

# EE Overview

September 14, 2005



Welcome back! Year Two presents an extraordinary opportunity to use Year One's growth and learning as a foundation for personal and professional transformation. You will craft this. We will set up the learning environment. Then, we will mentor, collaborate, assess, and celebrate with you.

## Class Meetings

Sept. 7  
Sept. 14  
Sept. 21 (Workshop)  
Sept. 28 - **NOT Faye or Donna**  
No class Oct. 5 (Rosh Hashanah)  
No class Oct. 12 (Yom Kippur)  
Oct. 19  
Oct. 26

Nov. 2 - **NOT Faye or Donna**  
Nov. 9  
Nov. 16 (Workshop)  
No class Nov. 23 (night before Thanksgiving)  
Nov. 30  
Dec. 7 (Workshop)  
Dec. 14

## Some EEV Workshops

Sept. 21 at the United Nations  
October 17 at C. W. Post with Kyle Peck  
Nov. 19 (David VanEsselstyn all day. Dr. Byrne in the morning.)

## Mid-June, 2006

You will finish together as a TEAM with presentation, closing of our program together, and celebration. Final products will include:

- A professional portfolio, a web-based place with *the best of the best* of your work, a show-off place for your accomplishments and evidence for us of your learning. The professional portfolio will include:
  - a splash page, created using *Flash* – more *Flash* may be included, but everyone must exhibit this fundamental skill set in a splash page
  - a 30 second video introduction to your site, which gets at the essence of your site – think of it as your “elevator speech” where you describe your site to your principal or superintendent
  - demonstrated use of at least two technology tools with advanced skills in meaningful contexts from the Dreamweaver, Fireworks, Flash, video editing and presentation. More than two is encouraged. Additions with Microsoft tools and other tools as well are welcome.

- PG/S anchors to your work and links of value to you with specializations in one, two or three areas and highlighting their relationships with the **Schools That Learn** materials (e.g., ISTE, GLEF). As leadership is central to the T.E.A.M. experience, we will ask you to "gift" your insights to major players in the field as you close on T.E.A.M. in June.
- a link to your EEV collaboration(s)
- a personally developed assessment protocol and analysis including evidence and reflection in specified areas. The assessed items will include purpose, audience, rationale, grounding/research, content, presentation design and usability, interactivity, evidence of users' engagement in constructivist learning, assessment. This may be a separate document.
- One or more EEV collaborations, each of which include:
  - a 30 second video introduction to your site – see above
  - demonstrated use of at least two technology tools with advanced skills in meaningful contexts from the Dreamweaver, Fireworks, Flash, video editing and presentation. More than two is encouraged. Additions with Microsoft tools and other tools as well are welcome.
  - PG/S anchors to your EEV work and links of value to you in the context of that work.
  - a group developed assessment protocol and analysis including evidence and reflection in specified areas. The assessed items will include purpose, audience, rationale, grounding/research, content, presentation design and usability, interactivity, evidence of users' engagement in constructivist learning, assessment. This may be a separate document.
- A Program Synthesis Journal
- A Final EEV Questionnaire
- Participation in an in-class Focus Group conversation on the last day of class in June.
- Completion of several short program evaluation instruments

## Fall Semester, 2005

We will close on Fall semester with presentation and celebration. Products for Fall will include:

- A Developmental Portfolio, a web-based place where you house your work of the semester. This will be a product that evidences and shows reflection upon your accomplishments throughout the semester. It will include:
  - a 30 second video clip
  - use of several technology tools, including those planned by you in your technology contract (e.g., perhaps Dreamweaver, Fireworks, Flash, video tools)
  - PG/S products including links to:
    - semester wikis and other online tools (rather than PG/S logs) Content for Fall semester will include:
      - Discussions on topics related to last year's readings in **Schools That Learn** (e.g., on Costa's "intellectual behaviors" and on the five disciplines)
      - Discussions on further Fall readings in **Schools That Learn** (on *School and Community* - pages 271-572)
    - a place where products of online searches, links, and off-line materials of value to you are kept, organized, and annotated. As part of this site, begin the process of specialization (e.g., ISTE, GLEF) and work on the relationship between materials and the **Schools That Learn** readings.

- link to EEV collaboration(s)
- One or more EEV collaborations, each of which include:
  - a 30 second video introduction to your site
  - use of several technology tools in meaningful contexts (*e.g.*, perhaps Dreamweaver, Fireworks, Flash, video tools)
  - PG/S anchors to your work and links of value to you
  - an assessment protocol developed (not necessarily implemented but a couple of items “pilot tested”)
- Collaboration assessment instruments throughout the semester
- A Fall 2005 Synthesis Journal
- A Fall 2005 EEV Questionnaire
- EEV logs due at six points during the semester
- A Technology Contract
- Fluid engagement in a technology online discussion throughout the semester with Faye Lourenso and Donna Clapp
- Attendance and participation
- Three leadership logs
- EEV workshop logs if attendance at EEV workshop(s) (Optional)
- In-class short data gathering tools
- Some individual student mini-presentations (all students will present at least once between September and June) at the beginning of each class

## Tentative Class Structure

- 4:30-4:45 - student mini-presentation
- 4:45-6:15 - collaboration time with support within collaborations (for technology, collaborations, and PG/S grounding)
- 6:15-6:30 - mentor mini-presentation (a technology mini-presentation, possibly captured using Camtasia during class). This session may be archived on the class site.
- 6:30-7:30 - PG/S presentation and small group interactive activity related to readings
- Additional team building and/or other discussions, if desired, fit into the structure above

## An Online Component

- End at 7:30. Online wiki and other online tools for PG/S work will be used instead of continuing class until 8 pm

## Changes from last year

- EEV with more measurable outcomes for individual and collaborative groups and greater specificity in assignments.
- PG/S products to include wikis and other online tools, PG/S materials in developmental portfolio, and PG/S anchors/grounding for EEV collaborations. No PG/S logs.
- Direct technology instruction pulled out of class. Instead, mini-presentations at home by Faye, Donna, and others, technology contracts with specific goals weekly, online Technology forum, led by Faye and Donna, and technology support within expanded EEV time. No technology logs.

- Two websites at any given time - portfolio and collaboration (individual and group)
- class ends at 7:30 with some shift to online

## Course Content

- PG/S content, including intellectual behaviors, systems thinking (reinforcement of the 5 disciplines – PM, MM, TL, SV, ST) , creating learning communities, sustainability, transformation
- Technology content TBD after Technology Growth Plans are in
- Content of EEV collaboration to include content of the collaboration and content related to building and assessing constructivist learning environments

## Assignments

- Technology
  - Technology contract with weekly technology learning plan, evidence and reflection. Mentors study and give feedback on plan. Student monitor, evidence, and reflect.
  - Participation in Technology Forum with Faye and Donna
  - Technology-related student mini-presentations - 4:30-4:45 (at least one each week between September and June)
  - Technology in portfolios
  - Technology in EEV
  - Technology reflection in Synthesis Journal
- EEV
  - EEV planning instrument
  - Participation in EEV online conversation between weeks 1 and 2
  - EEV collaboration site to include all in EEV guidelines
  - EEV activities throughout semester (*e.g.*, in class reports)
  - EEV logs due six times in Fall semester
  - EEV reflections in Synthesis Journal
  - EEV Questionnaire at end of semester
- PG/S
  - PG/S readings in **Schools that Learn** with insights contributed to small group wikis or with other online tools
  - Specialization (*e.g.* ISTE, GLEF) and building the relationships between materials and **Schools That Learn** readings. "Gifting" insights on next steps for the future to major partners in the field.
  - Exploration of websites listed for the semester
  - Lifelong learning portal in developmental portfolio as repository and place to reflect on database searching, web exploration, and other media materials
  - Anchoring/grounding of EEV collaboration(s) on EEV collaboration site(s)
  - PG/S reflections in Synthesis Journal
- Leadership
  - Three leadership logs in Fall semester
- Optional: Workshops
  - If workshops, then EEV workshop logs