A MOVEABLE FEAST

Edition 1 | December 2015
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The purpose of this playbook is to provide a framework and guiding principles by which other P12 school districts can provide professional learning experiences for their educators. This playbook is based on best practice models that have had success within key states that comprise that K12 Federation. The K12 Federation believes that instrumental to the successful onboarding of any new system in education is professional development that empowers and engages educators to authentically utilize the resource in the context of teaching, learning, or administrative responsibilities.

Paramount to this is a professional development model that recognizes that learning is different depending on the role you play in education. Most importantly, the professional development that is provided should reflect the needs of the individual, the expectations of a school district, and how the resource will interact with business operations and workflow.

Please contact us at thefeast@info.org if you have conference questions. If you are interested in being a “partner,” please contact us. If you are planning to develop an “independent” conference, please let us know your plans. We would be happy to respond to your questions and would like to learn what you are doing with the information provided in this model.

VISION

The K12 Federation vision is professional development that is adaptable to the needs of the participants, and empowering to the process of learning, teaching, and administration. The professional development needs to follow the operator model so that what is used is the district is impactful and ultimately enhances student performance because the teachers, administrators, technology coordinators are all empowered by and with the technologies.

MISSION

The K12 Federation in its collaborative efforts has found that providing successful learning experiences for educators either in face-to-face, blended or virtual training models are based on the following critical components. The models represented in this playbook reflect these components. Professional development must:

1. meet the needs of the participants and the expectations of the school district. In designing good professional development, the organizers need to have a clear understanding of the goals and objectives that the schools are wanting to achieve, but should be have a curriculum that adapts to the needs of those participating so that learning is applicable in the contexts of
diverse learning environments.

2. be authentic in its content and deliver. In designing good professional development, the organizers need to have tasks and projects that the participants can use in their classrooms or work environments, and are delivered in a manner that makes it efficient and effective to their time, and ability level.

3. be ongoing, and systemic. In designing good professional development, the organizers need to understand that one-stop lessons do not work. The design of the curriculum has to fit into an overall vision of a district or school plan and has to have support throughout the year.

4. provide communities of practice. In designing good professional development, the organizers need to create an environment in which participants have opportunities to network with each other and establish connections for future learning.

5. be sustainable its practice. In designing good professional development, resource capacity must be maximized to keep funding low but return of investment high to the participants.

Professional development can take on many forms. Face-to-face models, blended models, or virtual models all have a purpose and when applied appropriately, have provided success for K12 Federated states. This playbook focuses on face-to-face for teachers (Moveable Feast) and students, (Kids Feast). It also includes documentation for another student lead professional development conference, the Students Involved with Technology Conference (SIT). Supplemental versions will include more information about models of best practice that support blended learning practices that are contributed by our Nebraska partners.

MOVEABLE FEAST OVERVIEW

Since its inception in 1998, the Moveable Feast (the Feast) has provided hands-on professional development learning opportunities for over 10,000 educators and students across Illinois. The Feast is a professional development summer institute aimed at providing customized professional development for P12 teachers, administrators, and technology coordinators. Initially designed as a way for teachers to learn how to use technology in the classroom, the Feast evolved over several years to include how to integrate various P12 technologies into the learning environment, and associated the administrative responsibilities to sustain these practices.

The uniqueness of the Feast model is that its design was built with a focus on providing enough individual support that participant have a customized learning experience directly related to their specific needs and not a redefined curriculum, time to explore the technologies and to work on projects related to
their content areas, **access** to the technologies for hands-on demonstrations, **recognition** of the effort that they make to learn and implement new technologies, and **topical content**.

As a result, the Feast not only supports educators, but a Kids Feast and a Student Information Technology Conference (SIT Conference) has been an outgrowth, both of which are defined within this playbook.

**SETTING UP YOUR MOVEABLE FEAST**

**Personnel**

**Site Coordinator:**

Each host site has a site coordinator who is responsible for the overall management and operations of the Feast. The site coordinator should have a background in K12 and technology, and be a trusted member of the district.

Responsibilities of the Site Coordinator prior to the week of the Feast include:

- Secure the event location;
- Order food and any other items needed (ie tote bags) for the Feast week or provide oversight to its ordering;
- Determine if your event will be a Bring Your Own Device event or if you will provide laptop for check out;
- Work with vendor to order t-shirts, bags, pens;
- Participate with Curriculum Coordinators in brainstorming and narrowing curriculum topics to assure that you are knowledgeable on content;
- Contact, select and schedule trainers with the assistance of the Curriculum Coordinators;
- Assure that the Curriculum Coordinators have prepared for sessions by creating agendas;
- Work with Curriculum Coordinators to develop the initial schedule; and,
- Assist with the early June trainer meeting- answer questions and provide encouragement

During The Feast week, the Site Coordinators responsibilities include:

- Remain flexible to help out where and when needed;
- Help participants make connections to classroom uses (how tool can be used by students or by teacher);
- Watch for participants in need of help or experiencing frustration and help;
- Schedule Tech help;
- Assist with any computer/wireless/any tech related problems; and
- Submit trainer pay at end to fiscal agent.
Curriculum Coordinators

Each site should identify three Curriculum Coordinators (1 elementary, 1 Middle School, 1 High School) who will help lead the development of the Feast curriculum. The Curriculum Coordinators will also be assigned to manage:

- The learning management system
- The feedback, schedules and trainer meetings
- Daily opening

Site Assistants

Site Assistants can be other P12 educators or could be a cadre of responsible high school students. Responsibilities of the site assistants include:

- Assist Site Coordinator with set up of event
- Manage laptop check out on day 1 (if applicable)
- Check in trainers each morning and provide them with Feast Bucks
- Run the registration table for participants
- Post daily schedules outside rooms
- Setup/ clean up breakfast, lunch and snack
- Alert trainers and participants when lunch is ready
- Take pictures during sessions
- Assist participants with questions
- Alert Site Coordinator if more supplies are needed
- Setup prize table and prize baskets

Trainers

The Feast engages a train-the-trainer model. All trainers are P12 teachers or former teachers who have engaged with technology with students within the past 2-3 years. The authenticity of their engagement with the technology makes these trainers trustworthy and content experts to the participants. In the train-the-trainer models, these trainers then can go back and support their schools throughout the year. Most trainers will train 2-3 different sessions each day and that makes flexibility essential. A 5:1 participant to trainer ratio is key to The Feast’s success. In each session there is one lead trainer presenting the material and other trainers who support the lead trainers depending on the number of participants in each session (using the 5:1 ratio).

Trainers are considered mentors of best practices for the experiences with the technologies in the classroom. They also are:

- Knowledgeable on content
- Willing to learn new tools/techniques and train on them, as needed.
- Flexible
- Available to attend trainer meeting (1-2 weeks prior to your Feast)
• Able to give a “sales pitch” for lead sessions at the Opening Session each day
• Prepared for sessions – answer questions /encouragement
• Helpful in making connections to classroom instruction (how tool can be used by students or by teacher)
• Watchful for participants in need of help or experiencing frustration and help
• Able to find someone who can answer questions or model how to search for the answer, if they do not know the answer
• Available to attend daily trainer meetings
• Trainers who are not leads during that session monitor to assure that every room has the 5:1 ratio.
• The extra trainers are in sessions to support participants when they are struggling, so as not to take the entire group on a tangent when there is a problem.
• Based on feedback, participants do not like for the extra trainers to interrupt the lead trainer during the session. The purpose of the extra trainers is to monitor the body language of the participants and to assist them quietly before they become frustrated.
• First year trainers are typically not assigned as lead trainers unless they are super users of that tool/topic. It is best for them to learn the way of the Feast before being a lead trainer.

Technical Support
Your technical support team will assist with any computer/wireless/any tech related problems. Technical support staff can be comprised of students and your own district’s technology staff. Your technical support staff should be friendly and understand that your participants may be struggling to learn a new technology.

Participants
Participants attending the Feast range in grade level expertise and content expertise. Their skill level with technology will be varied and diverse. Most participants who attend the Feast do so because they are willing to learn new ways to integrate technologies in their learning environment while also exploring the means by which technologies will impact their teaching practices.

Site Requirements
Each host site has a minimum threshold that includes:

• Rooms to run 4-8 sessions concurrently (number of rooms based on number of attendees)
• Labs/classrooms
• Space for opening/closing session that can hold 50+
• Cafeteria – or other place for lunch
• Wireless network that guests can access

Tech staff to assist with issues – they do not need to be around all day.
Registration
Illinois State University Conference Services handles our registration. They handle all registration details and work in partnership with the host site and site coordinator. Coordination with an outreach office allows the administrative tasks such as registration, invoices, and payment of personnel to be handled independently of the host district. Most outreach offices will coordinate to receive a percent of registration to offset expenses they incur, but this can be accounted for in the registration fee per participant and comes to a minor charge per person.

DESIGNING YOUR FEAST CURRICULUM

Selecting a CMS/LMS
A Course Management System/Learning Management System (CMS/LMS – Appendix A) is a vital resource in the smooth running of your Feast. The CMS/LMS functions as the lifeline for:

- communication with participants;
- distribution of curriculum materials;
- links to online resources;
- ease of access to all agendas used during feast sessions. We recommend you make them available on your CMS/LMS by day of the week and by strand in a resource area.

The type of CMS/LMS you decide to use is up to you and your host district. What we have found works well is Moodle, if you have access to a Moodle server. Instructure’s Canvas free site also works well despite the limited storage space.

Establishing Your Training Session
Generating topics
- Brainstorm session ideas with small group of high end tech users
- Curriculum Coordinators narrow list and group into strands,
  - participants will then select strands to attend during their week at the Feast.

Agenda outline
- Agendas are written by Curriculum Coordinators or high end users
- The agenda for sessions include topics to be covered, links to online resources and challenges participants may choose to complete and share for Feast Bucks.
- Going green can present problems for some participants, so provide some copies of session agendas for novice participants
- See Appendix B for an example agenda

Types of Training Sessions
For the Feast, we employ five types of training models. We allow the participants to self-assess the kind of training that best suits their ability level for the product
they will be training on. This allows them to have different paces and level of understanding presented to them – based on their own awareness of the resource. It also allows them to not be tracked at one particular level throughout the whole Feast. A participant can be beginner for one piece tool, but advanced for another.

**Feast 101 (Introductory Session)**

At the beginning of the week this session will teach participants how/where to save documents, log into the computer/network, how and where to print, how to access LMS.

**Show and Tell Model**
Trainer introduces tool or concept and discusses classroom applications

**Step by Step Model**
Based on need of participants this session moves at a slower pace and may need longer session times. Hard copy documentation is often helpful. This model may require more trainers in room.

**Work Room model**
Work time is built into the Thursday and Friday morning schedules to give participants time to use what they learned with trainers present for assistance as needed.

**Birds of a Feather model**
Participants are encouraged to present a short session on Thursdays where they teach their peers about something they use.

**Scheduling**

The site coordinator along with the curriculum coordinators typically assign trainers and rooms based on content strands so that topics that are related to each other are in nearby rooms. This minimizes transition times and allows for networking among the participants among the rooms. When determining how long a session should be, we typically decide between two lengths for training. The curriculum coordinators will deetermine how much time should be devoted to each topic. See Appendix C for a sample schedule.

- Short Sessions: 30 minutes
- Regular Sessions: 45 minutes

**Assigning Trainers to sessions**
Keeping with the 5:1 participant trainer ratio, it is crucial to have trainers who are not only knowledgeable about a resource, but an understanding of its application in the classroom.
- Survey trainers on the top 5 sessions they would like to train on and top 5 sessions they would be uncomfortable training on during the early June trainers’ meeting. We use a Google Form to do this.
- Curriculum Coordinators and Site Coordinator assign trainers based on survey
- Email session assignments to trainers one week prior to the first day of the Feast

**Homework for Session**

- Some sessions may elect to have participants do some homework so they can practice what they learn outside of the computer lab. Completion of homework should be the choice of the participant and should be reward with Feast Bucks. Examples of homework include signing up for accounts the afternoon or evening before scheduled sessions or completing online field trips. When we introduced web 2.0 tools, we gave participants the opportunity to complete an online field trip visiting the web 2.0 sites and completing a grid with basic information. The purpose was to introduce participants to the tools and help them decide which sessions to attend the next day. Participants earned feast bucks for completing grid.

**Participant Sharing**

- Participants are encouraged to share what they have worked on during the week. The last afternoon of the week is spent with participants showcasing their work.
- Participants are encouraged to give “Birds of a Feather” sessions on technologies they think others would find useful in the classroom.
- Participants are encouraged to answer questions or give examples of how a technology could be used in a learning environment.

**Daily Quizzes**

- Daily Quizzes are fun way to engage the participants and build a sense of community. They are fun fact questions that allow the participants to have some entertainment while they are not at the Feast and earn some Feast bucks. Most importantly, it gets that participants to familiarize themselves with the Learning Management System.
- Daily Quizzes aren’t crucial to the Feast, but we have found that our participants enjoy interacting the following morning and talking about the questions.

**Collecting Feedback | Evaluation**

**Surveys**
Presurvey and postsurvey are distributed to provide summative information on the overall attitudes and impression of the Feast by the participants.

**Daily Feedback**
Participants are asked to complete a daily feedback survey twice each day - before lunch and before leaving for the day. The number of questions in the survey are kept to a minimum and are used to determine adequacy of the session pace, any problems, interest in expanding a topic or repeating a topic. Answers are reviewed by the Curriculum Coordinator and trainers at the end of the day meeting and are used to modify pace and the schedule for the next day or for future days. It is important that participants see modifications based on their provided feedback. There are several free online tools that can be used to collect daily feedback from participants. The LMS/CMS chosen may have built in modules for collecting the data.

**Feast Bucks**
Feast Bucks are used as the incentive program for the Feast. They are small pieces of green paper with the impression of a dollar bill. Participants earn a feast buck for completing tasks, answering questions, attending special sessions, asking questions, sharing how a technology tool can or is being used in the classroom, conducting a birds-of-a-feather session, etc. Participants write their name on the back of the feast buck and place the buck in a prize box for a chance to win a prize. It may be necessary to regulate the distribution of feast bucks (the number distributed, how participants earn bucks, etc.) and it may be necessary to regulate the number of prizes a participant may win.

**HOSTING YOUR FEAST**
During the week(s) of the Feast, much of your hard work will come together. In order to have things run smoothly during the week, here are some tips:

**Registration Table**
Set up a Registration Table that is staffed with at least two people who will welcome participants and answer any of their questions. Your registration table should include:
- Sign in sheet – to be used for Continuing Education Credit
- Schedule of Events
- Menu for the day

**End of Day Trainers’ Meeting**
We have the trainers meet for half an hour after the Feast and/or while the participants have work time. During these meetings, the Curriculum Coordinator processes feedback from morning and afternoon discussing:
- attendance of sessions
- pacing and trainer feedback
- what participants need (repeat sessions, new sessions)
- Curriculum coordinator edits the next day’s schedule based on the needs/requests of the participants
  - Assigning rooms and trainers for next day
  - Determining who will create the agenda if a new topic is requested
TIMELINE

**December**
Determine dates and location of your Feast

**January – February**
- Brainstorming and narrowing of content topics
- Flyers and Registration forms
- Update website as needed

**March**
- Narrowing of content topics and grouping into strands
- Send out trainer interest and availability survey
- Update website as needed

**April**
- Determining content strands and writing curriculum
- Select trainers based on curriculum and trainer availability
- Work with vendor to order shirts, bags and pens
- Contact restaurants to determine food costs
- Update website as needed
- Registration opens

**May**
- Writing curriculum
  - Assign trainers to weeks based on enrollment

**June**
- Trainers’ meeting
- Registration closes 1 week prior to feast
- Stuff participant bags
- Set up conference site
  - Labs
  - Registration table
  - Food area
  - Opening session area
  - Set up prize tables and wrap prizes
- Finalize trainer assignments to weeks based on enrollment
- Order food and confirm numbers week prior to Feast (unless restaurant needs more notice)

CONTINUING EDUCATION UNITS | GRADUATE CREDIT

**Continuing Professional Development Units**
Teachers who attend the Feast are eligible for 30 hours of continuing professional development units. This is arranged through the local administrative staff and the schools.

**Graduate Credit**
Some sites may elect to offer graduate credit in conjunction with the Feast. This would require them to establish a course to coincide with the Feast, and
instructor of record. Graduate credit would be arranged through a local college or university. The graduate course is taken at additional cost and requires additional work, in addition to the work done during the Feast. A sample of a type of graduate Feast syllabus is in Appendix F.

BUDGET

The Feast is built upon a self-sustaining model in which all proceeds go into the running of the next year’s Feast. Fiscal responsibility is crucial in supporting this professional development model. For a full week of training, the charge is $399 per participant. This is all inclusive for training, food, and materials. Being wise about how you spend your dollars allows you to do more for less. Look at discount stores and/or volume pricing stores (SAMs / Costco) to purchase what is needed, or get contributions from your vendors. A sample budget may be found in Appendix E.

For food, we recommend:

- $75 per week per attendee
  - Breakfast (doughnuts/bagels/fruit/coffee)
  - Lunch – usually try to get local places if possible
  - Afternoon snack (fruit or veggies/cookies)

For more information, contact: info@thefeast.org | http://thefeast.org
APPENDIX A | Sample CMS/LMS

Sample CMS/LMS
Live link: The Feast Canvas.

Screenshot:
Weebly

Description

Weebly is a drag and drop website creator that is super-intuitive and fun to use to create professional looking websites for school use. There is a free educational version and a paid version. You may even find it worthwhile to pay the $40 or so a year for the professional version, as I did. Both versions have ready-to-use templates and themed pages. If you refer people to use Weebly, you can get free accounts that you can then give to your students as a way for them to keep their online portfolios.

Agenda

1. Around the Room - Introductions
   - Name
   - School

2. Account Information
   - How to create a Weebly account
     - http://education.weebly.com/
     - Signing up is easy: name, email, password
     - Start by selecting your purpose: website, blog or store.

3. What to Include
   - Consider purpose and audience

4. Design your website
   - Choose a theme
     - Look for features you will need as well as layout.
     - You can change the color theme before selecting CHOOSE.
   - Weebly subdomain is free.
     - Select the first option
     - This will be the URL for your website. Keep it short.
   - Watch the introductory video.

Notice the tabs at the top: Each tab will give you a different toolbar along the left side.
Build Tab: basic editing
Design Tab: Themes, colors, font
Pages Tab: Manage the pages within your site
Store Tab:
Settings Tab: Title, mobile version, site password
Publish Tab: Confirms website domain and publishes

Build Tab Features - Starred items are for the pro (paid) version. Demonstrate the drag and drop features for each of the sections below.

- Basic
- Structure
- Media
- Commerce- only if group is interested
- More

Resources: What should I include in my website?

- [10 things to include on your class website](http://www.edtechroundup.org/editorials--press/creating-a-classroom-website)

Challenge:

Create a Bio page for your site that includes text and an image.

Create parent pages for your site.
## APPENDIX C | Sample Daily Schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Room 10</th>
<th>Room 12</th>
<th>Room 13</th>
<th>Room 15</th>
<th>Room 21</th>
<th>Room 25</th>
<th>Room 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:30-10:00</td>
<td>Opening Session</td>
<td>Room 10</td>
<td>Room 12</td>
<td>Room 13</td>
<td>Room 15</td>
<td>Room 21</td>
<td>Room 25</td>
<td>Room 17</td>
</tr>
<tr>
<td>10:00-10:45</td>
<td>Session 1</td>
<td>Room 10</td>
<td>Room 12</td>
<td>Room 13</td>
<td>Room 15</td>
<td>Room 21</td>
<td>Room 25</td>
<td>Room 17</td>
</tr>
<tr>
<td>10:45-11:30</td>
<td>Break</td>
<td>Room 10</td>
<td>Room 12</td>
<td>Room 13</td>
<td>Room 15</td>
<td>Room 21</td>
<td>Room 25</td>
<td>Room 17</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Lunch</td>
<td>Room 10</td>
<td>Room 12</td>
<td>Room 13</td>
<td>Room 15</td>
<td>Room 21</td>
<td>Room 25</td>
<td>Room 17</td>
</tr>
<tr>
<td>12:00-12:45</td>
<td>Session 2</td>
<td>Room 10</td>
<td>Room 12</td>
<td>Room 13</td>
<td>Room 15</td>
<td>Room 21</td>
<td>Room 25</td>
<td>Room 17</td>
</tr>
<tr>
<td>12:45-13:30</td>
<td>Break</td>
<td>Room 10</td>
<td>Room 12</td>
<td>Room 13</td>
<td>Room 15</td>
<td>Room 21</td>
<td>Room 25</td>
<td>Room 17</td>
</tr>
<tr>
<td>13:30-14:15</td>
<td>Session 3</td>
<td>Room 10</td>
<td>Room 12</td>
<td>Room 13</td>
<td>Room 15</td>
<td>Room 21</td>
<td>Room 25</td>
<td>Room 17</td>
</tr>
<tr>
<td>14:15-15:00</td>
<td>Break</td>
<td>Room 10</td>
<td>Room 12</td>
<td>Room 13</td>
<td>Room 15</td>
<td>Room 21</td>
<td>Room 25</td>
<td>Room 17</td>
</tr>
<tr>
<td>15:00-16:00</td>
<td>Session 4</td>
<td>Room 10</td>
<td>Room 12</td>
<td>Room 13</td>
<td>Room 15</td>
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<td>Room 25</td>
<td>Room 17</td>
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<tr>
<td>16:00-16:45</td>
<td>Break</td>
<td>Room 10</td>
<td>Room 12</td>
<td>Room 13</td>
<td>Room 15</td>
<td>Room 21</td>
<td>Room 25</td>
<td>Room 17</td>
</tr>
</tbody>
</table>
# APPENDIX D | Sample Week Schedule

## Monday 7/13/2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Room 10</th>
<th>Room 12</th>
<th>Room 14</th>
<th>Room 16</th>
<th>Room 18</th>
<th>Room 20</th>
<th>Room 22</th>
<th>Room 24</th>
<th>Room 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 to 9:00</td>
<td>Opening Session</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9:15 to 10:00</td>
<td>Fresh 101</td>
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<td>Fresh 101</td>
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<td>Fresh 101</td>
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<tr>
<td>10:15 to 10:30</td>
<td>Break</td>
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<tr>
<td>11:00 to 12:30</td>
<td>Lunch</td>
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</tr>
<tr>
<td>12:30 to 1:00</td>
<td>Web Presence: Privacy (#5)</td>
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<tr>
<td>1:00 to 2:30</td>
<td>Break</td>
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</table>

## Tuesday 7/14/2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Room 10</th>
<th>Room 12</th>
<th>Room 14</th>
<th>Room 16</th>
<th>Room 18</th>
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<tbody>
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<td>8:30 to 9:15</td>
<td>Opening Session</td>
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## Wednesday 7/15/2015

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<th>Room 12</th>
<th>Room 14</th>
<th>Room 16</th>
<th>Room 18</th>
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<td>8:30 to 9:00</td>
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<td>Assessment: Primary Apps</td>
<td>Assessment: Children's Discovery Museum</td>
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<td>Media Using Digital Photography (Class)</td>
<td>Media Using Digital Photography (Class)</td>
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<td>12:30 to 1:00</td>
<td>Book of a Feather: Storytime (Beers)</td>
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<td>1:00 to 1:30</td>
<td>App Learning (Amanda C)</td>
<td>App Learning (Amanda C)</td>
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## APPENDIX E | SAMPLE BUDGET

Based on 50 Participants

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Cost Per Item</th>
<th># of items</th>
<th>Total Cost</th>
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<td>50</td>
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<td>Web Development</td>
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<tr>
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<td>3</td>
<td>$1,500.00</td>
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<tr>
<td>Site Coordinator</td>
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<td></td>
<td></td>
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<td>-$17,000.00</td>
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</table>

### Revenue

| Participant Fees          | $375.00       | 50         | $18,750.00  |
| Balance                   |               |            | $1,750.00   |
1. **Catalog Description**

Transformative Educator: A Moveable Feast is an intensive week long project based technology institute that explores what it means to teach in the Digital Age. This course is designed to help teachers reflect on their role as a transformative educator. It’s emphasis is on the use of emergent technologies in learning technologies and it fosters critical thinking about how they can enhance student performance in learning environments. Specifically, students will be asked to think about their identity as an educator, how to address the needs of diverse learners, and how to advocate for sound policy to support the integration of technology in learning environments.

2. **Course Overview/Course Teaching Methods**

Pre-service teachers and Pre-K through grade 12 teachers will explore new technologies, productivity tools for use in the classroom, and a variety of instructional and assessment tools. This course will focus on best practices with instruction from peers, academic readings on topics on policy, universal design, technology integration, digital storytelling, and common core.

**Course Teaching Methods:**
The class is interactive in nature and utilizes a variety of teaching methods including large group instruction, partner and group work, individual work time, centers, and reflection. Students will complete a pre and post assessment and reflect on their learning along the way. This class will be conducted in a physical and virtual space.

3. **Student Learning Objectives/Illinois Content & Teaching Standards Addressed**

As a result of this course, the participant will be able to:
- Identify appropriate uses of technology in the classroom
- Identify a need based on data
- Develop a lesson, including scoring criteria, using cloud technologies
- Demonstrate how the lesson aligns with the ILS, NETS, Common Core Standards, or SIP
- Integrate current research in final project
- Present findings for classroom integration
- Reflect on current teaching practices
  - Advocate for policy appropriate for technology in learning environments.

**Illinois Content & Teaching Standards Addressed**
The ISTE NETS for Teachers standards covered in this course are:
- Facilitate and inspire student learning and creativity
- Design and develop digital age learning experiences and assessments
- Model digital age work and learning
- Engage in professional growth and development

The NBPTS Core Propositions covered in this course are:
- Teachers are committed to students and their learning
- Teachers think systematically about their practice and learn from experience
- Teachers are members of learning communities
  - Teachers are professionals, leaders, and advocates

4. **Units of Work/Text and Required Reading**

1. Cloud Tools
2. Curriculum and Assessment Tools
3. Standards (ILS, NETS, Common Core) and SIP
4. Project Development
5. Data Driven Decision Making (including data mining)
6. Criterion Based Assessment Development
7. Sharing research through blog postings

**Text and Required Reading**
Articles will be posted in the online environment for the students to read, reflect, and critically consider in their assignments. Students will be made aware of the articles on the first day of class.

5. Class Assignments

   Learning Cycle for the course is: See | Read | Think | Analyze
   - Digital Educator #1: Your first assignment has you thinking about yourself as an educator
     o Read Storytelling, Education, and New Media (This is a longer article, so review it and read the sections that draw your attention)
     o Post to the discussion board your thoughts about being a transformative educator surrounding this topic (at least 1 post)
     o Submit your sentence – use a multimedia tool to submit your sentence (video, audio, graphic …)
   - Digital Divide - Assignment #2: Your second assignment has you thinking about tools that can support struggle learner.
     o During the Feast, think about the resources you are seeing and how they relate to students that may struggle learning a particular topic.
     o Read the article Universal Design for Learning and Technology.
     o Write an evaluation about a resource you saw during the Feast (make sure you identify the resource), what you learned from the article and how you see yourself potentially using it in your learning environment to help your learners.
     § Essay should be no more than 2 pages.
   - Social Media in Learning - Assignment #3: Your third assignment has you thinking about social media in the classroom.
     o During the Feast, learn about a social media tool
     o Read the article Instructional Uses of Social Media
     o Post to the discussion board your thoughts about being a transformative educator surrounding this topic (at least 1 post)
     o Write an evaluation about a resource you saw during the Feast (make sure you identify the resource), what you learned from the article and how you might advocate for using social media in your learning environment (or why you might not use it).
     § Essay should be no more than 2 pages.
   - Policy Advocate - Assignment #4 – Your fourth assignment has you thinking about data and policies that surround the use of data in the schools.
     o During the Feast, think about tools that can be used for data ingestion, interpretation, and/or visualization
     o Post to the discussion board your thoughts about being a transformative educator surrounding this topic (at least 1 post)
     o Read the article Big Data: Seizing Opportunities, Preserving Values
     o Write an essay about your thoughts about all the ideas surrounding data in the schools and how we are using it, wanting to use it, and the challenges and promises that surround its use.
     § Essay should be no more than 2 pages.
   - Transformative Educator - Assignment #5: Your final assignment reflects your final exam.
     o Read the Horizon Report [http://k12.wiki.nmc.org/](http://k12.wiki.nmc.org/) . After reviewing his thinking and the Horizon Report for K12, write your own reflective essay of what it means to be a transformative educator – how will you be a transformative educator based on what you learned in the Feast, in this course, and in your experiences. Would your sentence change from what you wrote at the beginning of the course? Are you prepared for what the Horizon report believes is coming on the landscape?

All Assignments are due the Wednesday following the last day of the Moveable Feast week attended by the participant.

6. Evaluation and Grading Procedures (Rubrics Required)

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>27 - 30</td>
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<tr>
<td>B</td>
<td>24 - 26</td>
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### What's my sentence Rubric (Assignment #1 – maximum 5 points)

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>5</td>
<td>Student submits assignment</td>
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<tr>
<td>0</td>
<td>Student does not submit assignment</td>
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### Written Essay Rubric (Assignment #2-4 maximum 15 points)

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<th>Points</th>
<th>Description</th>
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| 5      | Summarizes the information  
- Makes the essence of the reading clear and easy to understand  
- Applies the reading to classroom practice  
- Highlights connections between the reading and current program  
- Identifies cloud tool and describes the purpose of the tool  
- Analyzes the positive and negative points of using the cloud tool in education and/or with students  
- Makes a conclusion about the use of the cloud tool with the participant’s students and provides reasons for the conclusion  
- Writes at a graduate level |
| 4      | Summarizes the information  
- Makes the essence of the reading clear and easy to understand  
- Applies the reading to classroom practice  
- Identifies cloud tool and describes the purpose of the tool  
- Analysis of positives and negatives of cloud tool lacks detail  
- Makes a conclusion about the use of the cloud tool with the participant’s students and provides reasons for the conclusion  
- Writes at a graduate level |
| 3      | Only summarizes the information  
- Makes few connections between the reading and classroom practice  
- Identifies cloud tool and describes the purpose of the tool  
- Analysis of positives and negatives of cloud tool lacks detail  
- Conclusion regarding use lacks supporting reasons or information  
- Writes at a graduate level |
| 0      | Does not make connections between the reading and classroom practice  
- Cloud tool not identified  
- Analysis of positives and negatives of cloud tool missing  
- Conclusion regarding use missing  
- Does not write at a graduate level |

### Rubric for Discussion Posts: Reflections (Max 3 points)

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<th>Points</th>
<th>Description</th>
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| 3      | Makes at least 3 posts  
- Posts are thought provoking and elicit comments from peers  
- Writes at grade level |
| 2      | Makes at least 2 posts  
- Post are thought provoking  
- Writes at grade level |
| 1      | Makes at least 1 post  
- Writes at grade level |
| 0      | Does not post |

### Rubric for Final Assignment (max 7 points)

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| 7      | Makes at least 3 points  
- Posts are thought provoking and elicit comments from peers  
- Writes at grade level |
| 5      | Makes at least 2 points  
- Post are thought provoking  
- Writes at grade level |
| 3      | Makes at least 1 point  
- Writes at grade level |
| 0      | Does not post |
Writing represents thoughtful consideration of articles read, Feast participation, discussion posts, and teaching experience.

- Writing uses examples from experience
- Writing is reflective
- Writing is at grade level

Writing is reflective but does not synergize articles, Feast sessions and teaching experience through examples and reflective thinking.

- Writing is general in thinking
- Writing is at grade level

Student does not submit assignment.

Aurora University | College of Education | Graduate Grading System

At the end of the course, letter grades are awarded as defined:

- A (4 quality points per course unit) Excellent. Denoted work that is consistently at the highest level of achievement in a graduate college or university course.
- B (3 quality points per course unit) Good. Denotes work that consistently meets the high level of college or university standards for academic performance in a graduate college or university course.
- C (2 quality points per course unit) The lowest passing grade. Denotes work that does not meet in all respects college or university standards for academic performance in a graduate college or university course.
- F (0 quality points per course unit) Failure. Denotes work that fails to meet the graduate college or university standards for academic performance in a course.

7. Attendance Policy

Attendance for the entire duration at all sessions is required in order to be eligible for graduate credit. Missing any part of the class could result in not receiving credit. Requests for make-up opportunities must be submitted in writing to the instructor. A participant missing more than 20% of the scheduled course time is encouraged to withdraw from the course.

8. Academic Honesty and Integrity Statement

Students are expected to maintain academic honesty and integrity as students of Aurora University by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the student’s receiving a zero for that test, assignment, or paper. The complete academic integrity statement is found in the current graduate catalog.

9. Final Examination Policy

A final, culminating activity is required for all Collaborating Academic Partnership Program courses. The final culminating activity is Assignment #5, the development of an essay that has the students reflect on their identity as a transformative educator, pulling together their participation in the Feast, their readings, and their teaching experiences.

10. American Disability Act Compliance

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, which might affect their ability to perform in this course, are encouraged to inform the instructor at the beginning of the course. Adaptations of teaching methods, class materials, including text and reading materials or testing, may be made as needed to provide for equitable participation.

11. Bibliography

All articles will be posted to the online site for students to download and/or will be available online at their own website.

- Daniel Pink’s What’s Your Sentence Video Available online at: http://www.danpink.com/2011/01/whats-your-sentence-the-video/
- Social Networking for Schools by Baule and Lewis (2012). Instructional Uses of Social Media