Teacher Lab (Online) Course Syllabus

Title of Course: Teacher Lab: 21st Century Library and Research Skills

<table>
<thead>
<tr>
<th>Number of Sessions: 12</th>
<th>Total Hours: 12</th>
<th>Total Number of Credits: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Start Date: ---</td>
<td>Total Hours: 12</td>
<td>Course End Date: ---</td>
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<tr>
<td>Course Location: online</td>
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<tr>
<td>Maximum Course Enrollment: unlimited</td>
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</table>

Instructor’s Name: ---  Instructor’s Telephone: ---

Instructor’s Email: ---

Education Partner Fee: $0

Materials Fee (if applicable): $0

Registration Deadline (ASPD will add):

Instructions for completing registration and payment through education partner:
Enroll in the online course by visiting www.bklynlibrary.org/teacherlab. Attendees must create a free Teachable account (username and password) to access the course.

Course Information

1. Course Description
This course is designed to increase educator knowledge of locating texts and resources that assist in meeting specific instructional goals in the classroom. Course attendees will receive an in-depth orientation to the modern public library, a special collection in an archive, and general internet tools such as Google and Wikipedia. Additionally, attendees will learn how to handle primary sources, interpret historical information presented visually, orally or quantitatively, and apply core research skills across all disciplines.

Educators will leave the course with a thorough understanding of how to locate a variety of texts and media to enrich the student learning process.

2. Target Grade Levels: K - 12th grade
3. Integration of Danielson Framework for Teaching Components

**Domain 1: 1d – Demonstrating Knowledge of Resources**

This course will guide teachers in using the library’s resources and services to find materials – texts (both print and digital), primary & secondary sources, articles, websites, video – to build rich, engaging learning opportunities for students.

**Domain 3: 3c – Engaging Students in Learning**

The course framework includes many opportunities for discussion and learning from each other. Educators will be prompted to think, critique, and discuss with each another how the course content’s resources and skills may be used for innovative (and practical) teaching and learning techniques.

4. Integration of Standards

Applicable standards can be traced back to the course’s two skill tracks for educators: **resource expertise and research expertise**.

**RESOURCE EXPERTISE**

This course aims to increase educators’ general knowledge of how to find and use teaching and learning resources. In particular, this course will address several key student competencies consistent to all disciplinary standards:

- Read informational texts across all disciplines
- Compare and contrast a variety of texts in diverse media and formats
- Read, listen to and learn from a variety of texts as well as communicate (write and speak) to a variety of purposes, contexts and tasks

Key examples from the **ELA Common Core Anchor Standards** include:

- **CCSS.ELA-Literacy.CCRA.R.6**
  Assess how point of view or purpose shapes the content and style of a text.

- **CCSS.ELA-Literacy.CCRA.R.7**
  Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- **CCSS.ELA-Literacy.CCRA.W.8**
  Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- **CCSS.ELA-Literacy.CCRA.SL.2**
  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
• CCSS.ELA-Literacy.CCRA.L.4
  Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Do educators have strong knowledge of how to find resources for use in the classroom? Examples: a level-appropriate text which demonstrates strong point of view? A series of political cartoons? An article from a popular magazine or foreign newspaper about a current event? Primary and secondary sources from a historical time period? Charts, graphs and/or maps? Can the educator think broadly and creatively about applying resource use to instructional goals?

**In other words, educators empowered with strong resource knowledge will be able to create richer educational content and learning opportunities for their students.**

**RESEARCH EXPERTISE**

This course will use the Brooklyn Collection—Brooklyn Public Library’s local history division—as a basis for increasing educators’ general knowledge of the research and information gathering process, including how to handle archival materials, core research skills and techniques, how to identify primary/secondary sources, and more.

In particular, this course will address several key student competencies consistent to all disciplinary standards:

- Citing textual evidence in support of an argument or claim
- Analysis of primary and secondary sources
- Synthesizing resources and information in support of a unified argument or claim
- Determining the message of a text using context clues and background knowledge

Key Reading (Informational Text), Writing, and Speaking/Listening Standards include:

• CCSS.ELA-Literacy.RI.4.7
  Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

• CCSS.ELA-Literacy.RL.5.1
  Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

• CCSS.ELA-Literacy.WHST.11-12.8
  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-Literacy.WHST.6-8.1b
Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

In other words, educators empowered with a strong understanding of the research and inquiry process will be better equipped to teach age-appropriate research skills to students.

5. Pedagogical Approach

Discovery Learning
Discovery will be built into each module. Online modules will include one or more video lessons, with links to independent reading and downloadable exercises for educators to complete independently.

Open-ended instruction & peer-to-peer teaching
The course will provide opportunities for discussion and peer collaboration by requiring attendees to post at least one comment to the discussion board posting per module. Discussion topics will be themed on the discovery learning task (independent exercises) embedded in each module.

6. Application to Instruction and Student Learning

The course is designed to tie resource discovery and core research techniques directly to practical application in the classroom. In order to receive a passing grade for the course, educators must create an annotated resource list in support of an instructional unit or objective (see Appendix C).
7. Assessment

**Formative Assessment**

Library Skills Test/Scavenger Hunt (Appendix A & B) – Educators use independent worktime to complete the worksheets and post to the course discussion board. These exercises allow the instructor to gauge educators’ current knowledge of the modern library as well as general competency in finding resources.

3-2-1 Exit Ticket – Educators will be prompted to complete an online Exit Ticket (3 things I learned; 2 questions I have; 1 suggestion) in order to gauge prior knowledge and clarify the learning that occurred.

**Summative Assessment**

Final assignment (Appendix C) – The final assignment is designed to apply new skills acquired during the course: finding a variety of resources (fiction and non-fiction text, photographs, websites, articles, etc.) which support a learning topic, unit or objective; citing resources; writing annotations; the research and inquiry cycle; and more.

<table>
<thead>
<tr>
<th>Major Assignment</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Final Assignment</td>
<td>1/22/19</td>
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</tbody>
</table>

8. Feedback

The final assignment will be reviewed in an introductory module at the beginning of the course. Instructor will be available via designated “office hours” and 24/7 via email to answer questions related to the final assignment, offer feedback on topic selected, etc.

9. Grades

Participation: Exit Ticket completion = 20%
Participation: Posting to discussion board = 20% (rubric – see Appendix)
Final Assignment = 60% (rubric – see Appendix)
# Course Calendar

## Session #1 – Intro to the Teacher Lab

| Date & Time: n/a – online module to be completed independently |
| Number of hours for this session: 45 mins (.75 hours) |
| Assignments due today: n/a |

### Objectives:

**Instructional Goals**
- Introduce educators to the course, skills to be gained and expectations to be met
- Introduce educators to the final assignment

### Topics and Agenda:

**10mins – LESSON**
- Introduction to the Teacher Lab course
- Review course goals and objectives & skills to be gained
- Review all course modules and topics covered

**10mins – LESSON**
- Final assignment review; requirements review
- Reviewing grading rubric
- Due dates, instructor feedback and how to submit

**30mins – INDEPENDENT WORK**
- Scavenger hunt (downloadable file – Appendix A)
- Post at least 1 comment about your experience to the module discussion board

### Application to Instruction and Student Learning:

By the end of this lesson, Educators will:
- Understand course goals and objectives
- Understand the methodology of the course, topics covered, and skills to be gained
- Understand expectations for course learning & engagement, and for receiving a “pass” grade
- Understand how the course modules support successful completion of the final assignment

### Assessment and Feedback:

Any questions may be posted in the online discussion board
<table>
<thead>
<tr>
<th><strong>Session #2 – Intro to the Public Library</strong></th>
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</thead>
<tbody>
<tr>
<td>Date &amp; Time: n/a – online module &amp; extension work to be completed independently</td>
</tr>
<tr>
<td>Number of hours for this session: 1.5 hours</td>
</tr>
<tr>
<td>Assignments due today: 1 discussion board posting; 1 Exit Ticket</td>
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</tbody>
</table>

**Objectives:**

**Instructional Goals**
- Introduce educators to the modern public library
- Teach educators how to navigate the physical library space to find resources useful to them in the classroom
- Teach educators how to find print texts in a library setting (requirement for final assignment)

**Topics and Agenda:**

- **15mins – LESSON**
  - Introduction to the modern library
  - Mission and purpose, library cards, staffing, collections, services

- **10mins – LESSON**
  - Introduction to the physical library: layout and organization

- **1hr – INDEPENDENT WORK**
  - Visiting your local library – tasklist (downloadable file – Appendix B)
  - Post at least 1 comment about your experience to the module discussion board

- **10mins – FURTHER READING & LEARNING**
  - Extension reading related to the module

**Application to Instruction and Student Learning:**

**By the end of this lesson, Educators will:**
- Understand the resources and services available at a public/school library; how to access and use these resources; and be able to generalize this information for the benefit of students

**Assessment and Feedback:**

At the close of this session, educators will be asked to complete a 3-2-1 Exit Ticket (via online survey):
- 3 things I learned; 2 questions I have; 1 suggestion.
# Session #3 – Using the Public Library Catalog

**Date & Time:** n/a – online module & extension work to be completed independently  
**Number of hours for this session:** 1 hour  
**Assignments due today:** 1 discussion board posting; 1 Exit Ticket

## Objectives:

**Instructional Goals**
- Introduce educators to the online public library catalog
- Teach educators how to navigate the online library catalog to find & request books, photographs, media and more useful to them in the classroom (requirement for final assignment)

## Topics and Agenda:

15mins – LESSON
- Basic searching: finding the catalog, keyword searching, placing holds
- Reading a catalog record: number of copies, format available, branch available, call number

10mins – LESSON
- Intermediate searching: filtering (age level; format; date published; etc.)

30mins – INDEPENDENT WORK
- Learning your local library catalog – tasklist (downloadable file)
- Post at least 1 comment about your experience to the module discussion board

10mins – FURTHER READING & LEARNING
- Extension reading related to the module

## Application to Instruction and Student Learning:

**By the end of this lesson, Educators will:**
- Know how to use the library catalog to locate and request library materials; and be able to generalize this information for the benefit of students

## Assessment and Feedback:

At the close of this session, educators will be asked to complete a 3-2-1 Exit Ticket (via online survey):
- 3 things I learned; 2 questions I have; 1 suggestion.
# Session #4 – Introduction to an Archive

**Date & Time:** n/a – online module & extension work to be completed independently  
**Number of hours for this session:** 1.5 hours  
**Assignments due today:** 1 discussion board posting; 1 Exit Ticket

## Objectives:

**Instructional Goals**
- Introduce educators to a physical archive
- Teach educators how to navigate an archive or special collection to find & request books, photographs, media and more useful to them in the classroom (requirement for final assignment)

## Topics and Agenda:

**10mins – LESSON**
- Introduction to the Brooklyn Collection (history division of the Brooklyn Public Library): mission and purpose, staffing, resources, services, layout and organization

**15mins – Q&A WITH AN ARCHIVIST**
- What an archivist is, and what they do

**1hr – INDEPENDENT WORK**
- Visiting a local archive – tasklist (downloadable file)  
- Post at least 1 comment about your experience to the module discussion board

**5mins – FURTHER READING & LEARNING**
- Extension reading related to the module

## Application to Instruction and Student Learning:

**By the end of this lesson, Educators will:**
- Understand the resources and services available at an archive or special collection; and be able to generalize this information for the benefit of students

## Assessment and Feedback:

At the close of this session, educators will be asked to complete a 3-2-1 Exit Ticket (via online survey): 3 things I learned; 2 questions I have; 1 suggestion.
<table>
<thead>
<tr>
<th>Session #5 – The Hidden Web &amp; Introduction to Databases</th>
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<tbody>
<tr>
<td><strong>Date &amp; Time:</strong> n/a – online module &amp; extension work to be completed independently</td>
</tr>
<tr>
<td><strong>Number of hours for this session:</strong> 1.5 hours</td>
</tr>
<tr>
<td><strong>Assignments due today:</strong> 1 discussion board posting; 1 Exit Ticket</td>
</tr>
</tbody>
</table>

**Objectives:**

**Instructional Goals**
- Introduce educators to finding educational content on the “hidden web”
- Introduce educators to the basics of finding resources such as articles, photos, videos, sound, charts & graphs, etc. using educational databases (requirement for final assignment)

**Topics and Agenda:**

10mins – LESSON
- The “open” web vs. the “hidden” web
- Reasons for online content to be behind paywalls

15mins – LESSON
- What a database is and why we use them
- How information in a database is organized

10mins – LESSON
- Demo-ing the process to find educational resources in several databases

45mins – INDEPENDENT WORK
- Getting to know your local library database list – tasklist (downloadable file)
- Post at least 1 comment about your experience to the module discussion board

10mins – FURTHER READING & LEARNING
- Extension reading related to the module

**Application to Instruction and Student Learning:**

By the end of this lesson, Educators will:
- Know how to use an educational database to locate a variety of resources and media for classroom use; and be able to generalize this information for the benefit of students

**Assessment and Feedback:**

At the close of this session, educators will be asked to complete a 3-2-1 Exit Ticket (via online survey):
- 3 things I learned; 2 questions I have; 1 suggestion.
**Session #6 – Introduction to a Digital Archive**

Date & Time: n/a – online module & extension work to be completed independently
Number of hours for this session: 30 mins (.5 hours)
Assignments due today: 1 Exit Ticket

**Objectives:**

**Instructional Goals**
- Teach educators how to navigate a digital or special collection to find & request resources useful to them in the classroom
- Teach educators how to find books, photographs, media and more using a digital archive (requirement for final assignment)

**Topics and Agenda:**

15mins – LESSON
- Introduction to the Digital Public Library of America (free online archive): mission and purpose, layout & organization, and more

15mins – LESSON
- Introduction to the Digital Public Library of America primary source sets & teaching tools

**Application to Instruction and Student Learning:**

By the end of this lesson, Educators will:
- Understand how to access and use a digital archive or special collection; and be able to generalize this information for the benefit of students

**Assessment and Feedback:**

At the close of this session, educators will be asked to complete a 3-2-1 Exit Ticket (via online survey):
3 things I learned; 2 questions I have; 1 suggestion.
## Session #7 – The Open Web: Google & Wikipedia

**Date & Time:** n/a – online module & extension work to be completed independently  
**Number of hours for this session:** 1.5 hours  
**Assignments due today:** 1 discussion board posting; 1 Exit Ticket

### Standards and Components Alignment:

<table>
<thead>
<tr>
<th>Danielson Framework</th>
<th>CCSS Alignment</th>
</tr>
</thead>
</table>
| **Domain 1: Planning and Preparation**  
  1a – Demonstrating Knowledge of Content and Pedagogy  
  1d – Demonstrating Knowledge of Resources | **CCSS.ELA-Literacy.CCRA.R.7**  
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| **Domain 2: The Classroom Environment**  
  2b – Establishing a Culture for Learning | **CCSS.ELA-Literacy.CCRA.R.9**  
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **Domain 3: Instruction**  
  3c – Engaging Students in Learning | **CCSS.ELA-Literacy.CCRA.R.10**  
Read and comprehend complex literary and informational texts independently and proficiently |

### Objectives:

**Instructional Goals**
- Introduce educators to finding educational content on the “open web”
- Introduce educators to the basics of finding resources such as articles, photos, videos, sound, charts & graphs, etc. using Google Tools & Wikipedia (requirement for final assignment)

### Topics and Agenda:

**15mins – LESSON**
- How today’s students find information online  
- Summary of digital literacy skills needed to successfully navigate the world of online information

**20mins – LESSON**
- How Google works  
- Teaching students how to use Google

**20mins – LESSON**
- How Wikipedia works  
- Teaching students how to use Wikipedia

**25mins – INDEPENDENT WORK**
- Use Google to find at least one website that could be added to your final assignment resource list  
- Using the “sources cited” list in an Wikipedia article, find at least one resource that could be added
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>to your final assignment resource list</td>
<td>- Post at least 1 comment about your experience to the module discussion board</td>
</tr>
<tr>
<td>10mins – FURTHER READING &amp; LEARNING</td>
<td>- Extension reading related to the module</td>
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</tbody>
</table>

**Application to Instruction and Student Learning:**

**By the end of this lesson, Educators will:**

- Know how to use Google and Wikipedia to teach digital literacy skills to students
- Know how to use Google and Wikipedia to locate a variety of resources and media for classroom use; and be able to generalize this information for the benefit of students

**Assessment and Feedback:**

At the close of this session, educators will be asked to complete a 3-2-1 Exit Ticket (via online survey):
3 things I learned; 2 questions I have; 1 suggestion.
# Session #8 – Determining Text Complexity

**Date & Time:** n/a – online module & extension work to be completed independently  
**Number of hours for this session:** 1 hour  
**Assignments due today:** 1 discussion board posting; 1 Exit Ticket

## Standards and Components Alignment:

<table>
<thead>
<tr>
<th>Danielson Framework</th>
<th>CCSS Alignment</th>
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<tbody>
<tr>
<td>Domain 1: Planning and Preparation</td>
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<tr>
<td>1a – Demonstrating Knowledge of Content and Pedagogy</td>
<td>CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content</td>
</tr>
<tr>
<td>1d – Demonstrating Knowledge of Resources</td>
<td>presented in diverse media and formats, including</td>
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<td>visually and quantitatively, as well as in words.</td>
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<tr>
<td>Domain 2: The Classroom Environment</td>
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<tr>
<td>2b – Establishing a Culture for Learning</td>
<td>CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more</td>
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<td>texts address similar themes or topics in order to</td>
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<td>build knowledge or to compare the approaches the</td>
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<td>authors take.</td>
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<tr>
<td>Domain 3: Instruction</td>
<td>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex</td>
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<tr>
<td>3c – Engaging Students in Learning</td>
<td>literary and informational texts independently and</td>
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<td>proficiently</td>
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## Objectives:

### Instructional Goals
- Introduce educators to the basics of determining text complexity as defined by the Common Core
- Introduce educators to methodology for determining qualitative measures of text complexity
- Model assigning a qualitative score to an informational text

## Topics and Agenda:

10mins – LESSON  
- Criteria for determining text complexity  
- Determining the complexity of qualitative text features

10mins – DO NOW/INDEPENDENT WORK  
- Reviewing the Gradients in Complexity rubric (downloadable file)

5mins – LESSON/REVIEW  
- Reviewing the Gradients in Complexity rubric

10mins – LESSON  
- Modeling determination of text complexity with sample text

15mins – INDEPENDENT WORK  
- Determining text complexity task (downloadable file)
• Post at least 1 comment about your experience to the module discussion board

10mins – FURTHER READING & LEARNING
• Extension reading related to the module

Application to Instruction and Student Learning:

By the end of this lesson, Educators will:
• Have a more thorough understanding of text complexity
• Be able to assign a complexity measure to a text using the Gradients in Complexity rubric

Assessment and Feedback:

At the close of this session, educators will be asked to complete a 3-2-1 Exit Ticket (via online survey): 3 things I learned; 2 questions I have; 1 suggestion.
<table>
<thead>
<tr>
<th>Session #9 – Introduction to Research</th>
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<tbody>
<tr>
<td>Date &amp; Time: n/a – online module &amp; extension work to be completed independently</td>
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<tr>
<td>Number of hours for this session: 1 hour</td>
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<tr>
<td>Assignments due today: 1 discussion board posting; 1 Exit Ticket</td>
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</table>

**Objectives:**

**Instructional Goals**
- Introduce educators to the terms, activities and processes related to the research process
- Challenge educators to expand their thinking about how to incorporate research-based skillsets into the classroom

**Topics and Agenda:**

15mins – LESSON
- Pre-research & planning: Identifying research topics, questions & keywords
- Defining research terminology: primary & secondary sources; fact vs. opinion; plagiarism
- Using primary sources to teach research skills: making inferences; stating a claim; etc.

20mins – INDEPENDENT WORK
- History mystery activity (downloadable file)
- Post at least 1 comment about your experience to the module discussion board

20mins – LESSON
- Post-research and putting it all together
- Writing citations (MLA 8) and annotations

10mins – FURTHER READING & LEARNING
- Extension reading related to the module

**Application to Instruction and Student Learning:**

**By the end of this lesson, Educators will:**
- Have a more thorough understanding of terms, activities and processes related to the research process; and be able to generalize this information for the benefit of students
- Feel more confident instructing components of the research process in the classroom

**Assessment and Feedback:**

At the close of this session, educators will be asked to complete a 3-2-1 Exit Ticket (via online survey):
- 3 things I learned; 2 questions I have; 1 suggestion.
## Session #10 – The CRAAP Test: Evaluating Resources

**Date & Time:** n/a – online module & extension work to be completed independently  
**Number of hours for this session:** 45 mins (.75 hours)  
**Assignments due today:** 1 Exit Ticket

### Objectives:

**Instructional Goals**
- Introduce educators to methodology for helping students to analyze and evaluate different kinds of resources (a tweet, a website, a digital article, a TV show, etc.) for credibility and authority

### Topics and Agenda:

**15mins – LESSON**
- Introduction to the CRAAP methodology for evaluating resources

**10mins – DO NOW/INDEPENDENT WORK**
- Practice using CRAAP to evaluate resources

**10mins – DO NOW/INDEPENDENT WORK**
- Practice writing an annotation

**10mins – FURTHER READING & LEARNING**
- Extension reading related to the module

### Application to Instruction and Student Learning:

**By the end of this lesson, Educators will:**
- Understand how to use basic methodology to teach students how to evaluate resources during the research process; and be able to generalize this information for the benefit of students

### Assessment and Feedback:

At the close of this session, educators will be asked to complete a 3-2-1 Exit Ticket (via online survey):  
3 things I learned; 2 questions I have; 1 suggestion.
### Session #11 – Selecting Texts for Instructional Purposes

**Date & Time:** n/a – online module & extension work to be completed independently  
**Number of hours for this session:** 1.25 hours  
**Assignments due today:** 1 discussion board posting; 1 Exit Ticket

### Objectives:

**Instructional Goals**
- Introduce educators to the definition of “text” as defined by the Common Core  
- Challenge educators to expand their thinking about how to incorporate non-traditional “texts” and texts of varying complexity into the classroom

### Topics and Agenda:

15mins – LESSON  
- The Common Core battle: content vs. process  
- Teaching content without teaching process  

10mins – DO NOW/INDEPENDENT WORK  
- Unpacking a standard: listing all the skills a student needs in order to answer an essential question and complete a task (downloadable file)

20mins – LESSON  
- Review: unpacking activity  
- Pulling content specifics resources vs. creating a text set for a specific instructional purpose

15mins – INDEPENDENT WORK  
- Text set exploration task (downloadable file)  
- Post at least 1 comment about your experience to the module discussion board

10mins – FURTHER READING & LEARNING  
- Extension reading related to the module

### Application to Instruction and Student Learning:

**By the end of this lesson, Educators will:**
- Have a more thorough understanding of the cyclical nature of research and inquiry  
- Feel more confident selecting a variety of complex texts for instructional purposes

### Assessment and Feedback:

At the close of this session, educators will be asked to complete a 3-2-1 Exit Ticket (via online survey):  
3 things I learned; 2 questions I have; 1 suggestion.
### Session #12a – Instructor Office Hours/Open Discussion

<table>
<thead>
<tr>
<th>Date &amp; Time:</th>
<th>Set by instructor</th>
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<tbody>
<tr>
<td>Number of hours for this session:</td>
<td>30-60 mins</td>
</tr>
<tr>
<td>Assignments due today:</td>
<td>n/a</td>
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</tbody>
</table>

**Objectives:**

**Instructional Goals**
- Instructor will be available during “office hours” (via conference call) for attendees to discuss questions, concerns or thoughts related to any course topics and/or the final assignment

**Topics and Agenda:**

- **30-60mins – OPEN DISCUSSION**
  - Q&A related to the final assignment or other course topics

**Application to Instruction and Student Learning:**

**By the end of this lesson, Educators will:**
- Have any questions addressed by the instructor
- Feel more confident in skills/knowledge acquired during the course
- Feel more confident completing the final assignment

**Assessment and Feedback:**

Instructor will be available for on-the-spot feedback relating to any of the course module tasks and/or the final assignment.
<table>
<thead>
<tr>
<th><strong>Session #12b – Instructor Office Hours/Open Discussion</strong></th>
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<tbody>
<tr>
<td><strong>Date &amp; Time:</strong> Set by instructor</td>
</tr>
<tr>
<td><strong>Number of hours for this session:</strong> 30-60 mins</td>
</tr>
<tr>
<td><strong>Assignments due today:</strong> n/a</td>
</tr>
</tbody>
</table>

**Objectives:**

**Instructional Goals**
- Instructor will be available during “office hours” (via conference call) for attendees to discuss questions, concerns or thoughts related to any course topics and/or the final assignment

**Topics and Agenda:**

30-60mins – OPEN DISCUSSION
- Q&A related to the final assignment or other course topics

**Application to Instruction and Student Learning:**

**By the end of this lesson, Educators will:**
- Have any questions addressed by the instructor
- Feel more confident in skills/knowledge acquired during the course
- Feel more confident completing the final assignment

**Assessment and Feedback:**

Instructor will be available for on-the-spot feedback relating to any of the course module tasks and/or the final assignment.
# APPENDIX A: TEACHER LAB SKILLS TEST/SCAVENGER HUNT

**Activity:** Scavenger Hunt  
**Purpose:** To gauge existing research and online resource-seeking skills.

Answer as many of the following questions as you can within a **30 minute time limit**.  
NOTE: this work can be done from any internet-connected computer.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer or Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find a Wall Street Journal article published in the year 2014 about drone strikes.</td>
<td></td>
</tr>
<tr>
<td>Find a video that is not on YouTube that explains the electoral college.</td>
<td></td>
</tr>
<tr>
<td>Find a newspaper article not in the New York Times about Jackie Robinson.</td>
<td></td>
</tr>
<tr>
<td>Find a photograph appropriate to help 6th grade students discuss the benefits and risks of environmental regulation.</td>
<td></td>
</tr>
<tr>
<td>Find a historical fiction book appropriate on the themes of civil rights and baseball (appropriate for either a 6th grade or a 10th grade audience – you pick).</td>
<td></td>
</tr>
<tr>
<td>Find an oral interview with a subject about the Japanese-American internment during WWII.</td>
<td></td>
</tr>
<tr>
<td>Find a fiction book appropriate for the teen audience on the subject of genetic engineering and biotechnology.</td>
<td></td>
</tr>
<tr>
<td>Find a social media hashtag about the Dakota Access Pipeline.</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX B: GETTING TO KNOW YOUR LOCAL LIBRARY

| Activity: Library orientation | Purpose: To gauge existing library and research skills, to build familiarity with the physical library |

Pay a visit to your local library. Using **any resource** available to you, answer as many of the following questions as you can within a **30 minute time limit**.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer or Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take a minute to walk around the library. Find the youth section in the building.</td>
<td>□ Done</td>
</tr>
<tr>
<td>Find a children’s (J) book about science and write down the title, author and call number.</td>
<td>Title:</td>
</tr>
<tr>
<td></td>
<td>Author:</td>
</tr>
<tr>
<td></td>
<td>Call Number:</td>
</tr>
<tr>
<td>Find a Teen (YA) fiction book by an author with a last name that starts with the letter ‘S’.</td>
<td>Title:</td>
</tr>
<tr>
<td></td>
<td>Author:</td>
</tr>
<tr>
<td></td>
<td>Call Number:</td>
</tr>
<tr>
<td>Find an Adult book which contains a picture of an athlete.</td>
<td>Title:</td>
</tr>
<tr>
<td></td>
<td>Author:</td>
</tr>
<tr>
<td></td>
<td>Call Number:</td>
</tr>
<tr>
<td>Fill out a library card application (if you do not already have one).</td>
<td>□ Done</td>
</tr>
<tr>
<td>Ask to use a library computer. What is the process?</td>
<td></td>
</tr>
<tr>
<td>Does a Youth Services librarian work at this branch? How can you get in touch with them?</td>
<td></td>
</tr>
<tr>
<td>How many branches are in this library system? (If applicable) what is the location of the closest branch to this one?</td>
<td></td>
</tr>
<tr>
<td>What is the library website?</td>
<td></td>
</tr>
<tr>
<td>How many copies does the Library own of the eBook version of “Go Set a Watchman” by Harper Lee?</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C: FINAL ASSIGNMENT

OBJECTIVE:
Build an annotated bibliography on a chosen topic or theme in support of a unit and/or learning outcome (ideally which you plan to teach in the 2018-19 school year).

RESOURCE LIST REQUIREMENTS:
✓ Must contain at least four resource types including:

- At least 2 books (any format acceptable). Books may be a print title, an eBook, and/or an audiobook. At a minimum, one book on your resource list must be categorized as a fiction title, and one book must be categorized as a non-fiction title. Use the Brooklyn Public Library or the Library of Congress catalog as your guide.

- At least 1 article (digitally accessed). At a minimum, one article from your resource list must be accessed from a digital or online resource. Article must be from a magazine, newspaper, or journal.

- At least 1 photograph (any format acceptable). Photograph may be sourced from a website, a database, or a print resource.

- At least 1 of the following: video, graphic, sound (such as a radio interview), a blog post, a web page, and/or other of your choosing.

✓ The resource list must contain at least eight items.

✓ The resource list must be formatted as an annotated bibliography in MLA 8 format. Please limit each annotation to four sentences or less.

✓ The resource list must be accompanied by a clear statement of learning outcome, instructional purpose and/or be linked to a unit plan. Please attach supporting materials (such as a unit plan) if available.
A pass/fail grade will be assigned according to the following rubric:

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource List supports a learning outcome and/or an existing unit plan</td>
<td>Resource List is not linked to a learning outcome and/or unit plan</td>
<td>Resource List is loosely applicable</td>
<td>Resource List is clearly applicable to a learning outcome and/or unit plan</td>
<td>Meets criteria for previous level and demonstrates creative, enthusiastic use of resources to meet instructional goals</td>
</tr>
<tr>
<td>Resource List contains at least 8 items</td>
<td>Resource List is incomplete (contains less than 8 items)</td>
<td>Resource List contains exactly 8 items</td>
<td>Resource List contains more than 8 items</td>
<td>Meets criteria for previous level and demonstrates enthusiasm and creativity</td>
</tr>
<tr>
<td>Resource List is formatted as a fully annotated bibliography in MLA format</td>
<td>Resource List exists</td>
<td>Resource List is formatted into a bibliography but does not meet the assignment requirements</td>
<td>Resource List is formatted into a bibliography which meets the assignment requirements</td>
<td>Meets criteria for previous level and demonstrates enthusiasm and creativity</td>
</tr>
<tr>
<td>Resource List contains at least 2 books</td>
<td>Resource List does not contain books</td>
<td>Resource List contains at least two books, but does not meet the assignment requirements</td>
<td>Resource List contains at least two books which meet the assignment requirements</td>
<td>Meets criteria for previous level and demonstrates creative, enthusiastic use of print resources</td>
</tr>
<tr>
<td>Resource List contains at least 1 digital article</td>
<td>Resource List does not contain an article</td>
<td>Resource List contains at least one article, but does not meet the assignment requirements</td>
<td>Resource List contains at least one article which meets the assignment requirements</td>
<td>Meets criteria for previous level and demonstrates creative, enthusiastic use of articles</td>
</tr>
<tr>
<td>Resource List contains at least 1 photograph</td>
<td>Resource List does not contain a photograph</td>
<td>n/a</td>
<td>Resource List contains at least one photograph</td>
<td>Meets criteria for previous level and demonstrates creative, enthusiastic use of photo resources</td>
</tr>
<tr>
<td>Resource List contains at least 1 of the following: video, graphic, sound, web page and/or other</td>
<td>Resource List does not contain one of these resources</td>
<td>n/a</td>
<td>Resource List contains at least one of these resources</td>
<td>Meets criteria for previous level and demonstrates creative, enthusiastic use of alternate resources</td>
</tr>
</tbody>
</table>
PARTICIPATION GRADING RUBRIC

Class participation (via discussion board & survey prompts) will be graded according to the following rubric:

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator has completed all discussion board prompts</td>
<td>Question prompts are not completed</td>
<td>Question prompts are partially completed, or demonstrate partial effort and engagement</td>
<td>Question prompts are fully completed and demonstrate enthusiastic effort and engagement</td>
</tr>
<tr>
<td>Educator has completed all Exit Ticket prompts</td>
<td>“Exit Ticket” prompts are not completed</td>
<td>“Exit Ticket” prompts are partially completed, or demonstrates partial effort and engagement</td>
<td>“Exit Ticket” prompts are fully completed and demonstrates enthusiastic effort and engagement</td>
</tr>
</tbody>
</table>