Institute Leader & Director
Dr. Jennifer Shettel
jennifer.shettel@millersville.edu

Institute Description: Participants will explore current “hot topics” in literacy education and how to engage 21st Century literacy learners at the elementary (K-6) level. Participants will fully immerse themselves in a week of rigorous and active learning on literacy topics that include the Building Your 21st Century Toolbox, Creativity and Choice as Essential Elements of 21st Century Learning, Writing Power Moves and Mentor Texts, Ramping Up Your Reading Strategy Instruction, Digital Learners in the Elementary Classroom, and Playful Literacy Learning. Each day of this high-powered week will feature a different speaker each morning, followed by relevant workshop-style learning in the afternoon.

Target Audience: Elementary classroom teachers K-6); Reading Specialists, Curriculum Coordinators, Reading Supervisors, Elementary Building Principals.

Institute Goals and Objectives
Upon completion of this course, participants will be able to:

- Identify the 4 C’s of 21st Century Classrooms and apply this understanding to their particular grade level
- Develop lessons for meaningful writing experiences using a variety of mentor texts, both print and digital
- Identify critical markers in the development of digital and media literacy skills in young children and explore tools for digital literacy
- Be introduced to current texts, topics, and research in literacy education
- Read and evaluate texts in alignment with classroom practices
- Develop an individualized final project that ties Institute learnings to classroom practice
- Reflect on personal professional learning in a critical manner

INSTITUTE TEXTS
Participants in this Institute are required to read both of these core texts:

Optional Texts:

Other readings and articles may be provided by the professor prior to or during the week.
INSTITUTE POLICIES
You are expected to conduct yourself as a professional. That includes coming to class each day, fully participating in class activities, providing thoughtful input to class discussion and written assignments, and submitting work that demonstrates rigor at a high level.

Conceptual Framework for Professional Education
In this course, we will be enacting the MU Professional Education Unit’s Conceptual Framework that contains the following foci:

<table>
<thead>
<tr>
<th>Learning Communities of Inquiry and Action</th>
<th>We will engage in learning communities in which reflection, collaboration, lifelong learning, and habits of mind are developed and nurtured.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on Students</td>
<td>We will balance knowledge and the principles and concepts delineated in professional and state standards with an appreciation of all students' individuality, diversity, and cultures.</td>
</tr>
<tr>
<td>Exemplary Professional Practices</td>
<td>We will demonstrate the knowledge, skills and dispositions of exemplary professionals. We will have strong competence in our content knowledge, pedagogical content knowledge and skills as delineated in professional, state, and institutional standards. We will demonstrate professional dispositions or standards of conduct, will be supportive of students, families, and the school and community and will serve as catalysts for positive and responsible change.</td>
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</tbody>
</table>

To view the full text of the Conceptual Framework & Dispositions Guidelines, visit the School of Education web page linked to MU’s home page.

Academic Honesty:
Academic integrity includes refraining from cheating and/or plagiarizing from the work of others. All students are expected to act with personal integrity at all times.

Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty include but are not limited to cheating, copying, plagiarizing, submitting other people’s work as one’s own, using Internet sources without citation, fabricating citations, tampering with the academic work of another student or facilitating other student’s acts of academic dishonesty.

Students charged with a breach of academic integrity will receive due process and if the charge in found valid, academic sanction may range depending upon the severity of the offense, from an
F for the assignment to an F for the course. The University’s statement on academic integrity is available on the MU website.

Accommodations for Students with Special Needs
Students with special needs should submit pertinent documentation to the Office of Learning Services. This will allow the professor to better accommodate those students with special needs. Additionally, individual students are encouraged to approach the instructor directly at any time during the semester regarding necessary accommodations.

Title IX
Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University’s Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member’s reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.

Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at http://www.millersville.edu/socialeq/title-ix-sexual-misconduct/index.php

Assignments
Participants will be assessed on the following areas:

1. Daily attendance and active participation in discussions and learning experiences
Daily attendance for the full week is an expectation. In the case of illness or emergency, please provide documentation for your absence. Undocumented/unexcused absences will result in the reduction of one letter grade for each day missed.

2. Book Response & Reflection (50 points)
You are expected to closely read both of the required course texts and be prepared to engage with the authors and your colleagues on your reading and learning experiences. For this written assignment, please identify five “ah-ha” moments you had when reading these texts. You may choose to write all five “ah-ha’s” from one text or a combination of the two. Each ah-ha should be no less than 1 page in length and should also include an introduction and conclusion. Please support your new learning with personal reflections, connections to the classroom, and/or other professional literature. Due: Wednesday, July 26, 2017.
Rubric for Book Response

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Thorough, thoughtful, &amp; reflective response utilizing evidence from the text and connections to practice that demonstrates full effort; Student identifies 5 or more ideas from the text that were significant to their own professional learning</td>
<td>Clear response that demonstrates minimal effort in completing assignment; Student identifies 4 ideas from the text that were significant to their own professional learning</td>
<td>Limited or vague response that does not demonstrate sufficient effort; Student identifies less than 5 ideas from the text that were significant to their own professional learning</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>0-2 errors</td>
<td>3-4 errors</td>
<td>5 or more errors</td>
</tr>
</tbody>
</table>

3. **Daily Reflection (10 points each/50 points total)**
Each day before you leave, you will reflect and provide feedback using a paper-based or digital response tool-of-the-day. Similar to a “ticket-out-the-door,” these daily reflections will provide evidence of your critical thinking and active participation.

4. **Final project (100 points) DUE: NO LATER THAN AUGUST 11 VIA EMAIL OR GMAIL TO DR. SHETTEL**
A major objective of this summer institute is to provide you with an opportunity to actively think about and plan for the upcoming school year. The final project *that you will propose and create* will incorporate elements from any of the institute activities, speakers, and readings in a way that is meaningful to each individual. This project is intended to be open-ended in nature. Participants may work with grade level partners or teams or work independently on this culminating projects. **All projects are expected to be of appropriate graduate-level rigor and effort.** Possible projects might include, *but are not limited to*, these examples:

- Revise a unit that you currently teach to incorporate tools and techniques learned at the institute.
- Create a series of lessons that incorporate ideas you learned from the institute.
- Develop a professional development session you will conduct in your district based on something you learned throughout the week.

All projects should include the following required elements:
- **Rationale** - a full-length introduction explaining *why* you selected this project and *how* the incorporation of new ideas from the institute will improve or enhance student learning;
school-based reasons and academic/research-based support are an expectation of this part of the assignment

- Essential Questions, Goals, or Objectives - *what* are the overarching goals for student learning?
- PA Core Standards - what standards does this project connect with?
- Content/Body - varies according to project, but this is the heart of the assignment and should constitute the bulk of the project. Please make sure you demonstrate appropriate rigor.
- Resources/Reference List - APA style that includes all resources cited and any texts that are used within the project

**Final Project Rubric**

<table>
<thead>
<tr>
<th></th>
<th>9.10 Exceeds Expectations</th>
<th>7.8 Meets Expectations</th>
<th>6.7 Approaches Expectations</th>
<th>0.5 Does Not Meet Expectations</th>
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<tbody>
<tr>
<td><strong>Rationale</strong></td>
<td>Rationale expertly explains reasoning behind the selection of the project including relevance to teaching and connections to research.</td>
<td>Rationale clearly explains reasoning behind the selection of the project including relevance to teaching and connections to research.</td>
<td>Rationale attempts to explain reasoning behind the selection of the project including relevance to teaching and connections to research.</td>
<td>Rationale does not clearly explain reasoning behind the selection of the project including relevance to teaching or connections to research.</td>
</tr>
<tr>
<td><strong>Objectives and/or Essential Questions</strong></td>
<td>EQ’s and Objectives are meaningful and clearly address the goals of the project and include appropriate PA Core Standards</td>
<td>EQ’s and Objectives address the goals of the project and include appropriate PA Core Standards</td>
<td>EQ’s and Objectives somewhat address the goals of the project and include appropriate PA Core Standards</td>
<td>EQ’s and Objectives are not meaningful or do not clearly address the goals of the project or appropriate PA Core Standards</td>
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<tr>
<td><strong>Content</strong></td>
<td>Project is rich in detail and expertly crafted. Lessons or body of project demonstrates expert understanding of selected topic and is completed with a high degree of rigor.</td>
<td>Project is well written and complete. Lessons or body of project demonstrates clear understanding of selected topic and is completed with an acceptable level of rigor.</td>
<td>Project is limited in detail and scope. Lessons or body of project demonstrates partial understanding of selected topic and is completed with a partial level of rigor.</td>
<td>Project is limited and detail and may be incomplete. Lessons or body of project does not clearly demonstrate understanding of selected topic and is completed with a low level of rigor.</td>
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<tr>
<td><strong>Conventions</strong></td>
<td>Attention to grammar and usage is mastered: 0-3 errors; All sources are appropriately cited</td>
<td>Attention to grammar and usage is present: 4-6 errors; Most sources are appropriately cited</td>
<td>Attention to grammar and usage is not clear: 7-9 errors; Some sources are appropriately cited</td>
<td>Attention to grammar and usage is not present: 10 or more errors; Sources are not cited</td>
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**Course Grading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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Institute Speakers & Overview of Weekly Schedule

**Monday, July 24, 2017**
AM: Building our 21st Century Toolbox  
PM: Speaker: Dr. Leslie Gates - “Creativity and Choice as Essential Elements of 21st Century Learning”

**Tuesday, July 25, 2017:**  
AM: Speaker: Stacey Shubitz, “Craft Moves & Mentor Texts for Writing Instruction”  
PM: Topic: Mentor Text book discussion and exploration  
*Please bring your Mentor Texts book on this day

**Wednesday, July 26, 2017:**  
AM: Speaker: Skype Session with Jennifer Serravallo, followed by an in-depth workshop on the Reading Strategies book with Reading Specialist, Julie Stover  
PM: Topic: Continuation of AM learning activities  
*Please bring your Reading Strategies book this day  
*Book Response paper due today!

**Thursday, July 27, 2017**  
AM: Speaker: Dr. Julie Wise, “The Digital Shift: Rethinking Foundation Literacy Skills”  
PM: Exploration of Digital Tools for the Elementary Literacy Classroom

**Friday, July 28, 2017**  
AM: Speaker: Skype Session with Kristine Mraz, “Playing with Purpose: Playful Literacy Learning”  
PM: Topic: Recap and Wrap Up: Participant Expert Groups

**Tentative Daily Schedule:**  
8-8:30 - Breakfast, table talk  
8:30-9:00 - Welcome & schedule for day/housekeeping items  
9:00-12:00 - Morning session  
12:00-1:00 - Lunch  
1:00-3:00 - Afternoon session  
3:00-4:00 - Independent or small group work time on institute assignments