

Instructions: Before you begin completing this form, SAVE it to your computer. All completed forms should be sent to the Professional Development Advisory Board via email c/o Lynnette Turner at lturner@powayusd.com. Should you have any questions, please call 748-0010 (ext. 2267).

PLEASE BE ADVISED that all TLC proposals, and the work/activities proposed therein, must strictly adhere to the statutory requirements of the California Education Code and the policies and procedures set forth by the School Board of the Poway Unified School District.

Teaching and Learning Cooperative Proposal

Title of Proposal: Using Video Production to Improve Student Learning (Pinnacle or Adobe Premier Elements 101)

TLC points requested: 20

(A 10 point TLC is a minimum of 40 hours with at least half of the hours outside the contract day. A 20 point TLC is a minimum of 80 hours with at least half of the hours outside the contract day.)

Proposal Submission Date: May 1, 2009

Proposal Description (2-3 sentences for promoting to prospective participants):

Participants will learn to use video technology to improve student learning

Proposal Category(ies): (double-click in box for all that apply)

<input type="checkbox"/> Advanced Placement	<input type="checkbox"/> Differentiation	<input type="checkbox"/> Science
<input type="checkbox"/> Assessment	<input type="checkbox"/> English Language Arts	<input type="checkbox"/> Social Science
<input type="checkbox"/> AVID	<input type="checkbox"/> English Language Learners	<input type="checkbox"/> Special Education
<input type="checkbox"/> Business	<input type="checkbox"/> Facilitation	<input type="checkbox"/> Speech & Language
<input type="checkbox"/> Classroom Management and Professional Skills	<input type="checkbox"/> Math	<input checked="" type="checkbox"/> Technology & Applied Academics
<input type="checkbox"/> Consumer & Family	<input type="checkbox"/> PE/Health/ENS	<input type="checkbox"/> Visual & Performing Arts
<input type="checkbox"/> Curriculum Mapping	<input type="checkbox"/> Reading	<input type="checkbox"/> World Language
<input type="checkbox"/> Curriculum Development	<input type="checkbox"/> Response to Intervention	<input type="checkbox"/> Writing

Intended Audience or Participant list: PreK – 12th grade teachers

This proposal is limited to a maximum of 25 participants.

TLC Timeframe (Beginning and Ending Dates): July 2009 to March 31, 2010

(No hours may be counted for any TLC until the proposal has been approved by the Professional Development Advisory Board.)

Facilitator (group) or Advisor (individual): Linda Foote

Work Location: Learning Support Services

Phone: 8-801-2160

Email: lfoote@powayusd.com

PDAB Representative: Terianne Libby

District Goals to be Addressed:

- PreK-12 Literacy (support for PreK-12 reading, writing, or mathematics)
- Proficiency for all students across all grade levels and content areas, as measured by standardized state measures (CAHSEE, CST)
- Increased access to rigorous curriculum

Intended Learning Outcomes for the participant:

1. Learn to use Pinnacle Studio 11 Plus software for video production
2. Learn how to lead students in the various states of filmmaking (analyzing the rubric for elements of great movies, idea development, defining roles and responsibilities, script writing, storyboarding, planning, filming, editing, choosing appropriate music, and premiering your production.) The process will be closely related to the writing process.
3. Learn strategies for integrating video production with project-based learning. Project Based Learning: a method of teaching in which students acquire new knowledge and skills during the process of designing, planning, and producing a project. Typically the project will address an essential question or present a digital story to communicate a value or learning.

Professional Growth Activities – Acquisition of New Learning

As evidence of implementation, each participant is required to maintain a portfolio of documentation regarding completion of her/his new learning, impact on student learning and reflection activities. This portfolio will be reviewed by the facilitator at the end of the TLC. Examples of documentation: time logs, meeting notes, discussion group notes, lesson plans, student work samples, journals, etc.

Please attach the schedule of any conferences or classes that are part of the acquisition phase of this TLC

Proposal Description:

Part 1: Give a detailed description of this TLC; state what **new learning** participant(s) will acquire through this proposal

Teachers will be involved in summer and after school workshops/collaborative learning activities that will focus on developing personal abilities in creating video, supporting student video production and the application of film making to project-based learning.

Part 2: Complete the chart to show what the evidence of acquisition will be.

DATE	TIME/ LOCATION	PLANNED OR EXPECTED EVIDENCE OF ACQUISITION Assignment / Portfolio Evidence	HOURS
7/29/09	8:30-3:30	<ul style="list-style-type: none">• The role of video in the education of today's students who are truly "digital natives"; Samples of powerful learning using video; developing a video project rubric; and an introduction to Pinnacle Studio 11 Plus• Creating a "documentary" with photos.• First half of the Door Scene curriculum from the American Film Institute in Hollywood.	Inside: Outside: 7

DATE	TIME/ LOCATION	PLANNED OR EXPECTED EVIDENCE OF ACQUISITION Assignment / Portfolio Evidence	HOURS
7/30/09	8:30-3:30	<ul style="list-style-type: none"> • Second half of The Door Scene curriculum. • Project development strategies. 10 options for building real-world connections into a problem based learning idea. Teams pitch video ideas and begin story boarding, scripting, and video shooting 	Inside: Outside: 7
7/31/09	8:30-3:30	<ul style="list-style-type: none"> • Teams work on editing their projects using Pinnacle to add music, any necessary voice-overs, and final changes. Instructions for sharing video via streaming from the web, CD, SVCD, DVD, and DV Tape will be provided. • Premiering the Projects and using rubrics to note strengths and areas of improvement. Team meetings to develop integration strategies, and project ideas based on grade level standards. 	Inside: Outside: 7
September 29	4:00-6:30	Participants will receive additional instruction for using the advanced tools in Pinnacle as well as support for implementing the use of the program and tools with students. (Green Screen Chroma Key) We'll focus on additional ideas for storyboarding with students and support to help students more fully develop the concepts for their videos. The facilitators will provide additional training and support and a discussion of how to teach students to honor critical copyright issues as they are developing their projects.	Inside: Outside: 2.5
November 5	4:00-6:30	Participants will share successes and challenges, collaborate on planning and developing projects, ask questions, and make proposals for future projects.	Inside: Outside: 2.5
February 2	4:00-6:30	We will meet for a time of working on finalizing touches on videos, sharing strategies, burning DVDs and creating streaming files.	Inside: Outside: 2.5
March 30	4:00-6:30	Participants will share their finished videos and judge the elements of their video production according to the pre-established rubric. It will be judged for video production as well as for learning value. We will honor all the strengths of each video and collaborate to develop suggestions for improving our work.	Inside: Outside: 2.5

<p>July - March</p>	<p>Reading Options are based on the Personal Needs and the Goals of Participating Teachers:</p> <p><i>Pinnacle Studio in Easy Steps</i> published by Barnes and Noble, \$9.95</p> <p><i>Lights, Camera, Education</i> by the American Film Institute in Hollywood</p> <p><i>The Director in the Classroom: How Filmmaking Inspires Learning</i> by Nikos Theodosakis Book Description: The Director in the Classroom provides the "Why" for digital video in the classroom in a clear and concisely written book. The Director in the Classroom examines how filmmaking engages learners and explores how the process of filmmaking fosters the development of personal, social and higher-order thinking skills.</p> <p>Digital filmmaking can empower students with the tools, skills and confidence to take creative control of their research projects. This book identifies how today's digital cameras and software tools are revolutionizing filmmaking and enhancing learning in the classroom, and investigates curriculum connections and strategies for meeting standards and provides examples of successful video projects from K-12 and beyond.</p> <p>The Director in the Classroom also provides you with strategies for assessing video projects, dealing with copyright issues, and project ideas.</p> <p><i>Lights, Camera, Action! Making Movies and TV from the Inside Out</i> by Lisa O'Brien ©1998 This is the best resource for elementary filmmaking. It covers the process of making a film from beginning to end. It's a kid friendly book!</p> <p><i>Break a Leg! The Kid's Guide to Acting and Stagecraft</i> by Lisa Friedman © February 2002 This is a great book for preparing students to be actors and actresses. It includes warm-ups and improv ideas. It helps kids get into a character.</p> <p><i>Show Time! Music, Dance, and Drama Activities for Kids</i> by Lisa Bany-Winters © 2000 This is best for teachers to use for planning activities. It is most appropriate for the primary grades.</p> <p><i>Movie Magic A Behind-the-Scenes look at Filmmaking</i> by Robin Cross © 1996 This is a great reference for upper elementary and middle school students. It includes the history of filmmaking and covers the details of different genres.</p> <p><i>DigiTales: The Art of Telling Digital Stories</i>, by Bernajeane Porter Book Description: (This book addresses fiction and non-fiction storytelling) Digital storytelling takes the art of oral storytelling and engages a palette of technical tools to weave personal tales using images, graphics, video, music and sounds mixed together in an author's own story voice.</p> <p>This book outlines the role of storytelling in our families, communities and culture, the hardware and software tools, the storymaking processes, technical tips and resources for creating your own digital tales from start to finish. Whatever you know or don't know about technology or storytelling, this is the book for you!</p>	
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Total Acquisition Hours

Hours OUTSIDE the contract day: 31

Hours INSIDE the contract day:

Classroom Implementation Activities

The impact of the newly acquired learning of TLC participants on student learning is critical to this section

Development/Implementation Description:

Part 1: Describe how this TLC will be developed and implemented in the classroom.

- Teachers will work with students to explore, research, analyze, and present learning content through the art of video production.
- They will develop one or more problem based learning projects and guide students through the video production process they experienced during the summer training.
- The facilitators will be available for trouble-shooting and support. Special “as-needed” trainings will also be offered.
- Teachers and students will keep journals to record their reflections during each stage of the video-production

Part 2: Complete the chart to show what the evidence of development/implementation will be.

DATE	TIME/LOCATION	PLANNED OR EXPECTED EVIDENCE OF DEVELOPMENT/IMPLEMENTATION Assignment / Portfolio Evidence	HOURS
August 1		Create a video using still photos	Inside: Outside: 8
August 1		Create your “Door Screen Video” with your TLC team	Inside: Outside: 8
September 30		Create a video for Back to School (either for students or with students for parents)	Inside: 2 Outside: 6
July to March		Create one video that supports and improves student learning (must be at least basic or proficient on the created instructional video rubric) Video Storyboards (due November) Video First footage (due January) Video Final project (due March)	Inside: 8 Outside: 8

Total Implementation Hours

Hours OUTSIDE the contract day: 30

Hours INSIDE the contract day: 10

Reflection Activities

State how participant(s) will reflect on their new learning, including the **timeline and/or hours** anticipated:

Participants will keep journals throughout the process during summer and after school training sessions as well as during class implementation. Prompts will be provided to guide student and teacher reflections.

DATE/HOURS	EVIDENCE
	Summary Reflection (required): A one page summary detailing the impact on the participant(s) learning and the learning of their students
	<ul style="list-style-type: none"> • Complete a reflection for each class session on the provided reflection sheets. • Complete a course evaluation • Keep a time sheet of the course spent for this course

Hours OUTSIDE the contract day: 9

TLC HOURS

	OUTSIDE Hrs	INSIDE Hrs
Acquisition of Learning	31	
Class. Implementation	30	10
Reflect Activities	9	
TOTAL	70	10

40 hours needed for 10 points, 80 hours for 20 points

- over half of all hours in the TLC must be outside hours
- less than half of all hours in the TLC must be inside hours

Completion Activities

The following **MUST** be completed before points will be awarded

REQUIRED

- Complete online survey (sent by facilitator)
- Turn in to facilitator or advisor your completed portfolio by *(date)* for evaluation
- Final summary – form is located on website (www.staffdev.powayusd.com)

Budget Request

If you anticipate needing fiscal support for the implementation of your proposal, please list prospective needs and estimated costs. TLC will fund up to 50% of site-based TLC's and 100% of district-wide proposals, up to \$500. TLC funds cannot be used for food/snack items, guest speakers, or conference costs.

EXPLANATION OF COSTS:

- PUBS: cost of printing the AFI materials (DVDs)
- Other:
 - each teacher receives a copy of Pinnacle 12
 - notebooks and dividers

If you are the facilitator, will you need “facilitator hourly”?

No Yes If so, for whom? __unknown at this time. Need 3 facilitators for group at all times, to allow for one on one problem solving._____

Facilitation hours will be kept on a timesheet by the facilitator. This timesheet will be processed at the conclusion of the TLC, and must be given to the PDAB grade level rep for signing within three (3) weeks of the TLC completion date. For a 10 point TLC, the paid facilitator hours cannot exceed 30 hours. For a 20 point TLC, the paid facilitator hours cannot exceed 60 hours.

If you wish to receive points as a facilitator, in lieu of hourly compensation, you must write a separate facilitator proposal using the facilitator form.