Institute. We also thank Kelly Writers House Director Al Filreis and Netter Center Director Ira Harkavy for providing interns whose work is indispensable to the program.

We are grateful to Superintendent William Hite, Chief of Academic Support Malika Savoy Brooks, Deputy Chief of Teaching and Learning Meredith Mehra, and other School District of Philadelphia administrators for continuing to make TIP available to District teachers as a professional development opportunity.

We have been fortunate to have wise counsel from our University Advisory Council (UAC). The Council is led by Co-Chairs Prof. Herman Beavers and Prof. Karen Detlefsen, and Treasurer Cory Bowman. UAC members are: Prof. Kathleen Brown, Prof. Peter Decherney, Prof. Dennis DeTurck, Prof. Al Filreis, Prof. Vivian Gadsden, Prof. Reto Giere, Dr. David Grossman, Dr. Ira Harkavy, Prof. Marilyn Howarth, Prof. Ross Koppel, Prof. Walter Licht, Prof. Deven Patel, Prof. John Puckett, Prof. Jorge Santiago-Aviles, Prof. Cynthia Sung, and Prof. Ebony Thomas.

We offer a special note of appreciation to the teacher representatives who make up our Teacher Advisory Council (TAC). As a teacher-centered organization, TIP relies on the insights of these individuals to select the seminar topics and make important decisions about the governance of the program. The 2020-2021 teacher representatives are Valerie Adams, Aisha Al-Muid, Alexander de Arana, Felicia Atwell, Nicole Flores, Tia Larese, Charles McGeehan, Matthew Menschner, Rachel Odoroff, Ryann Rouse, Tracy Saltz, Christopher Sikich, Katherine Steiner, Katherine Volin, Charlette Walker and Lisa Yau.

A final note of thanks goes to TIP Administrative Assistant Mary Davis, whose many talents have been indispensable to TIP's growth over the past two years.

Edward M. Epstein
Alan J. Lee Director

Frequently asked questions about TIP

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—noting that, under current COVID-19 restrictions, class time may be remote and may take place in asynchronous formats. As the seminar draws to a close, fellows should also expect to put in even more time to finish their curriculum units.

Will I get any help in writing my curriculum unit?

Your colleagues in the seminar and the seminar leader will support you throughout the unit writing process. The seminar coordinator, a fellow who has completed TIP curriculum units in the past, can also offer advice on the writing of your unit.

We recommend that you start by reading this booklet carefully, especially the section “Writing the Narrative Curriculum Unit,” as it contains wisdom from past TIP fellows. We also suggest that you visit the curriculum units section of our website, theteachersinstitute.org/curriculum-units/, to see examples of units written in past years.

The second meeting will be library orientation and workshop on curriculum unit writing, led by experienced fellows. During the week of Penn’s spring break (March 8) there will be a “teaching with technology” workshop where colleagues will share tips on lesson planning for remote learning.

The seminar leader will provide written and verbal feedback during all stages of the creation of your curriculum unit. We ask seminar leaders to meet with fellows one-on-one at least twice to discuss their developing curriculum units, and we encourage seminar participants to offer each other feedback during seminar meetings.

How does TIP chose seminar topics?

The Teachers in Institute surveys current and past fellows and teacher representatives to determine which topics are of interest to them. The institute director works with the University Advisory Council to identify faculty members who are qualified to teach these topics. The director invites those professors to make proposals, which are then reviewed and approved by the teacher representatives.

What are the benefits of TIP?

Beyond access to highly trained individuals in their fields of study, our fellows also have access to other university 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 seminar meetings, 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.

Those who complete the program receive 30 Act 48 credits and a stipend of \$1,500.

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 exchange of ideas
- Adhere to the deadlines for submitting materials to the seminar leader for review
- Take part in at least two individual meetings with the seminar leader to obtain feedback on their 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 in the unit
- Complete a written evaluation (Fellow Questionnaire) of the TIP experience.
- Implement the new curriculum unit during the following academic year

Teacher Representative

As members of TIP's Teacher Advisory Council (TAC) teacher representatives (TRs) aid in TIP's governance and represent the interests of their fellow teachers to the TIP director and University Advisory Council (UAC), the faculty 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 TIP's ambassador to their school, helping to recruit fellows and secure the cooperation of their principal
- Assist the director in selecting seminar subjects that respond to the needs of teachers
- Promote the use of TIP units among teachers
- Act as a liaison between TIP and their school administration
- Assist teachers in completing their Institute applications

- Select applicants for the program and decide on seminar enrollment
- 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

Seminar coordinators assist the seminar leaders in the administrative functions of the course and assist their peers in completing their curriculum units. They report to the director and the TAC 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 rapport among the fellows. A seminar coordinator must:

- Monitor their seminar's progress and provide updates at monthly TAC meetings
- Remind fellows of special opportunities, such as study sessions, writing workshops, or forums for the presentation of curriculum units
- Provide information about use of university facilities, guidelines for the writing of curriculum units, copyright procedures, and unit-writing deadlines
- Ensure the 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 in person or remotely should they need assistance
- 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 narration of the core content of their units. Seminar leaders must:

- Attend preparation meetings in the fall prior to the seminar season and 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 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
- Reschedule missed meetings according to the availability of the fellows
- Meet with each fellow at least twice in person to help them refine their curriculum unit topic, select readings for their research and provide feedback on their writing
- 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

- Ensure that curriculum units submitted meet the requirements outlined in “Writing the Narrative Curriculum Unit” below, that fellows work is original, and that source materials are properly cited.
- 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 that 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 a commercially-produced textbook in motivating students to learn. When conceived of and written properly, a unit can inspire and motivate students in the fellow’s and any other teacher’s classroom.

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 that this knowledge is important and explains how the teacher will introduce it. The process of writing such a narrative will help fellows to clarify how this information improves teaching at a particular grade level. As such, narrative writing is an indispensable part of the unit, and cannot be replaced by bullet point summaries.

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...

We post TIP units online, to be accessed by users around the globe, and plagiarized units violate copyright restrictions. Evidence of plagiarism will result in the termination of your fellowship with TIP.

Elements of a Curriculum Unit

After reading widely about your chosen topic and participating regularly in your seminar, you should complete a curriculum unit consisting of:

1. **Content objectives** – a clear statement of the subject matter the unit seeks to cover
2. **Teaching strategies** – a unified, coherent teaching plan for those objectives, including evaluative tools
3. **Classroom activities** – three or more detailed examples of actual teaching methods or lesson plans
4. **Resources** – Annotated lists of materials you have reviewed: a bibliography for teachers, reading list for students, and a list of materials for classroom use. You should explain in the prose section of the unit how these resources relate to your content objectives
5. **Appendix** – a list of district, state and national academic standards covered in the unit, along with any supplemental materials used in the unit.

The discussion of **content objectives** and **teaching strategies** must consist of paragraphs of sustained narrative, exposition, or argument. This discussion must constitute at least two thirds of your completed unit - that is, 5,000 to 10,000 words.

To ensure uniformity in the organization and formatting of the text, curriculum units must be written using the **MS Word document template** provided by TIP. This document is formatted with the correct margins, headers, and footers. It contains the above-mentioned headings in a pre-formatted style. It also contains styles for generating subheadings, block quotations and bulleted lists. The use of these styles will enable you to generate an automatic table of contents and pivot easily from one section to another.

The unit writing process is cumulative, and with each new draft the seminar leader will give the fellow written feedback. The fellow is expected to revise and incorporate material from the previous draft into the next.

Prospectus

1,000-2000 words, due in the sixth 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. You will explain how the introduction of new knowledge, based on learning that has occurred through the TIP seminar, will improve the fellow's teaching.

The prospectus 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. This part of the prospectus ties the unit to a fellow's teaching situation and the material they are required to teach, citing specific District and national curriculum standards when appropriate.

The prospectus should also include a reading list that will be the source of ideas for the unit and describes the core content the unit will introduce. The more detailed the prospectus is, the more it enables the seminar leader to determine what resources and feedback are needed to guide the fellow in their research. Fellows should keep in mind they may modify the content and direction outlined in the Prospectus as their research progresses.

First Draft

At least 4,000 words, due in the eleventh week of the seminar session

The first draft will incorporate the problem statement outlined in the prospectus into the **content objectives** the teacher has for the unit. It should show the fellows' understanding of the subject they have studied and will include both the content delivered by the seminar leader and that found through the fellow's individual research.

The first draft will also describe the **teaching strategies** the fellow will use to realize their content objectives. It sketches in narrative form the expected outcomes of the unit and how the fellow will accomplish them. The fellow should also indicate in this section how their **content objectives** are tied to District, state and national standards. It should discuss the kinds of evaluative tools (e.g. pre- and post-tests, rubrics for assignments, etc.) that will be used to assess student progress in learning the new content. These will be described in more detail in the classroom activities below.

Based on the seminar leader's introduction the topic, and incorporating the fellow's own library research, the first draft 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 in which they are writing. Fellows may use visual representations (images, graphs and charts) but the sources of these must be cited as well.

Second Draft

At least 7,500 words, due in the 14th week of the seminar session

The second draft enlarges the **content objectives** and **teaching strategies** to 5,000 – 10,000 words and adds to that the detailed plans of how that content is to be taught. In the **classroom activities** section, we ask fellows to create 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
- An evaluative tool
- Reference to the **teaching strategies** 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.) for their lessons. We expect that as professionals you will draw on a well-developed array of tools for delivering content in the classroom. Periodically, the program may offer optional workshops to help you translate your content into classroom activities.

Fellows are invited to make use of TIP's AV equipment as part of their 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. Our AV inventory includes 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. A list of these items and the details of our loan policy is in the resources section of TIP's website.

The **resources** section will consist of two parts. *Works cited* will contain the bibliography for the unit narrative. The *annotated bibliography* will contain additional books, websites and other items to be used by teachers and students as part of the classroom activities, along with brief explanations of how they are to be used. Again, fellows must record all sources consulted during their research using the citation style most widely used in their discipline.

The **appendices** should include a list of District, state and national academic standards fellows address in the unit, along with a brief explanation of how it covers each one. Fellows should also include any supplemental materials they reference in their lesson plans, such as worksheets, diagrams, charts or pictures. You must obtain copyright permission for any borrowed elements and cite their source. For self-created materials, you should cite yourself.

Fellows should create an **abstract** of no more than 200 words summarizing the unit content and goals. The abstract will help readers find the unit and determine whether it suits their purposes. A concise, well-written abstract will ensure that the unit is used widely.

Final Draft

Fellows will submit their final drafts using an online form. The drafts will be routed to their seminar leaders, who will check them for completeness, and then notify the TIP office that they are ready for publication.

Fellows will be asked to select **keywords**, also known as metadata or tags, to enable readers to search for the units online. These will describe the grade, subject, content, and teaching strategies used. The online form will enable fellows to select certain keywords from a list (e.g. grade level, school subject) and enter others freely.

Fellows will also specify in the form the District, state, and national **academic standards** covered in the unit. These may include PA Core, PA academic standards, Next Generation Science standards and Education for Sustainability 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 an unexpected change in teaching assignment have the option of presenting their unit in a peer professional development meeting.

Online Resources for Unit Writing

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 myriad resources on research and writing, including comprehensive references for citation styles APA, MLA and Chicago

guides.library.upenn.edu/education – A compilation of Penn library resources, including databases, catalogues, and citation guides, by Education Librarian Patty Lynn

library.temple.edu/research-services – A compilation of Temple University’s library resources

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 it and indicate to the director whether the fellow has satisfactorily completed the seminar and writing process. Fellows who have met TIP’s requirements will be given a link to submit their unit electronically. They will also be asked to complete the Fellow Questionnaire, which is required before receiving their stipends. Once they have completed the questionnaire, we will send fellows their stipends via their chosen payment method. We will report their Act 48 credits to the state and publish their units online.

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.

Electronic Publication of Units

TIP publishes all satisfactorily-completed curriculum units on its 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 Creative Commons non-commercial license (<https://creativecommons.org/licenses/by-nc-sa/4.0/us/>).

The unit and abstract should be submitted as Microsoft Word documents, not PDFs, so TIP staff can prepare them for online publication.

Obtaining Copyright Permission

If you choose to reproduce in your unit more than a few lines of copyrighted 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 is in the resources section of the TIP website, www.theteachersinstitute.org/resources, as well as at www.copyright.gov.

Termination Policy

The following are cause for termination of a TIP fellowship:

- Excessive absence from seminars. Three absences will require a waiver from the director in order to continue in the seminar. Four 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 20 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.