



# 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

## 2022 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.

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## Acknowledgments

We would like to acknowledge the generosity of our benefactor, the Ivywood Foundation, whose endowment for TIP provides sustaining support. We acknowledge the ongoing support TIP receives from the leadership of University of Pennsylvania, and especially from President Amy Gutmann, Interim Provost Beth Winkelstein and Dean of the School of Arts and Sciences Steve Fluharty. 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 are grateful to School District of Philadelphia Superintendent William Hite, Chief Academic Support Officer Malika Savoy Brooks and Deputy Chief of Teaching and Learning Meredith Mehra for continuing to make TIP available to District teachers as a professional development opportunity. We have been fortunate to have wise counsel from the faculty and staff members on our University Advisory Council (UAC). 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. 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 three years.

Edward M. Epstein  
Alan J. Lee Director

## Core Elements of TIP

### *Content-based Professional Development*

TIP seeks to promote intellectual growth among classroom teachers—and especially to expand their knowledge of a topic that is relevant to their students' learning needs. Participants, who are called fellows, are deemed capable learning from professors who are experts in their discipline. The program assumes that fellows, who are teaching professionals, will write a unit that employs the pedagogies necessary to deliver it in the classroom.

### *One-on-one Contact with Professors*

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.

### *Teachers Teaching Teachers*

Though you will learn a great deal from your seminar leader, your colleagues in the will support you throughout the unit writing process. Discussion amongst fellows in the seminar will enhance the content the professor is presenting. The seminar coordinator, a fellow who has completed TIP curriculum units in the past, will offer advice on the writing of your unit. Teachers also have input into the governance of the program, recommending seminar topics and advising the director on policy decisions.

## *Career Support*

Though the program asks a great deal of fellows, requiring them to attend multiple seminar sessions, read extensively, and write a lengthy curriculum unit, it supports them by providing a stipend to offset the costs of seminar attendance, and by awarding Act 48 credit. TIP awards additional stipends to those who serve on the TAC and as seminar coordinators (see below).

## 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. 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. **Unit content** – 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** – Lists of source materials for the unit: works cited in the *unit content* section; an annotated list of classroom resources for teachers and students.
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 **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 pivot easily from one section to another and make it easy for TIP to publish the unit online.

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 prospectus will explain how the introduction of the new knowledge you have acquired in your TIP seminar will improve your teaching. It will give an overview of the content you wish to incorporate into your unit, how it will improve your teaching, and the steps you will take to deliver that content. It should also include a reading list that will be the source of the ideas for the unit. Fellows will incorporate into the unit the ideas contained in their prospectus and modify them as their research progresses.

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 helps 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

In the first draft fellows will elaborate on the ideas from their prospectus to develop the **unit content**. This section will 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 is 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 to 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 incorporate visual materials but the sources of these must be cited as well.

### Second Draft

At least 7,500 words, due in the 14<sup>th</sup> week of the seminar session

The second draft enlarges the **unit content** 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 at least three 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 accessible to teachers throughout the SDP.

We expect that as professionals you will draw on a well-developed array of tools and ideas for delivering content in the classroom. Following the TIP approach to curriculum writing, we ask that you narrate your classroom activities in paragraphs rather than lay them out in tables.

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.

### 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 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.

Fellows will be asked to select **keywords**, also known as search terms, 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](http://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](http://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](http://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](http://library.temple.edu/research-services) – A compilation of Temple University’s library resources

## Completion of the TIP Program and Award of the Stipend

As soon as the unit is received, 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 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 also 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 and will receive no stipend. 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/>).

### *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](http://www.theteachersinstitute.org/resources), as well as at [www.copyright.gov](http://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.

Fellows who are terminated will receive no stipend. This list is not meant to be exhaustive. Other reasons for termination may arise.