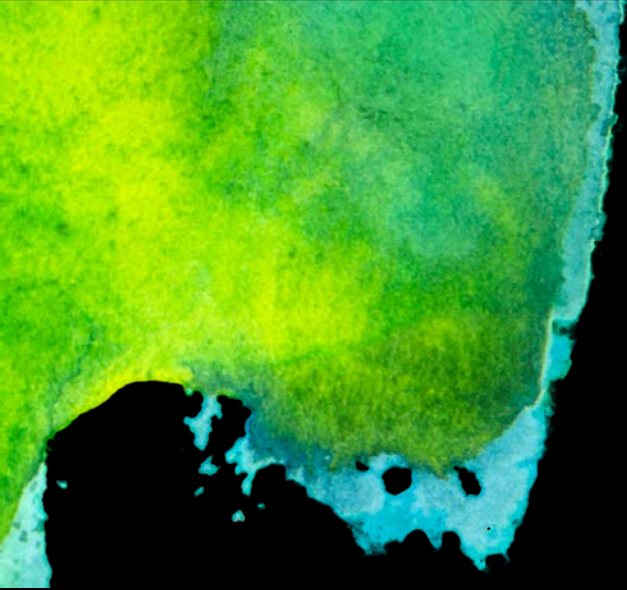




CTI Charlotte
Teachers
Institute
Collaborative Teacher Education

Year in Review





Teacher Leadership Meeting

UNC Charlotte Center City

January 2016















Teacher Open House

February 2016





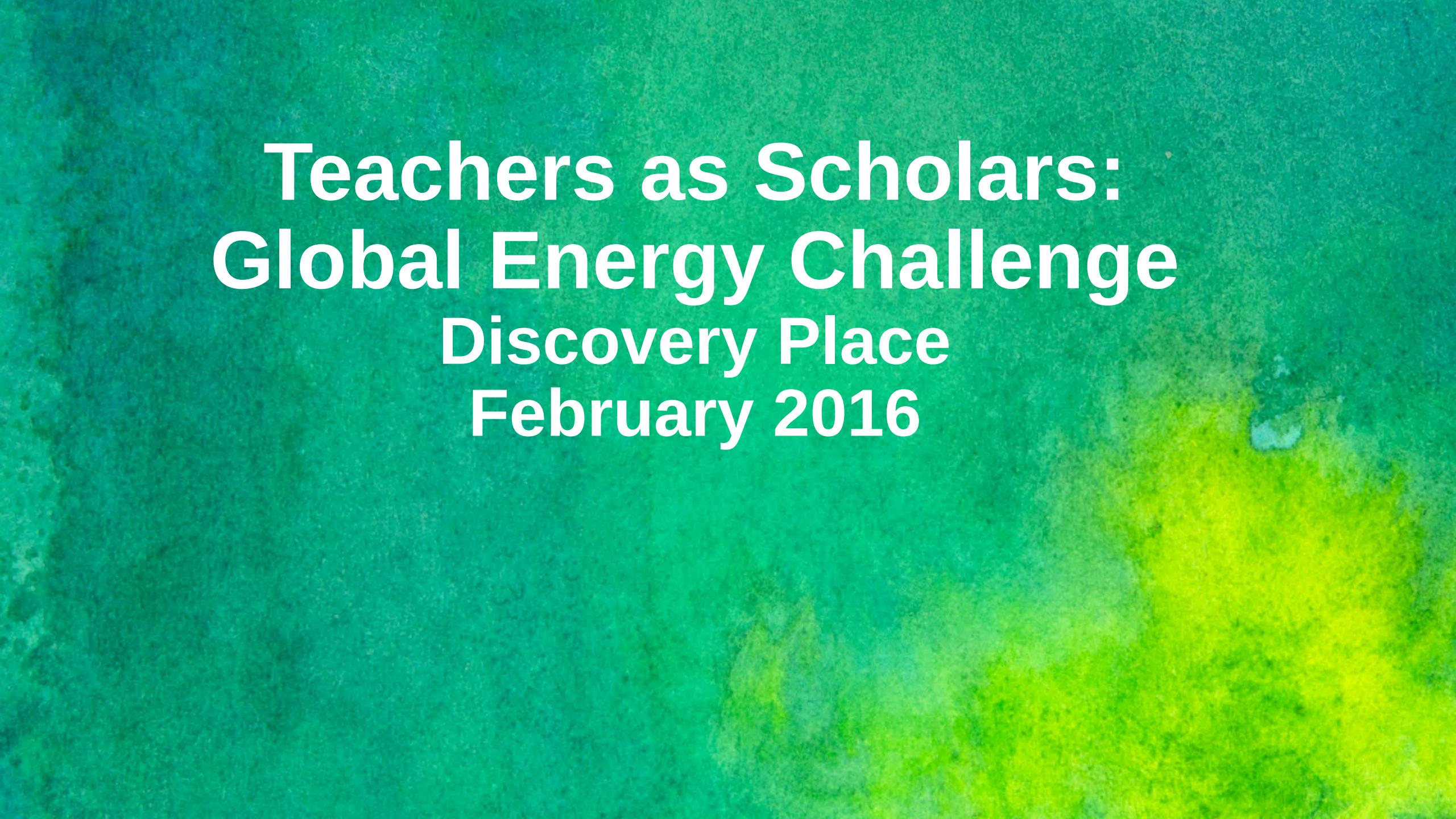










The background is an abstract watercolor-style wash. It features a mix of teal, emerald green, and lime green hues, with some areas appearing more saturated and others more faded, creating a textured, painterly effect. The colors blend into each other, with the teal and emerald greens dominating the left and center, while the lime green is more prominent on the right side.

Teachers as Scholars: Global Energy Challenge Discovery Place February 2016













Enhance your
instruction



Create
meaningful
experiences
for students

WHAT CAN CTI DO FOR
YOU?



Take your
of your
comfort zone



Push you to
develop
cross-curricular
units of study







The background is an abstract watercolor-style wash. It features a mix of teal, emerald green, and lime green hues. The colors are blended together, with some areas appearing more saturated than others, creating a textured, painterly effect. The overall tone is vibrant and natural.

Fellows Orientation

Discovery Place

April 2016



























PricewaterhouseCoopers LLC
Welcomes 2016 CTI Fellows!



Bridging the Financial Gap:
Empowering teachers
to support the next generation





Campus Connection

May 2016











































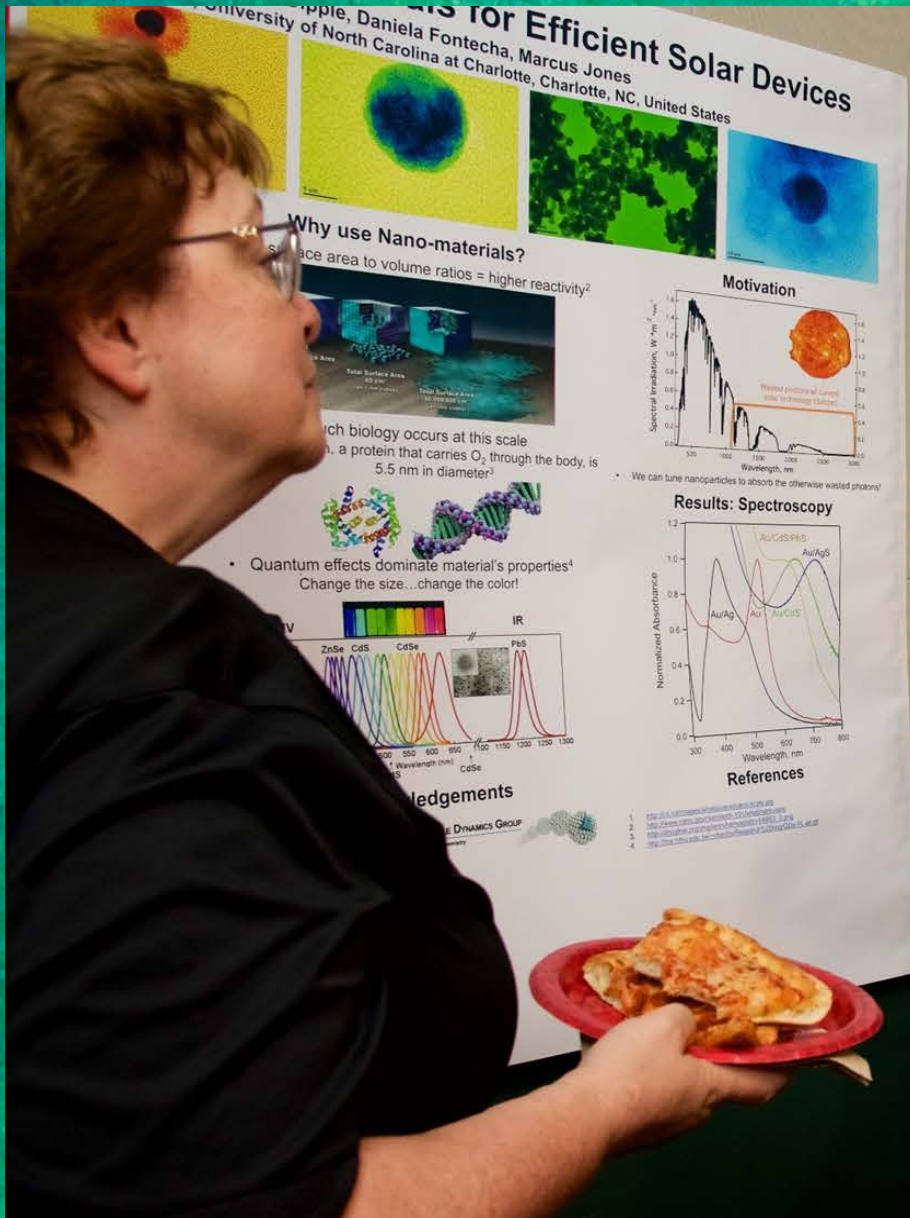






Summer Science Experience For Teachers

June, July, August 2016







2016 CTI Summer Res
Connecting K-12 Teaching
 Kenia E. Rio
 Mentor: Scott Gartlan, Exec

DAVIDSON
cms
Charlotte-Mecklenburg Schools

2016 Summer Research Experience Logic Model

Input

The STEM fields have become increasingly prioritized within the K-12 curriculum. There is extensive research in the literature regarding science education and teacher professional development. However, there exists a gap between this research and documentation of scientific teacher partnerships and their cooperation in creating science education curriculum for K-12 students.

This purpose of the process evaluation, as defined by Stufflebeam's CIPP Model (2003), of the Charlotte Teachers Institute (CTI) Summer Research Experience for Teachers pilot program was to document implementation.

There were two primary contributions of this evaluation. First, to contribute to underserved areas of the literature by documenting and providing a detailed account of this program implementation regarding scientist-teacher collaboration. Second, through this process of collecting and analyzing data on implementation, important insight and recommendations helped to improve decision-making and increase the potential for positive impact in the K-12 classroom.

Output

Experiment and documentation

Develop design, implementation of laboratory and scientific research, the scientific method

Obtain scientific knowledge and skills

Change in classroom practice around teaching science

CIPP Model of Process Evaluation

The process evaluation used for this project is part of the CIPP program evaluation model by Stufflebeam (2003). As defined by Stufflebeam, a process evaluation is based on plans and actions. It focuses on evaluating the implementation of a program. An essential guiding question is:

How was the program delivered?

PROCESS EVALUATION

How closely did implementation match the plan?

What types of deviation from the plan occurred?

What led to the deviations?

What impact did the deviations have on the implementation and outcomes?

Who provided what services to whom, in what context, and at what cost?

Methods

The participants fell into three groups: scientists (N=1), graduate students (N=2) and classroom teachers (N=2). The methods used to conduct the process evaluation consisted of:

1. preliminary and post interviews,
2. naturalistic observation of lab work and weekly meetings
3. weekly reflection logs.

Interviews as well as observations were transcribed and analyzed along with reflection logs.

The evaluator spent 10 hours observing lab work and 3 hours observing weekly meetings. Reflection logs were administered directly after these meetings through a link to a Google document. Lab observations consisted of alternating between direct observation and non-direct observation on a ten-minute basis.

The evaluator structured each day's observation schedule beforehand to ensure that there were equal observation blocks allocated to each person in the lab. These intervals of ten-minute observations were also supplemented with indirect general observations of lab activity. With the consent of lab participants, the evaluator also took photographs to provide further observational data.





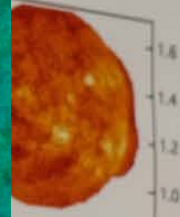










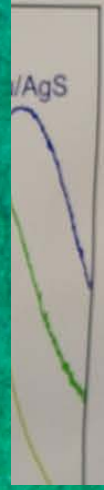


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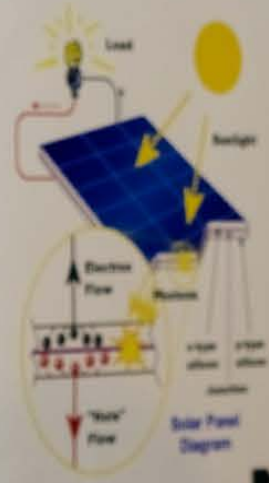
wise wasted photons!

copy

/AgS



Human use of solar energy



We can mimic
photosynthesis
synthetically and
systems
higher
plan

Array of solar panels



Improving the performance
of nanoparticles in light-driven
catalytic processes using
nanoparticles in solar cells.



Nanoparticles can be used for
the synthesis of new molecules, which
can be used in a variety of applications, resulting in
improved performance.





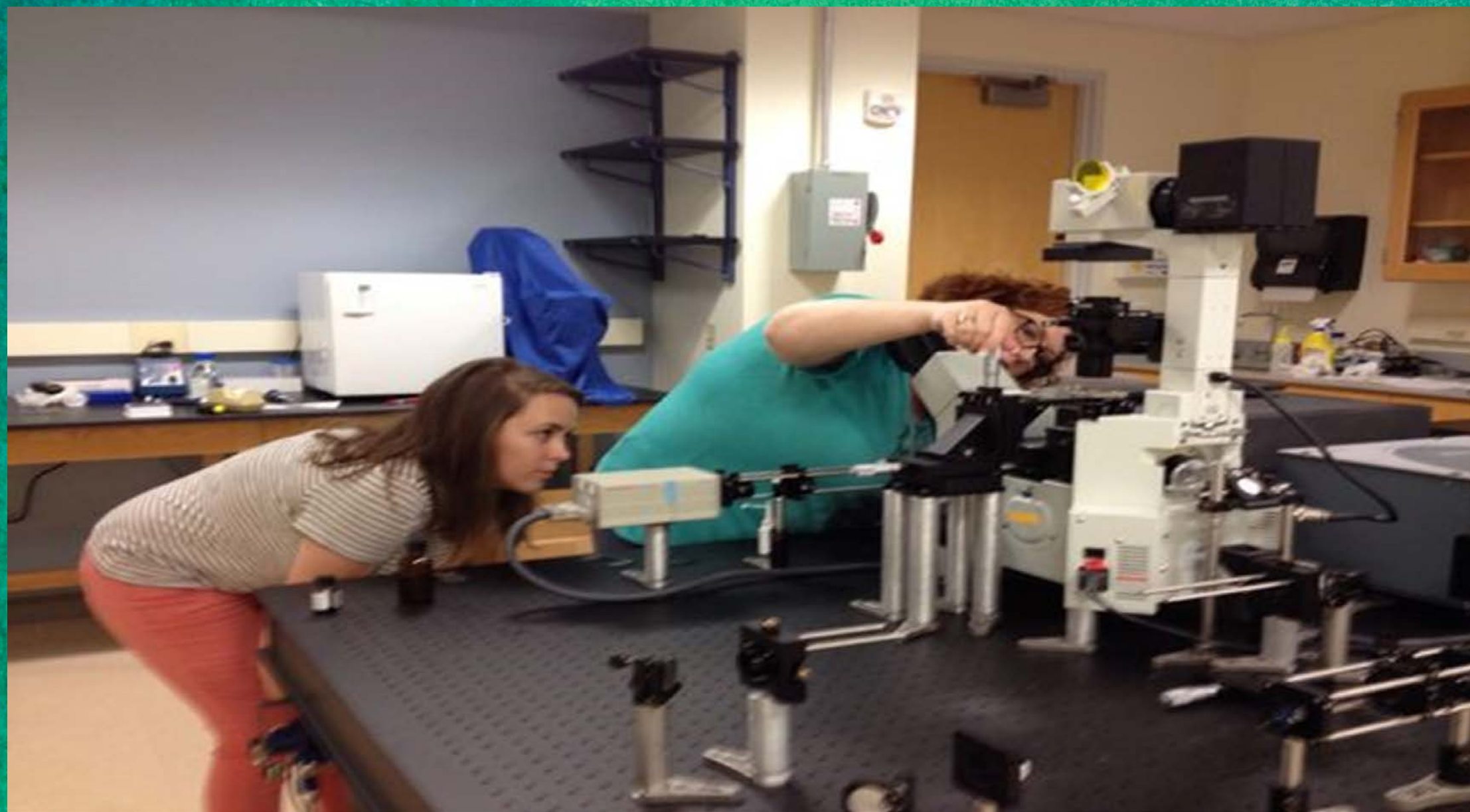




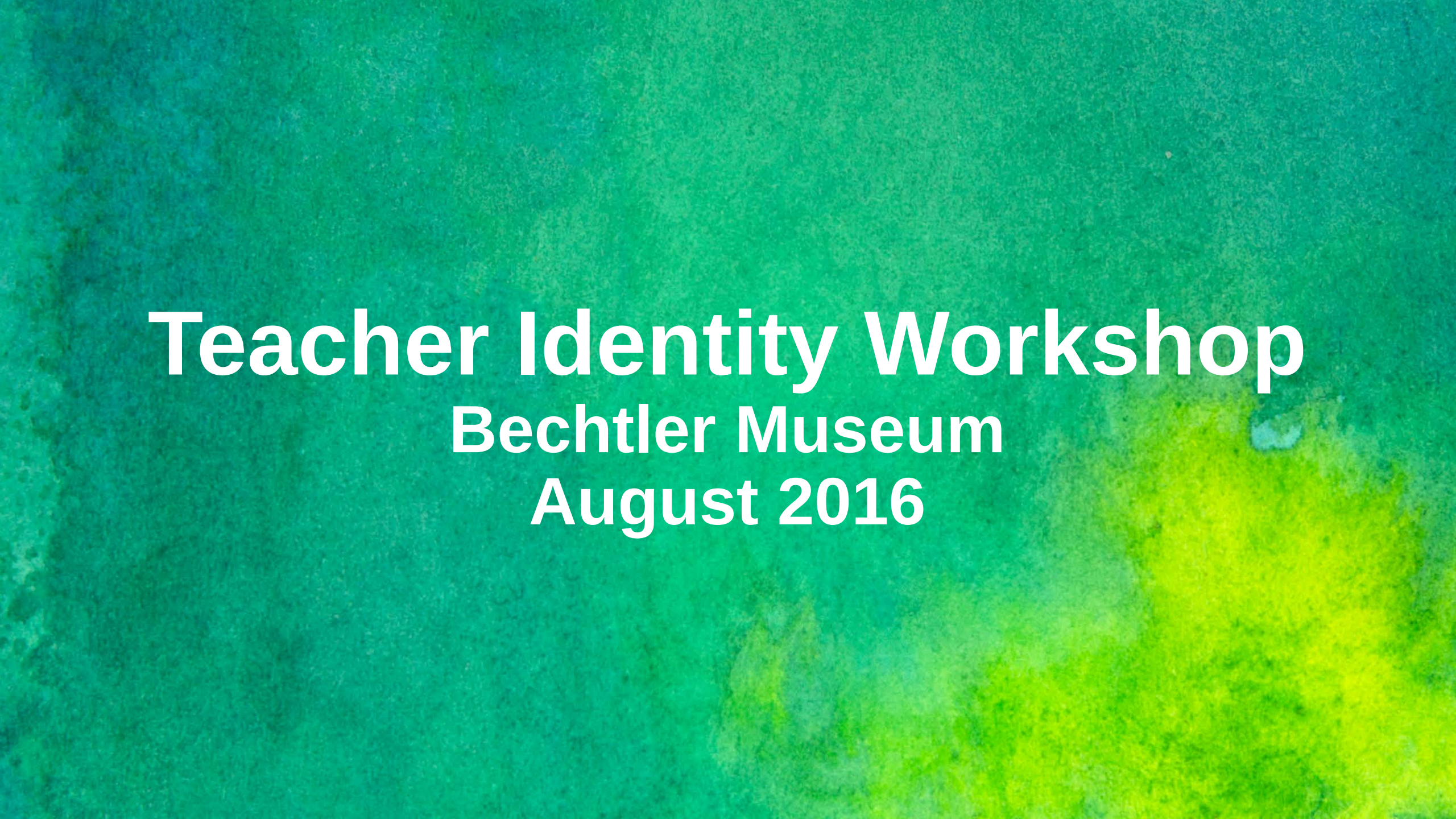










The background is a watercolor-style wash of colors, primarily various shades of green and teal, with a bright yellow-green area in the bottom right corner. The texture is soft and painterly.

Teacher Identity Workshop

Bechtler Museum
August 2016







Her gnarled Black at Midnight nails
conduct the orchestra of clicking cockroaches, broken gas
station lights and
her own primal hum. The low bit
reverberates in time with
the dainty trickle of the faucet.

I need some sky on me too, and
ozone drips from crinkled cheeks
She pulls me into the rain,

Clumps of gold hair wedge between stiff,

Ozone drips from crinkled cheeks,
her face washed in salt water,
and I go with her.

The first hour of the hundredth afternoon of July
has slowed to the length of three, but the cicadas
refuse to call in the next restorative night.

Overboiled thoughts drag through a
soggy sludge, the residue of too many cherry
popoules taken like medicine for the wet
heat. The grass has given all of its moisture to
the stems crunch beneath the atoms of the

n a chattered workshop
at the top of a great
tower on the edge of
the known world, she
fastened the golden
Eggshell stratus clouds loose
a slow torrent beneath a drunken sun, and
he is meeting himself again.

art·ist

His cracked fingertips draw circles on the back of my hand.
His voice is soft, like a 9B lead, rolling and blurry,
and it crinkles at the end of sentences like the skin
at the corners of his lips in pulled smiles.

When he is here, we are art,
with watercolor cheeks and gouache eyes and paintbrush whispers.

We paint on each other's backs
under Starry Nights and new
murals of heart poured out.

After the funeral I say I am dying
of thirst, and my brother buys me a slushie
from the Dairy Queen by the cemetery. He
says it tastes like strawberry floor cleaner
and knows battery acid. I can't taste it at all, but
the liquid lessens the pain.

MY DAD TELLS ME a story about water beetles
that climb the reeds out of the pond and turn into dragonflies
with wings that keep them from the water, and then he tells me
my grandma is dead. I don't cry
until my sister
is at her parent's
as they cry.

THEY CAN DROWN THEIR CHILDREN

Our romance is bound to technology,
to the thrill that comes from the cool glow kissing my thumbs
when I try to slide through into only 31 characters
and from the dimmed in evidence of my
on my screen.

She says, "It's just a bit of sky,"
wiping drips of water from her eyelashes.
Understanding of his betrayal
and she says, "It's just—"

Our veiled
with a calm
the line be-
Evan and Whispers is the poetic, white
a story map of all area through the strength of our room or the
sant shoulder blades, softest of our
the pulsating breath of heart-
expanding and contracting to the distan-
of the cosmos, and

When you wake up in the morning and know that he
slept at all, promise you will never leave him
Cross your heart while crossing your fingers
Leave out all the about when you describe him to him
leave in all the sleep and forever.











Shari Edwards
Southern Lady
2008
In the studio, 2008





Killing Hybrid Starling
Kaitlyn Hylton
Mixed Media, 2011
10" x 12" x 12" (H x W x D)
Kaitlyn Hylton, 2011

Artist Statement:
I created this piece as a response to the hybrid starling, a bird that is a mix of a starling and a house sparrow. I was inspired by the fact that the hybrid starling is a very common bird in the city, and I wanted to create a piece that was both beautiful and disturbing. The piece is made of various materials, including paper, fabric, and found objects, and it is a commentary on the way that we often see the world as a mix of different things.





THE FINE AND RECORD FACTORS IN
CLASSROOM MANAGEMENT
By
Barbara K. Johnson, Ph.D.
Professor of Education
University of Illinois at Chicago
Teacher as
COACH
For
Class
Management
Strategies
Book

Teaching, and this
piece, work best
interactively!

PICK UP • READ • CONSIDER • DISCUSS

Linda Strickland
Teacher-Educator
and Grade Coordinator
Teaching for 40 years

The Classroom Teacher 2000











**Evening For Educators:
Science. Art and Identity
October 2016**

EVENING FOR EDUCATORS: **SCIENCE, ART, AND IDENTITY**

Discovery Place Education Studio
300 N. POPLAR ST, CHARLOTTE, NC 28202

Tuesday, October 18, 2016
4:30-6:30pm

Please join us in celebrating CTI Fellows' participation in two exciting programs this summer: *Science Research Experience for Teachers* and *Teacher Identity: Pop Culture's Influences, Images and Narrative*.

Learn about their work and other innovative PreK-12 curricula created by CTI Fellows.

Come experience a night of fun and learning!

Free and Open to the Public
RSVP by email to info@charlotteteachers.org



DAVIDSON


UNC CHARLOTTE

cms
Charlotte-Mecklenburg Schools


DISCOVERY PLACE
Education Studio


BECHTLER
MUSEUM OF
MODERN ART





Empowering Students



Fun Math with Fellows



fluid change values research Teacher mathematics Narrative interact gender creative Paradox logical knowledgeable multicultural masks identity authoritative feeling marginalize assimilate mathematics Narrative identify alienate

The background is an abstract watercolor-style wash. It features a mix of teal, emerald green, and lime green hues. The colors are blended together, with some areas appearing more saturated than others, creating a textured, painterly effect. The overall tone is vibrant and fresh.

A Teachers as Scholars: Charlotte A New South City November 2016













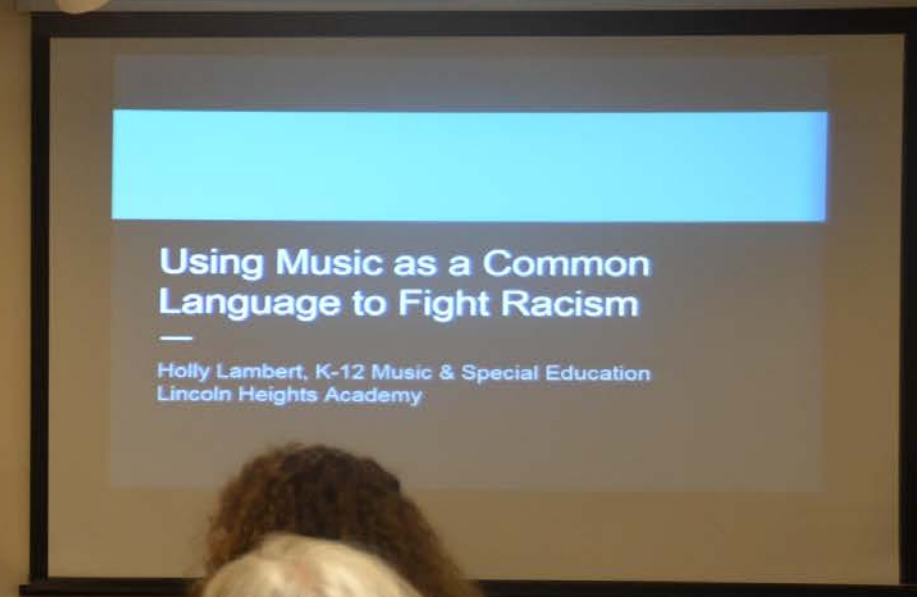


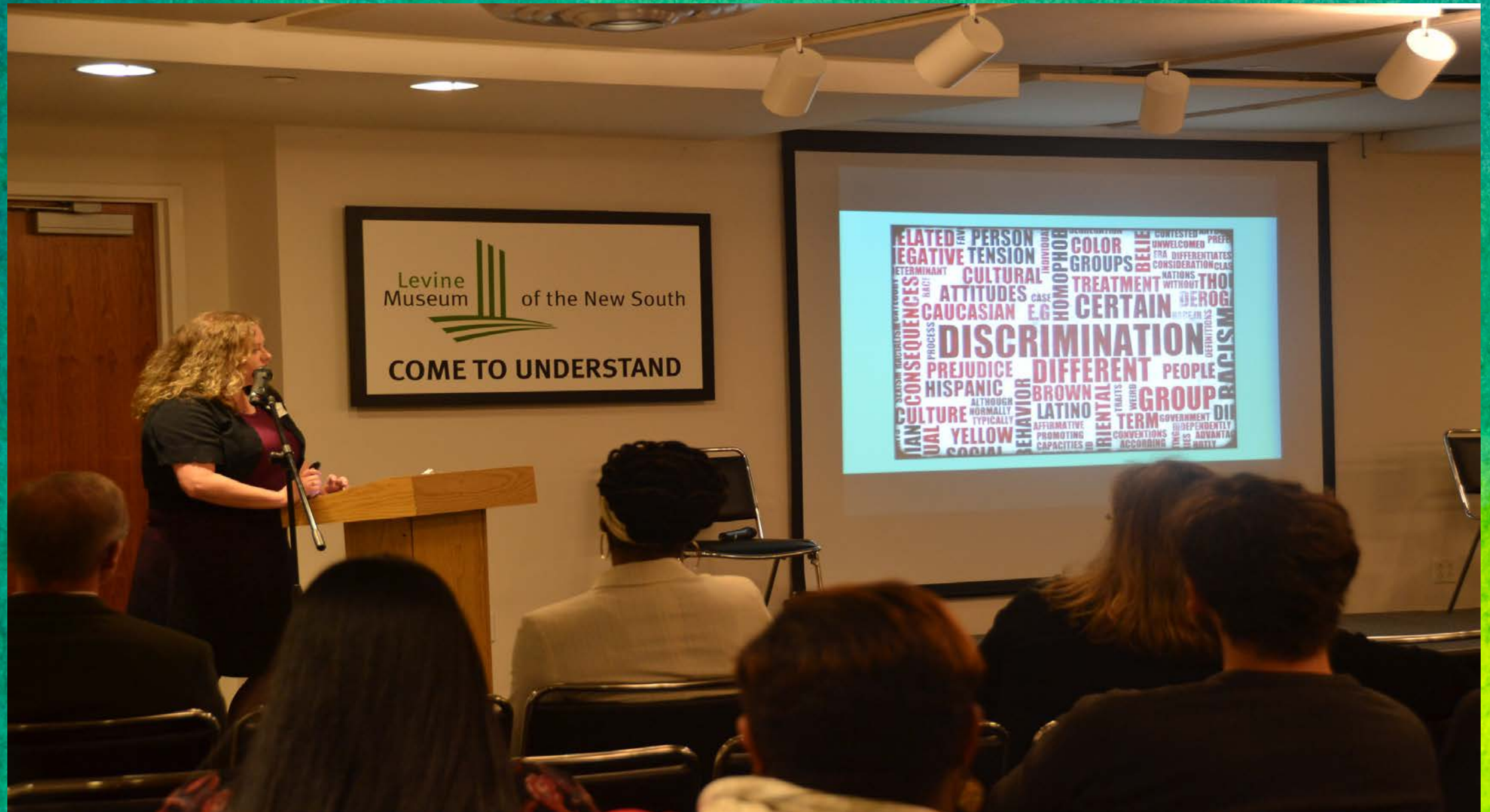
The Exhibit: Cotton Fields to Skyscrapers

- (How) Cotton Farming Transformed
- (How) Cotton Mills to the Cotton
- (How) Cotton Building Cities
- (How) Cotton We Shall Overcome
- (How) Cotton Whitebelly of Georgia



Levine
Museum
of the New South
COME TO UNDERSTAND













SEVERAL SEEDS SIMULTANEOUSLY SOWN

- 1. The CTI Seminar:
Visual Storytelling led by: Dr. Paula Connolly
- 2. The Seminar Space:
The Harvey B. Gantt Center for African-American Arts + Culture
- 3. The Many Moments Merge:
Artist: Romare Bearden, Editor: Dr. Kim Bridgford, Author: Russell Garing, Performing Arts Theatre Company, "On Q"
Epic Griotong: "The Children of Children Keep Coming"
- 4. The Student/School/Family/Community Collaboration and Philanthropic Spirit





CTI Charlotte Teachers Institute
Collaborative Teacher Education
www.charlotteteachers.org

INSTITUTIONAL LEADERSHIP
COLLABORATION
TEACHERS
CREATIVITY
INITIATIVE
SCHOOLS

cms UMC CHARLOTTE DAVIDSON

STRENGTHENING TEACHING IN PUBLIC SCHOOLS

CTI PRESENTS
CHARLOTTE
A NEW SOUTH CITY
a Teachers as Scholars Event

DISCUSSION TOPICS
Education in a New South City
The Art of Teaching
Public Schools, Language Arts
Health Rights, Science

Thursday, November 15, 2016
5:30pm: Reception (Levine Exhibitions Open)
6:30pm: Interdisciplinary Talks
8:00pm: Levine Exhibitions Open

Levine Museum of the New South
200 E. 7th St., Charlotte, NC 28202
Register at charlotteteachers.org
Free and open to the public

CTI Charlotte Teachers Institute
Collaborative Teacher Education
cms UMC CHARLOTTE DAVIDSON

Literacy and Literacies in the 21st Century





Chambers 2068

- ① Do you agree or disagree with the statement all teachers are reading teachers?
- ② How do you use content-area and disciplinary literacy in your classroom?
- ③ Which is more effective, content-area or disciplinary literacy?
- ④ In terms of literacy, how can we incorporate the development of 21st century skills?

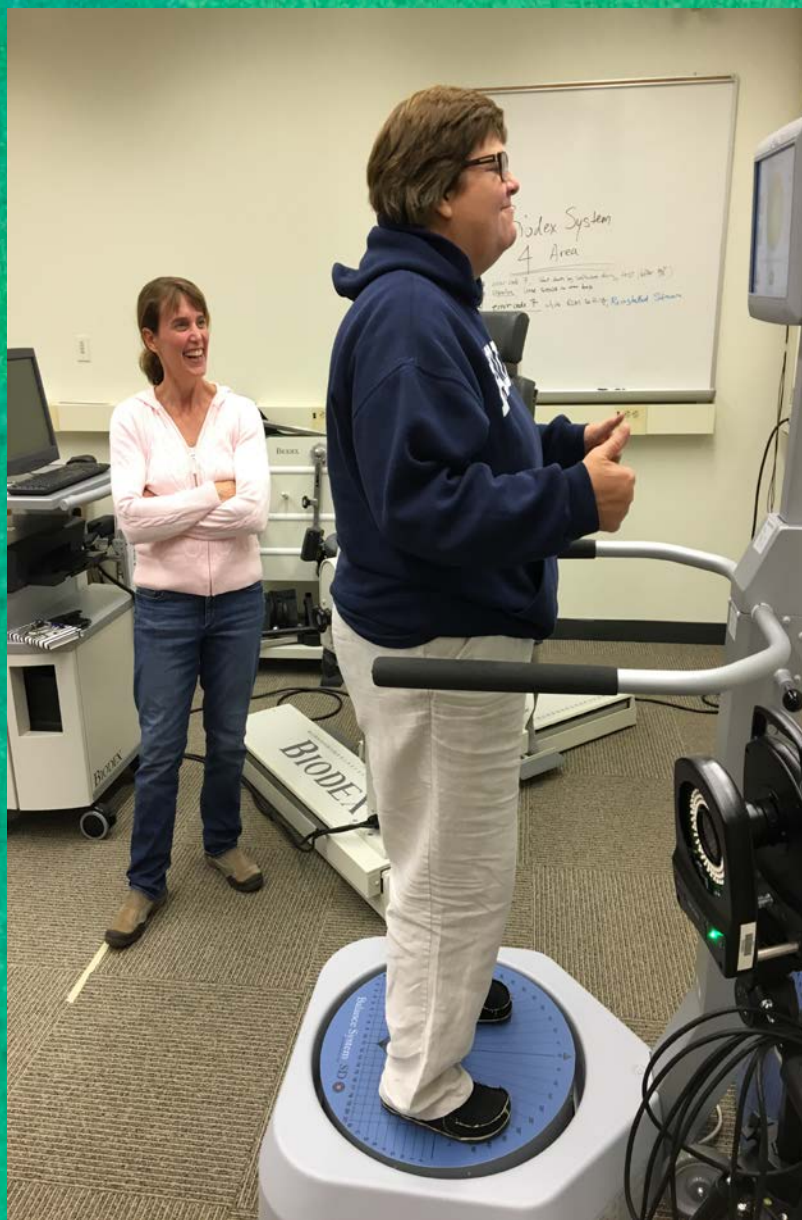
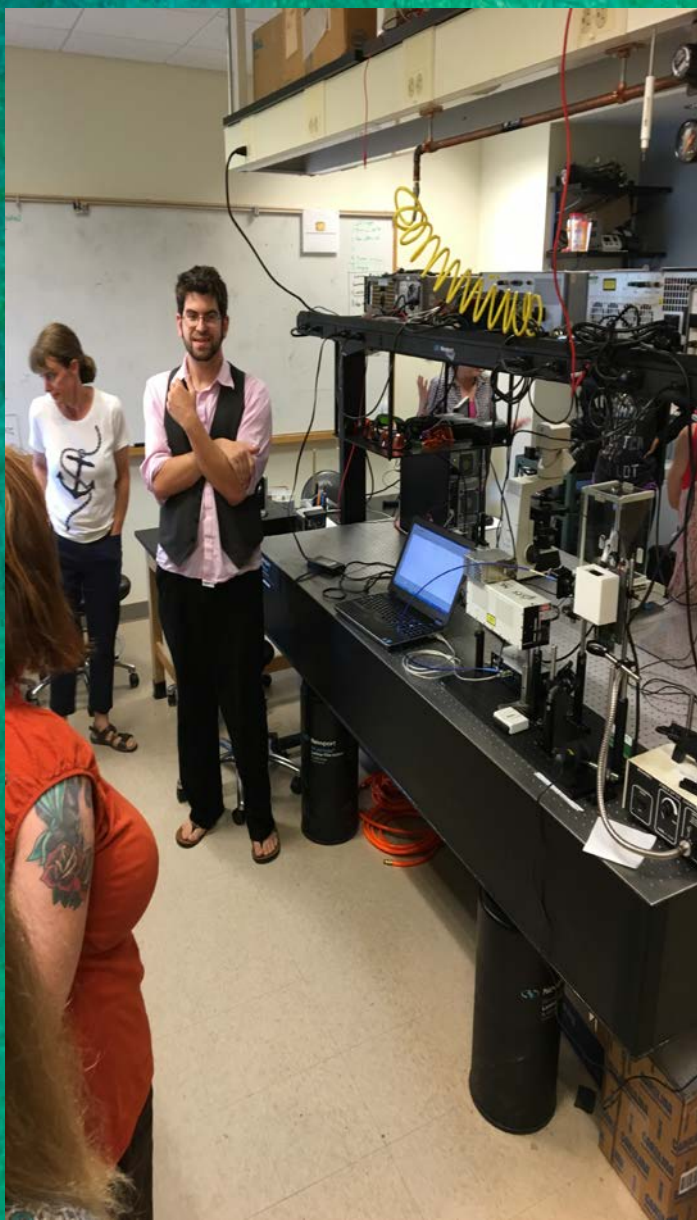




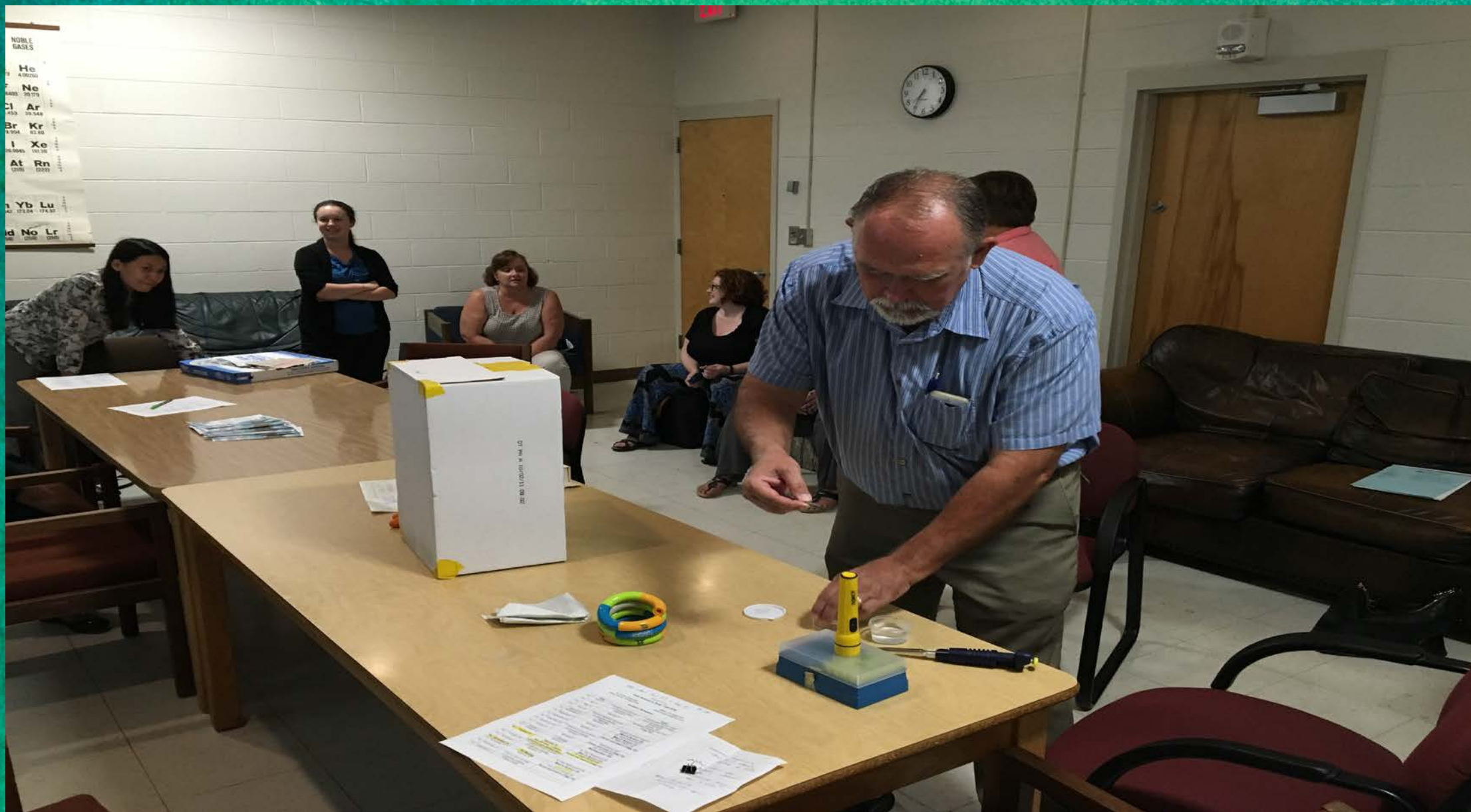


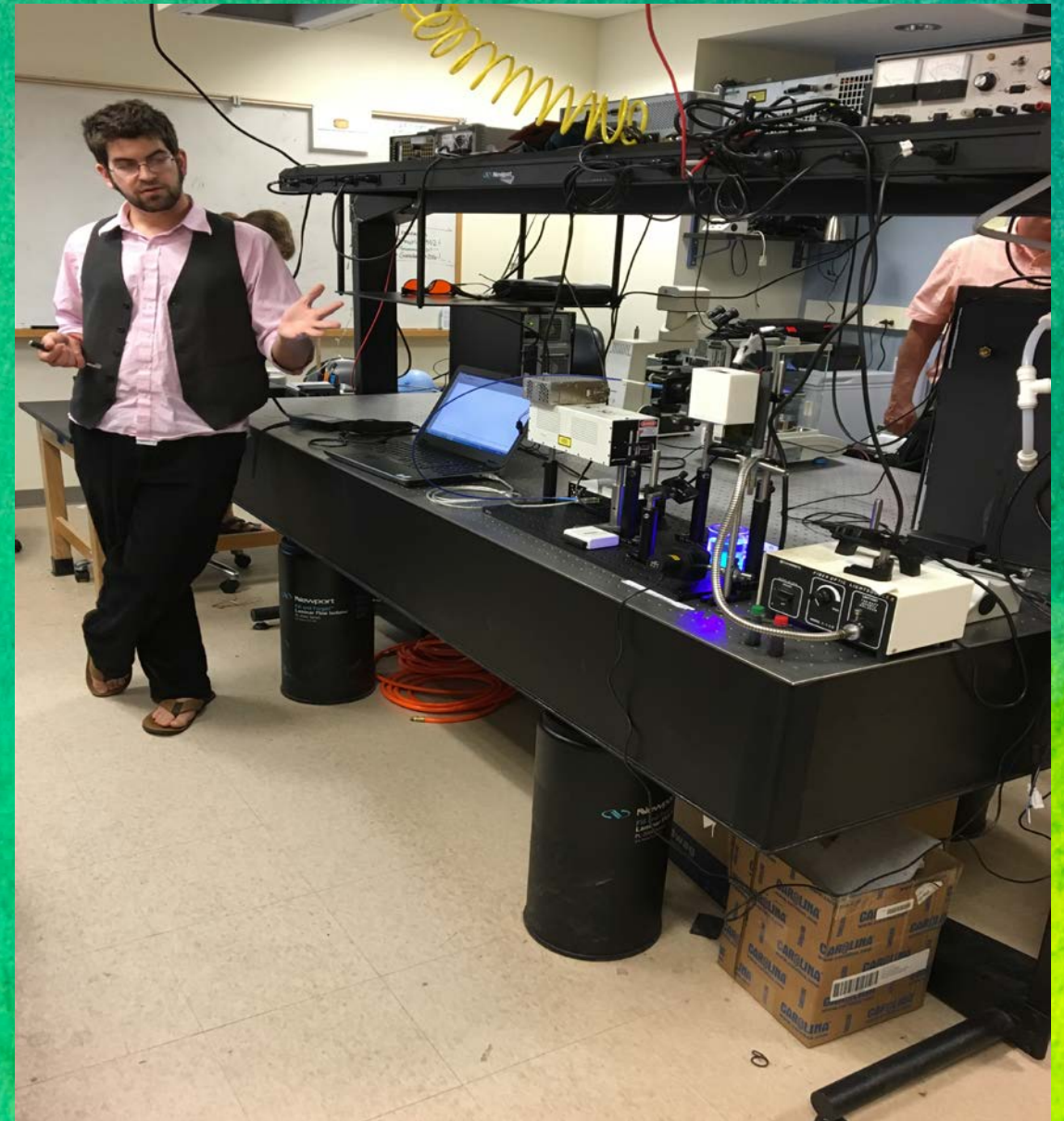
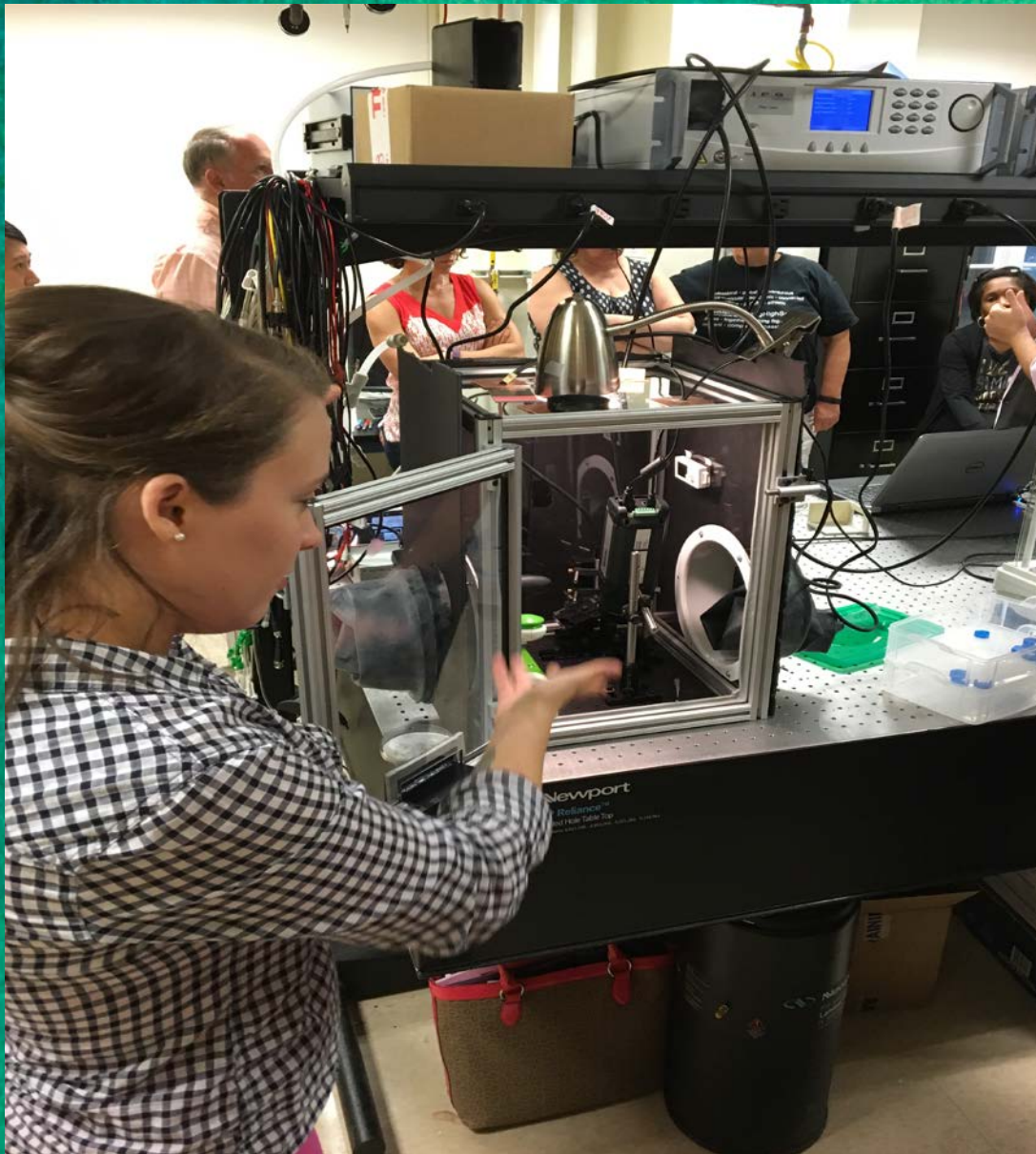


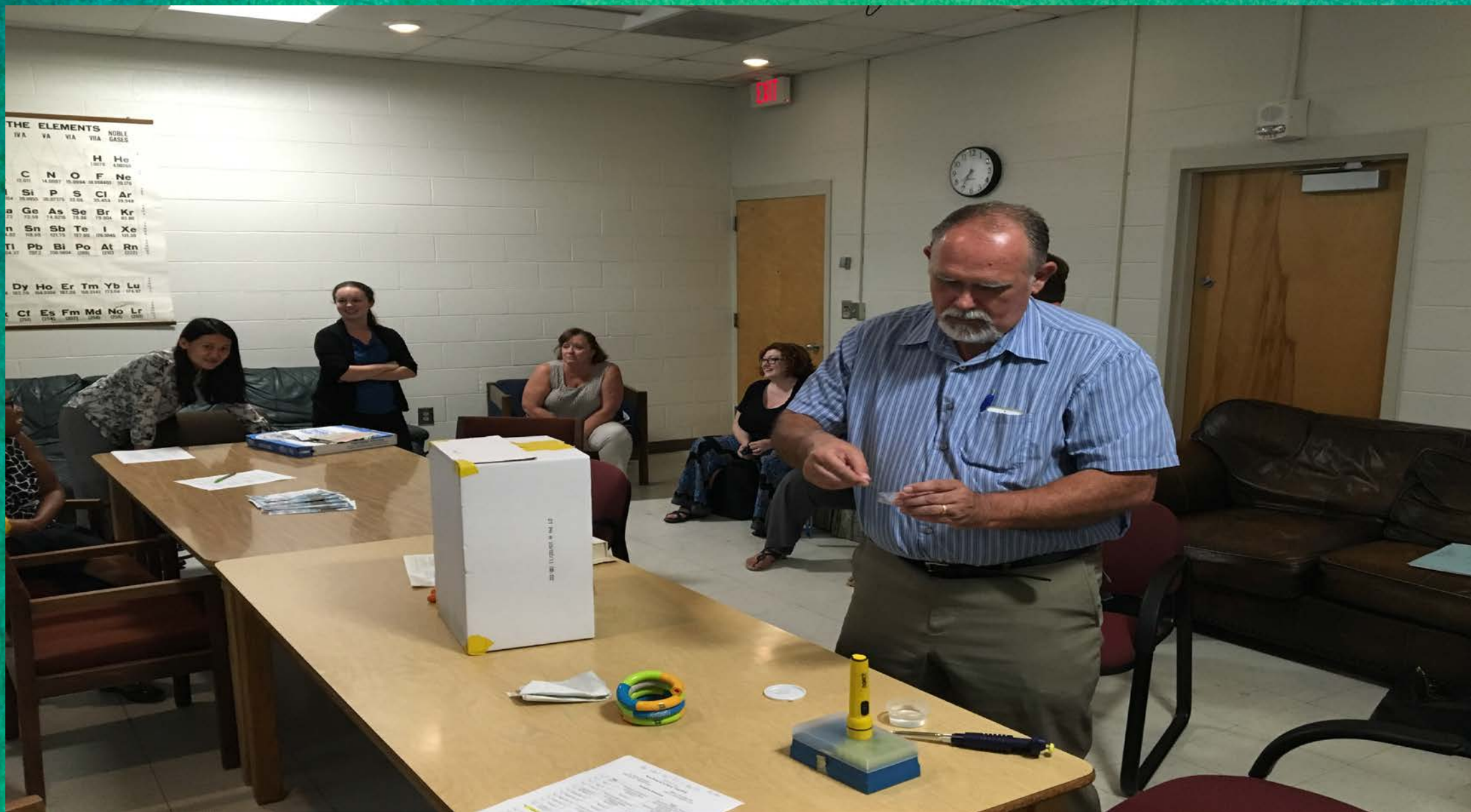
How Science is Done: A Behind the Scenes Look at Scientific Research

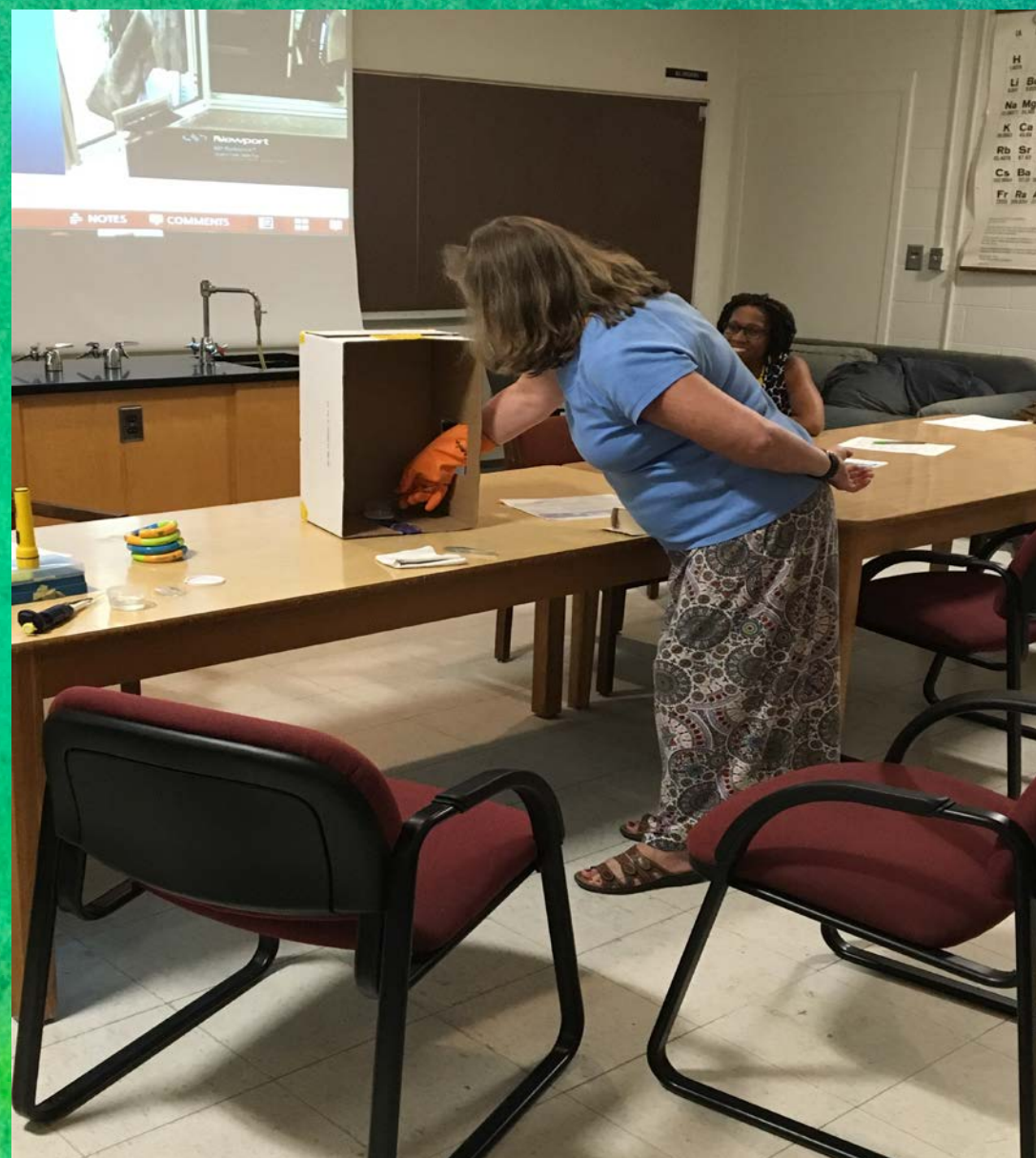




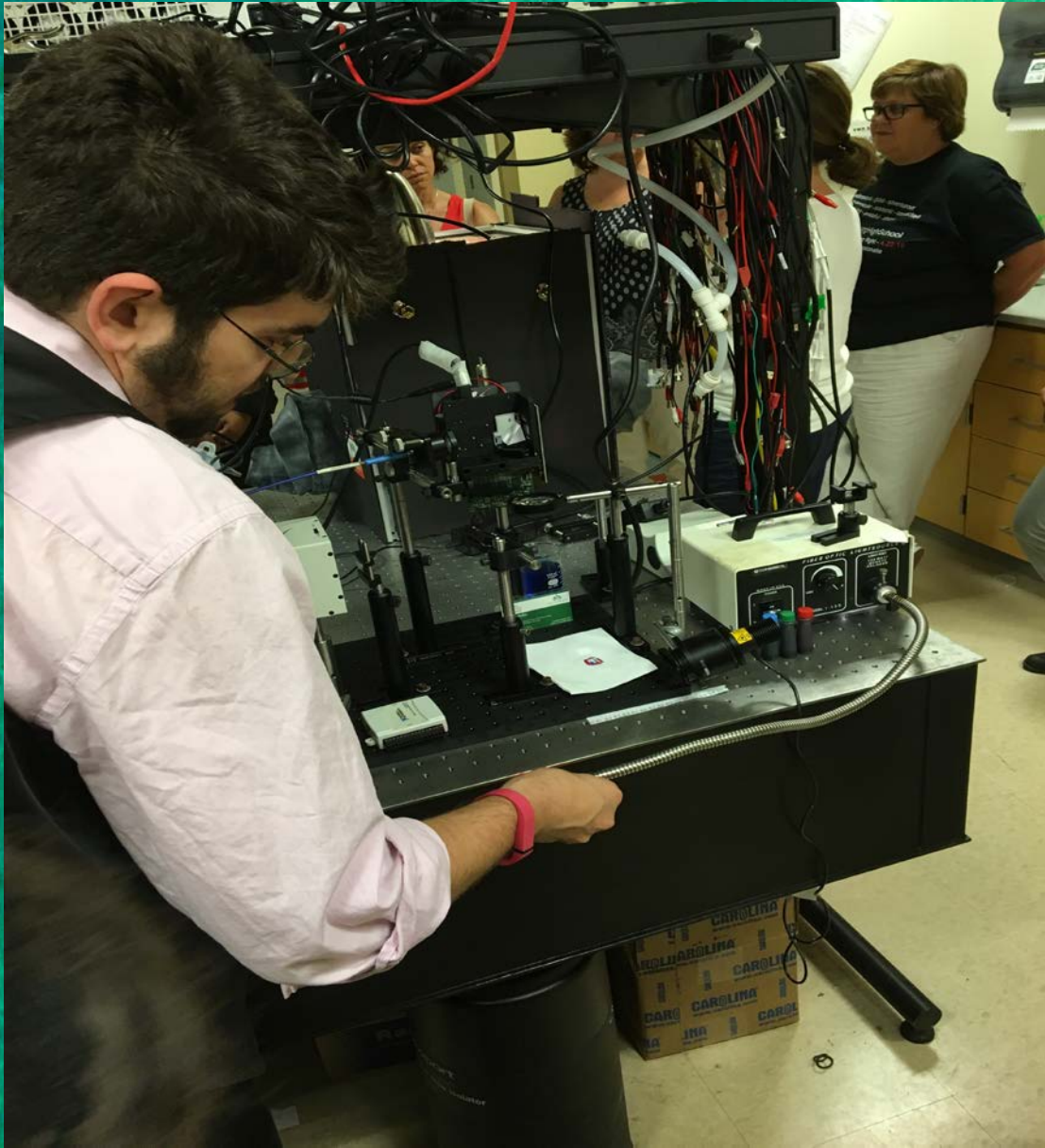








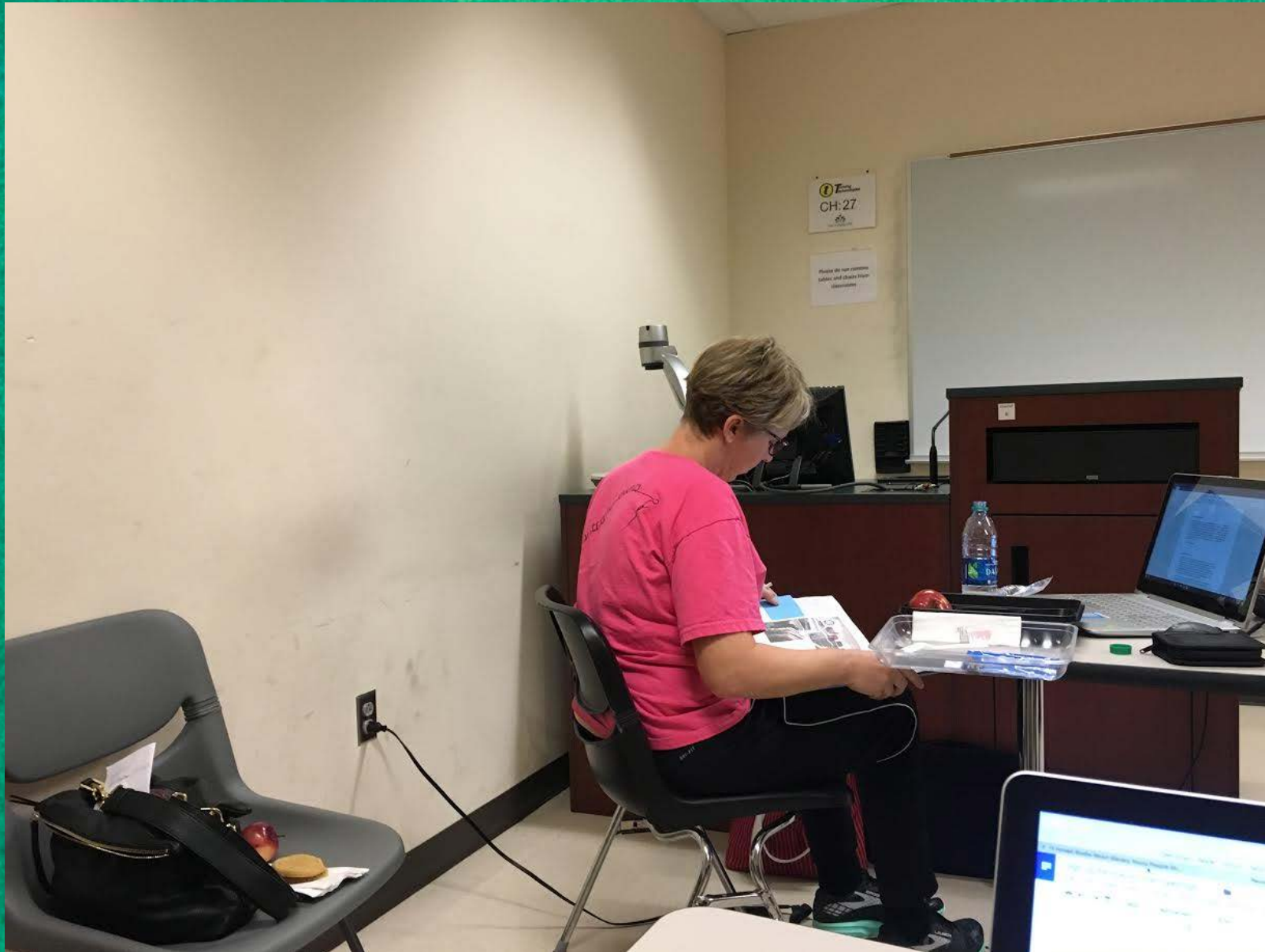








The Many Faces of Capitalism around the Globe – Past and Present



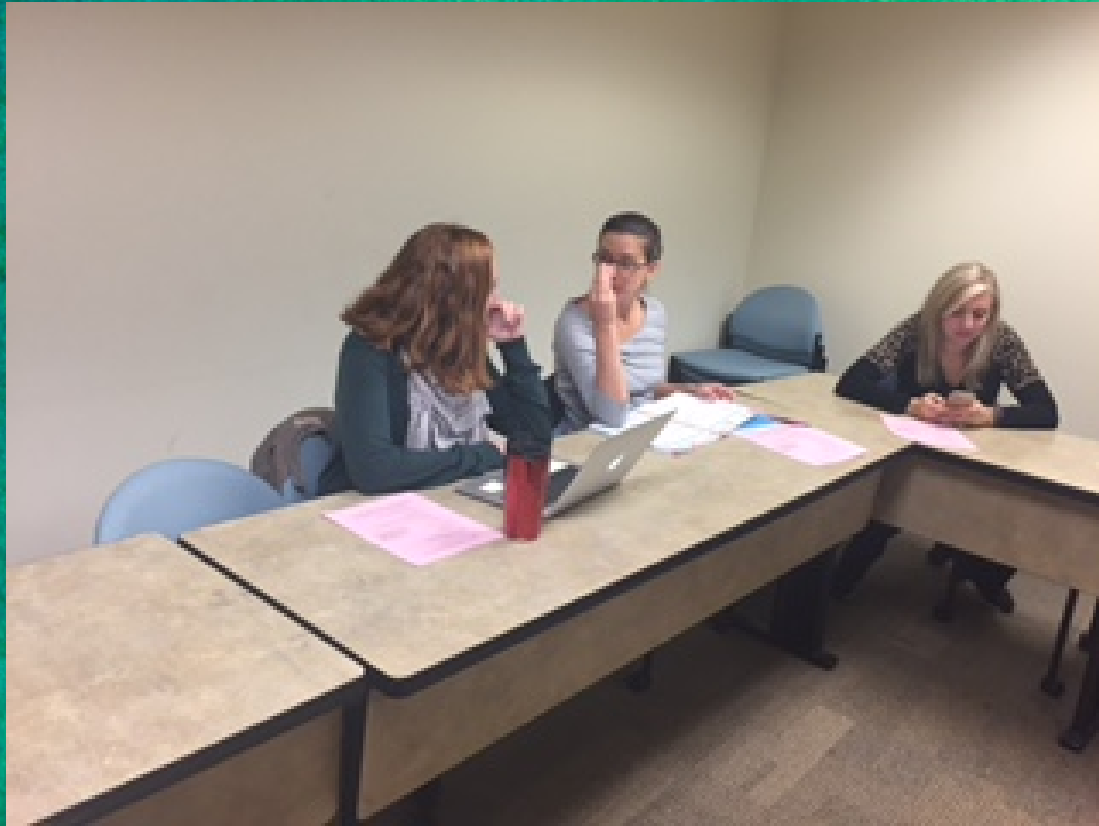


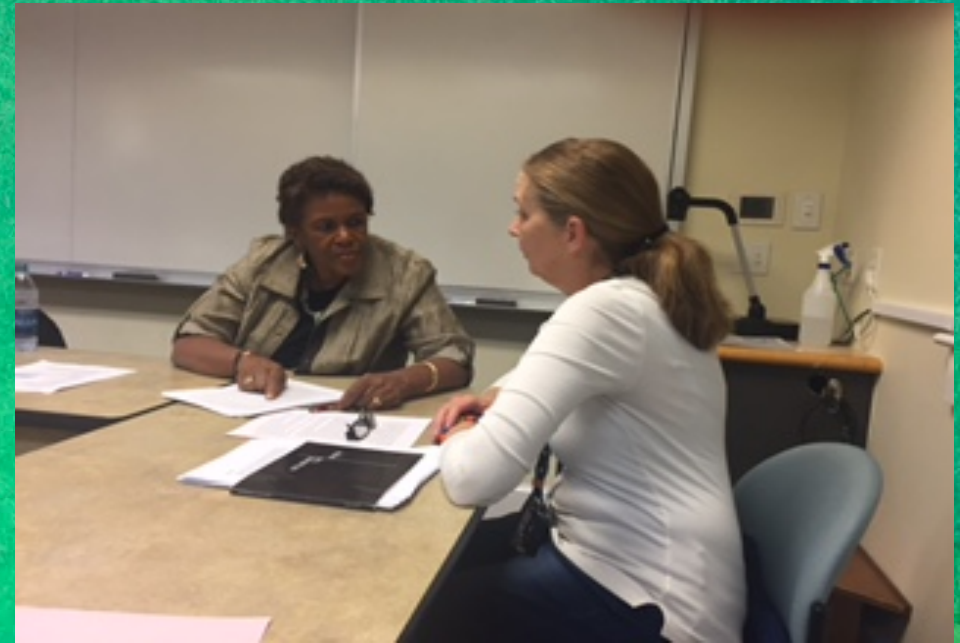






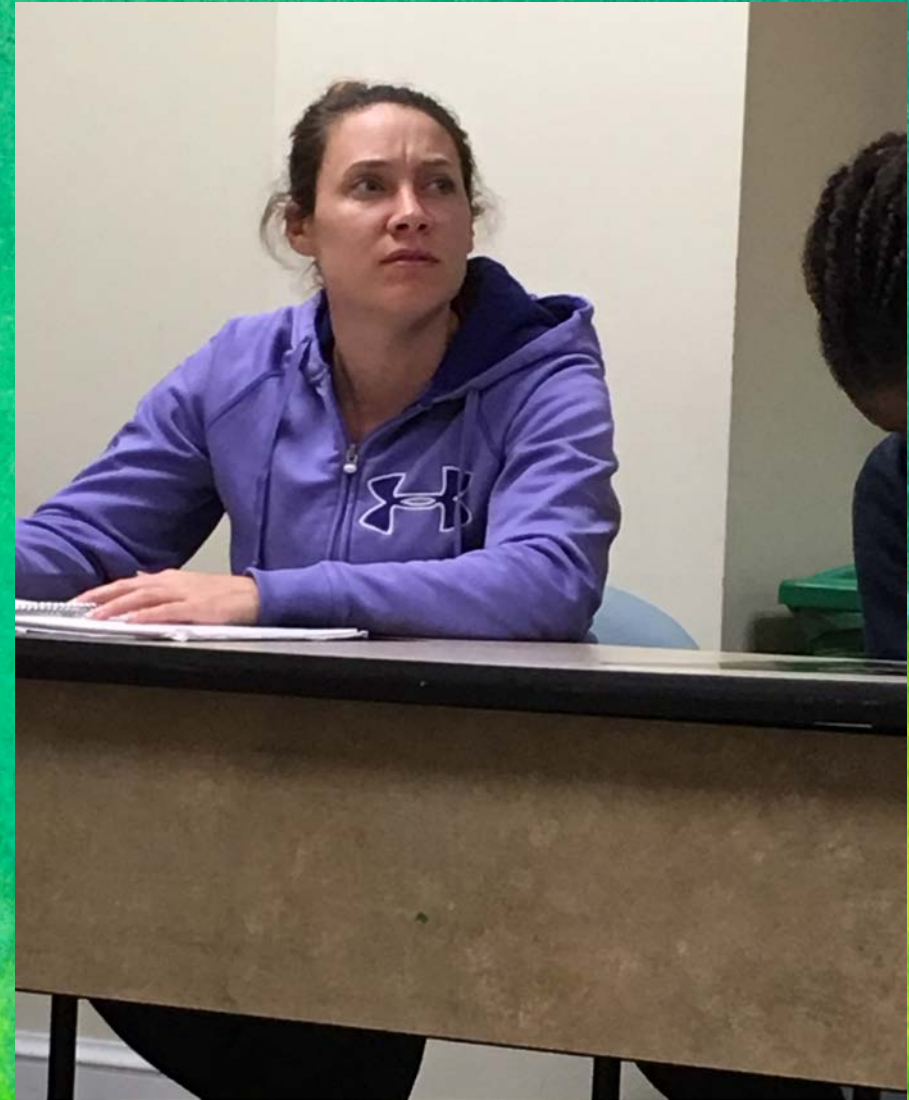
**Writing with Power: No Fear
Here**

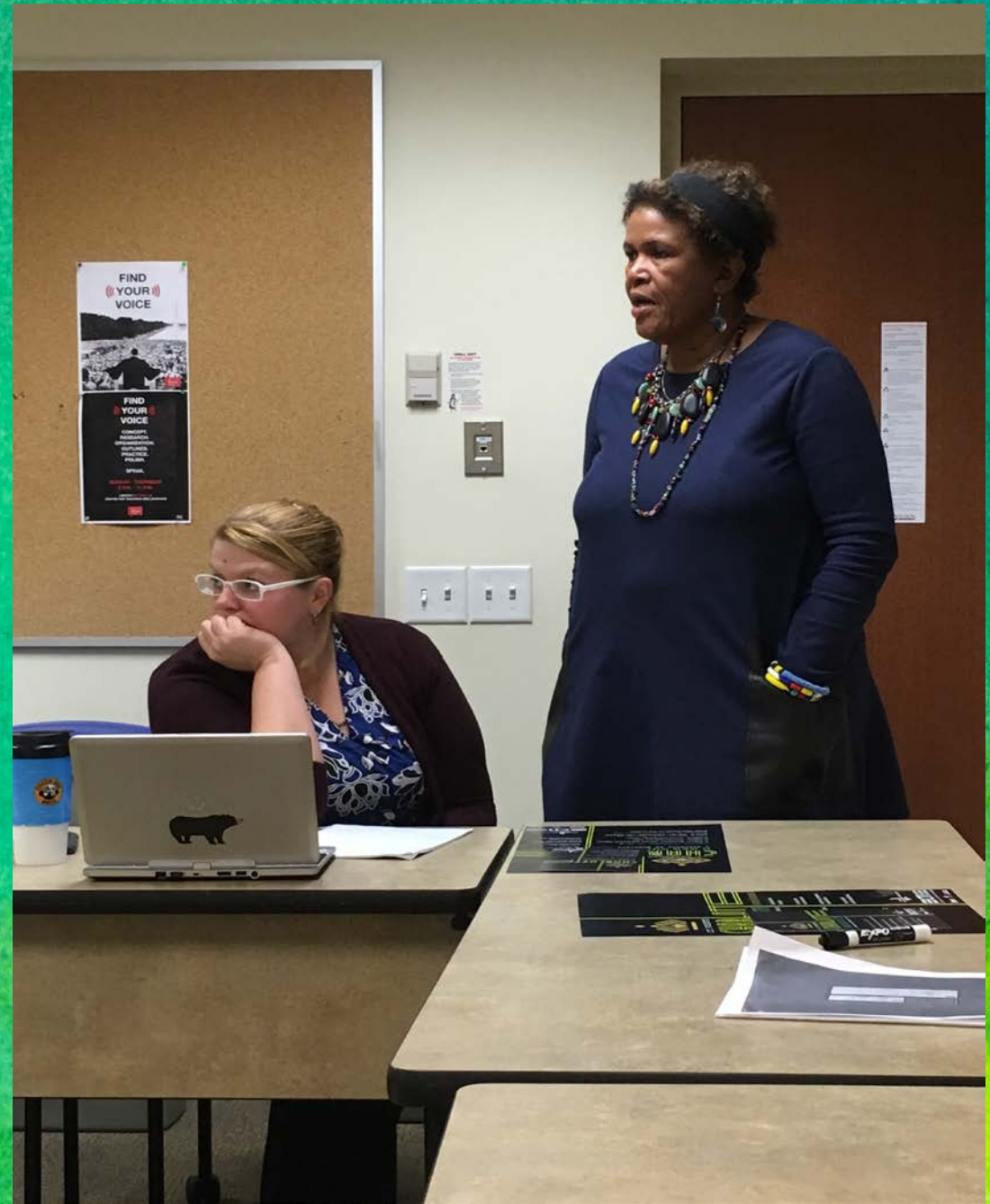




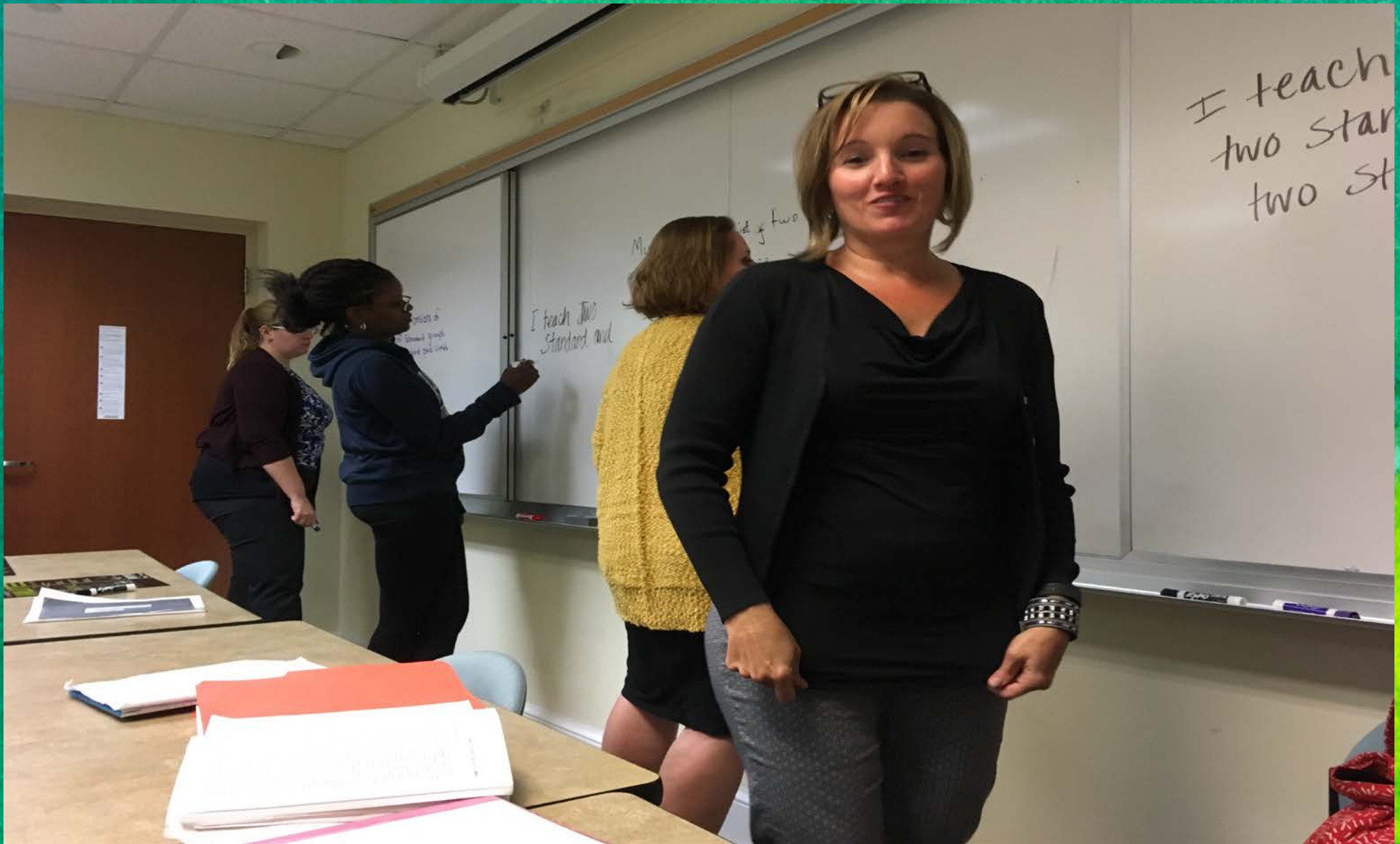






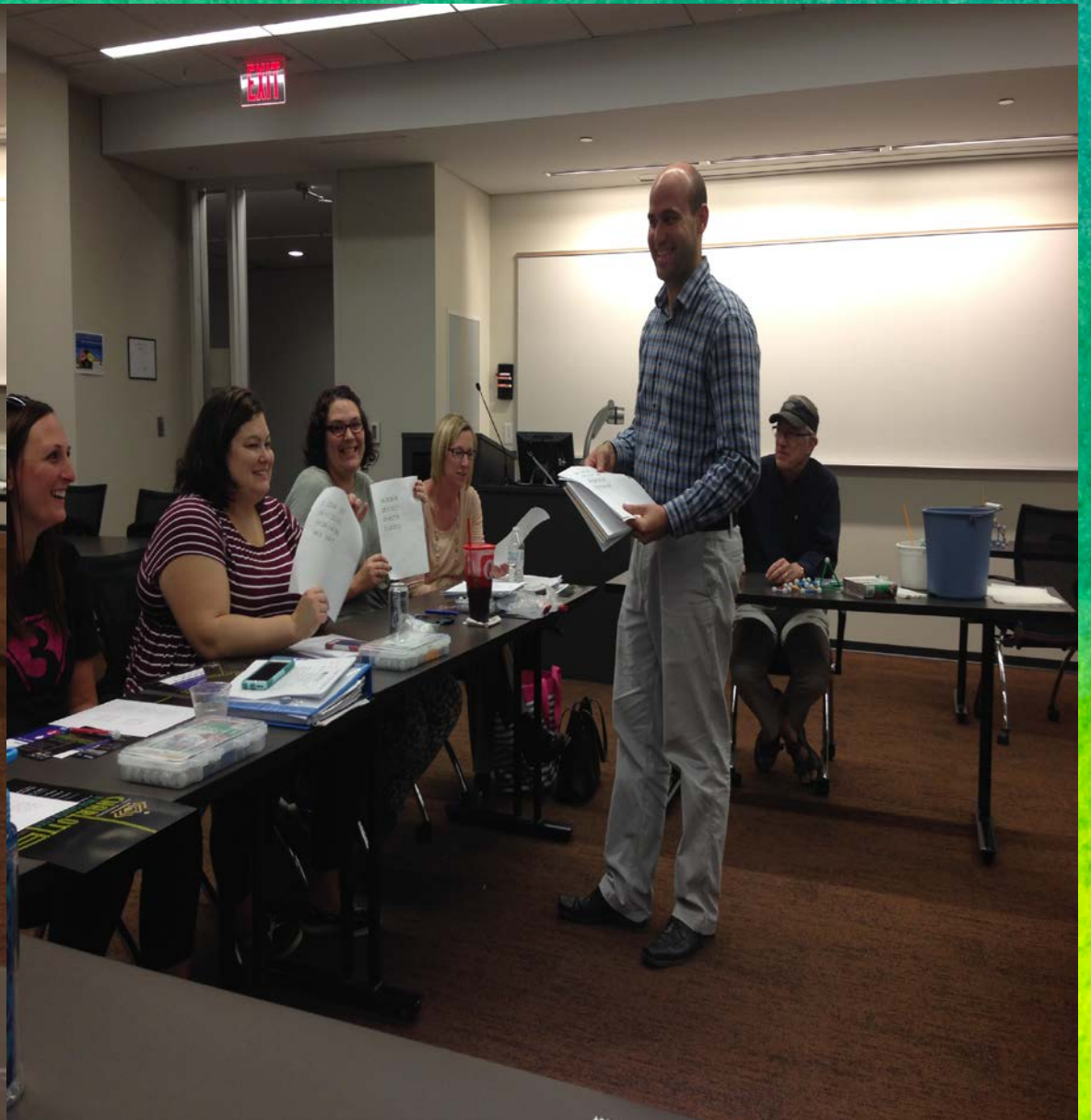
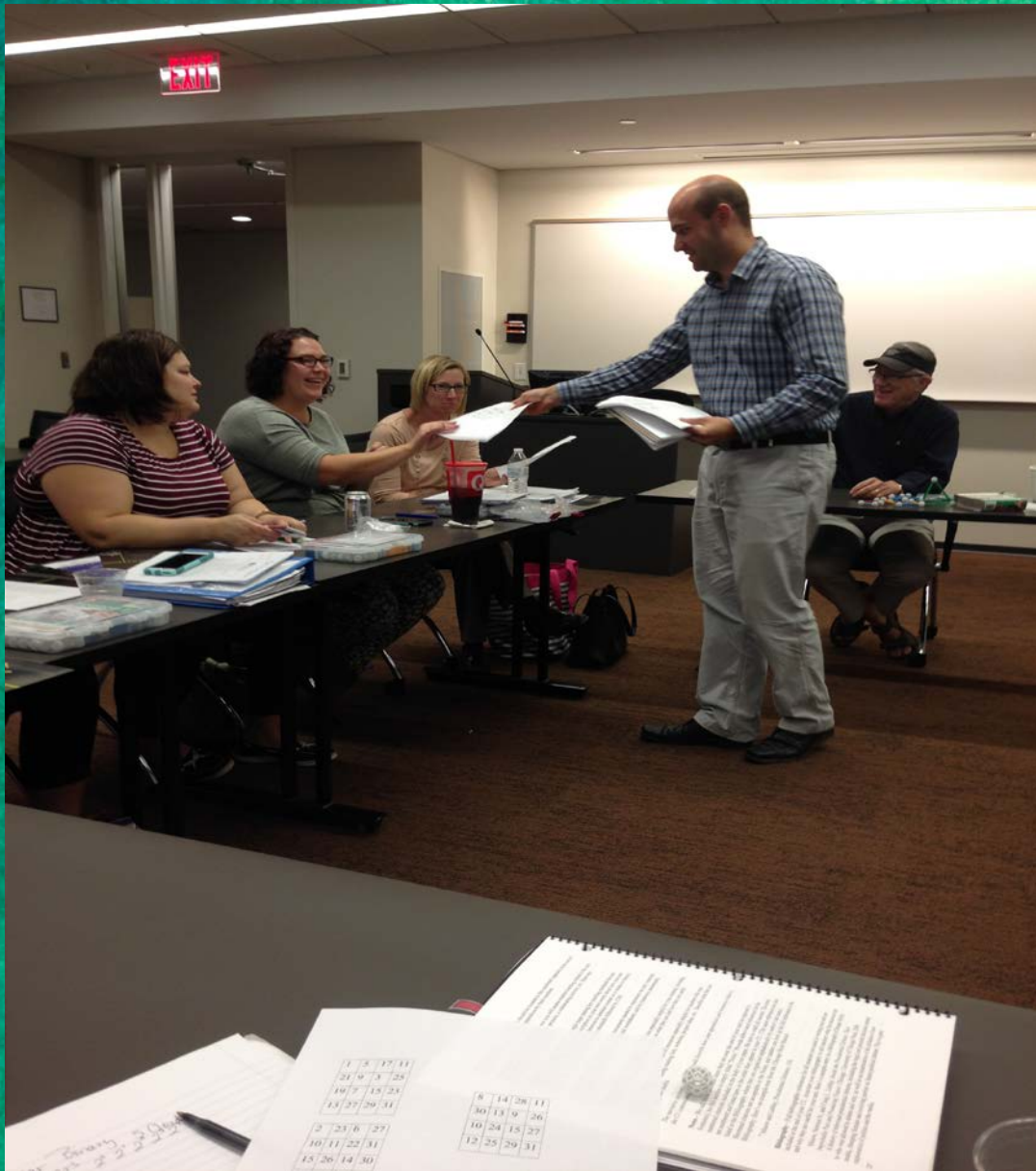


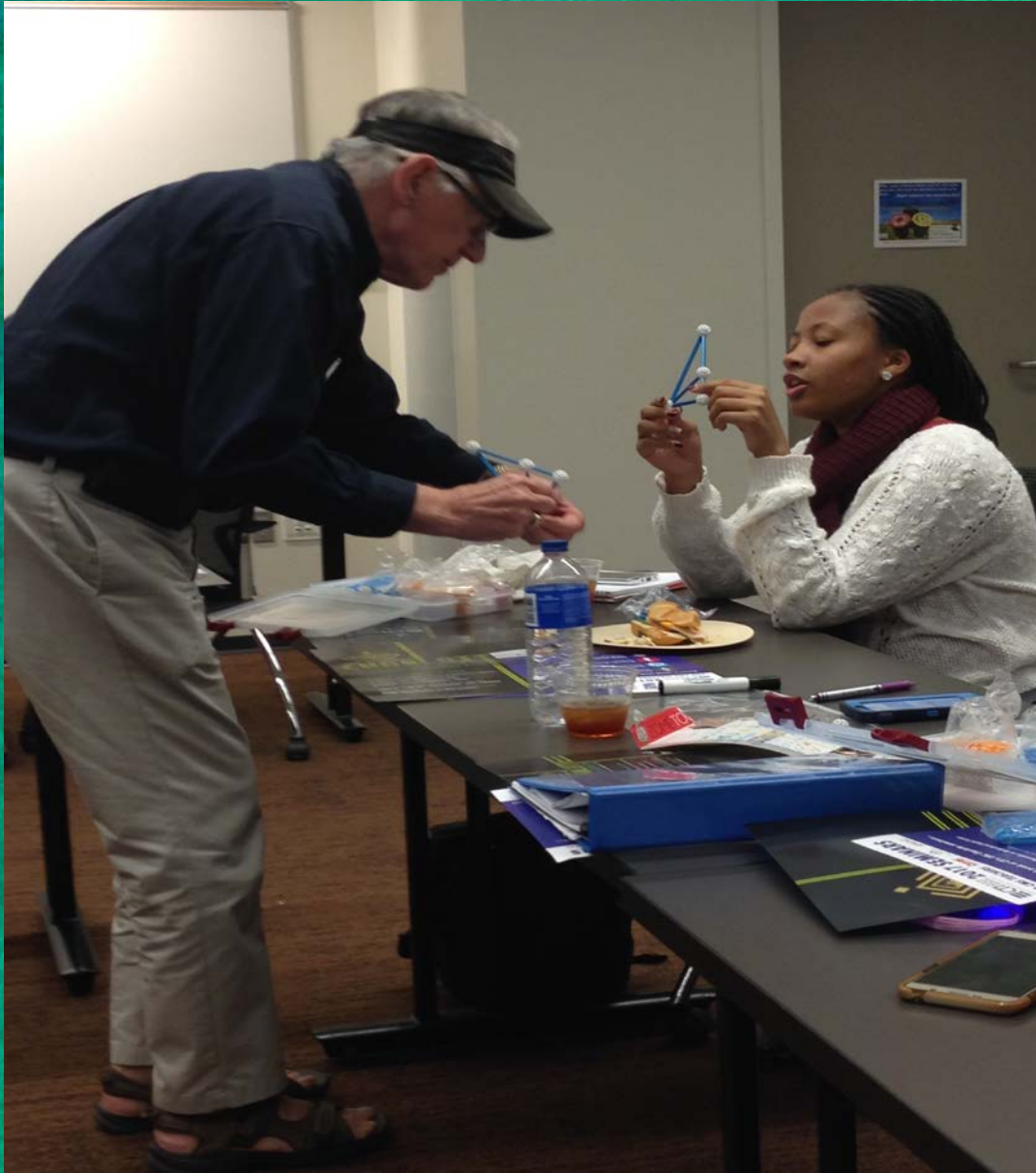




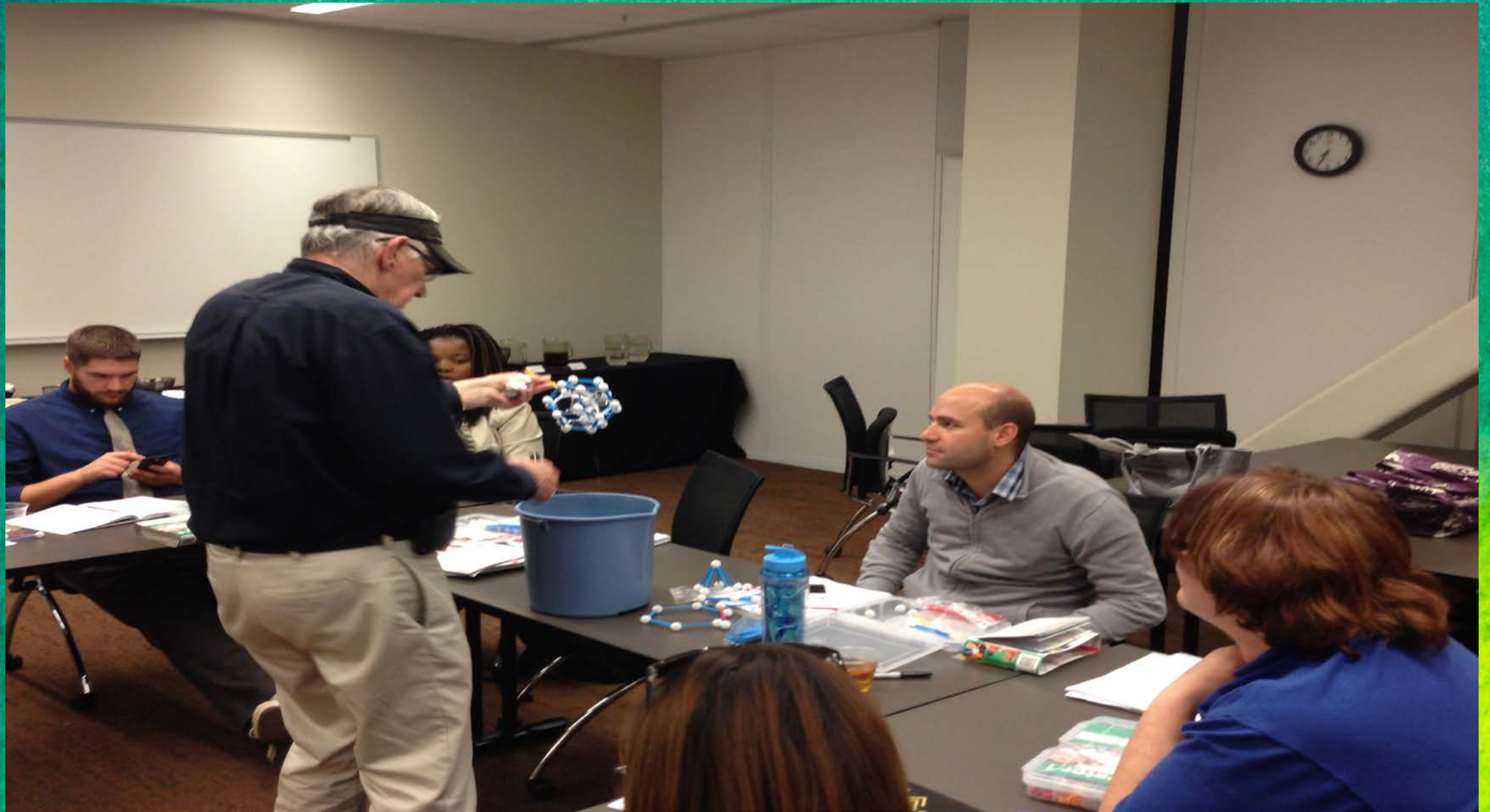
FUNdamentals in Math for Grades PreK-12





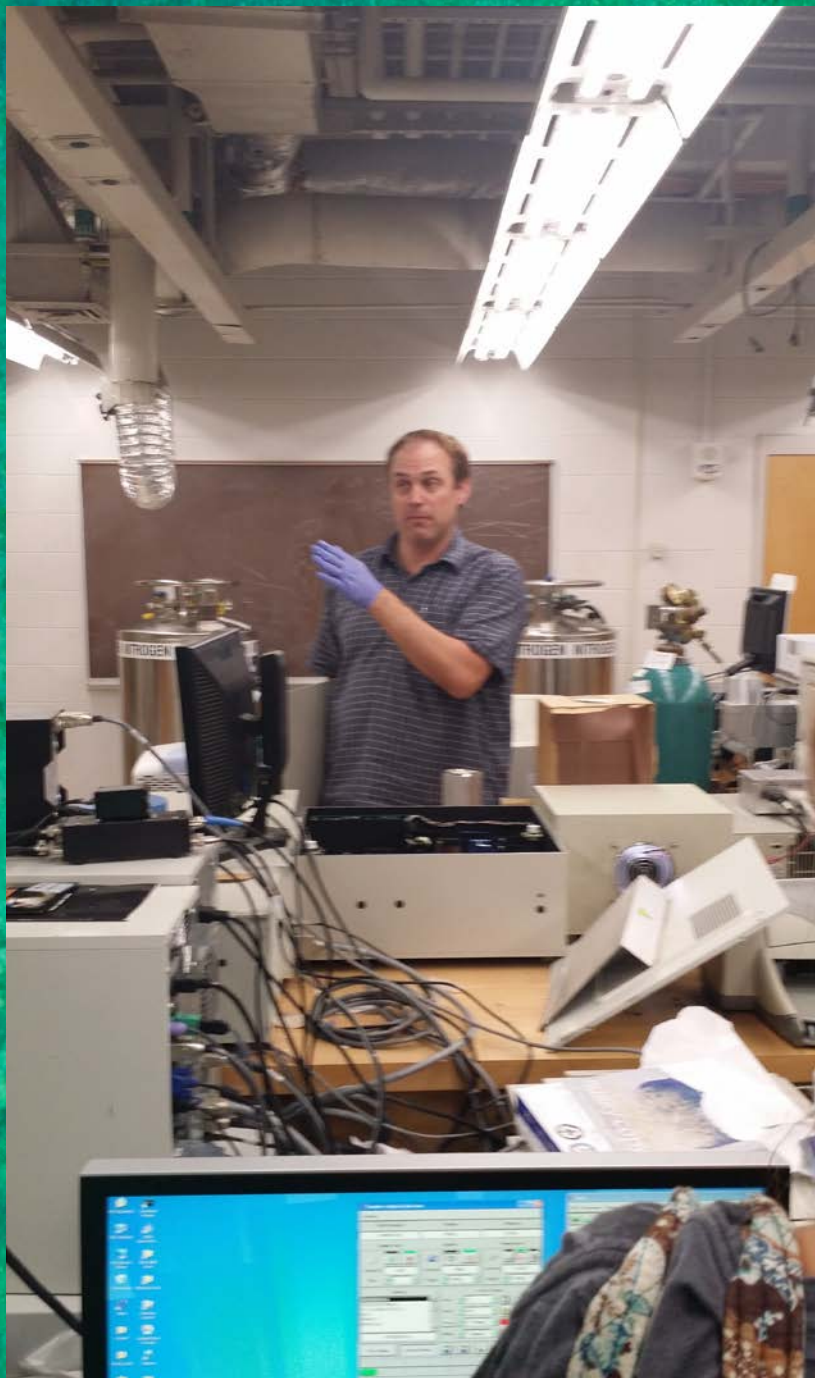






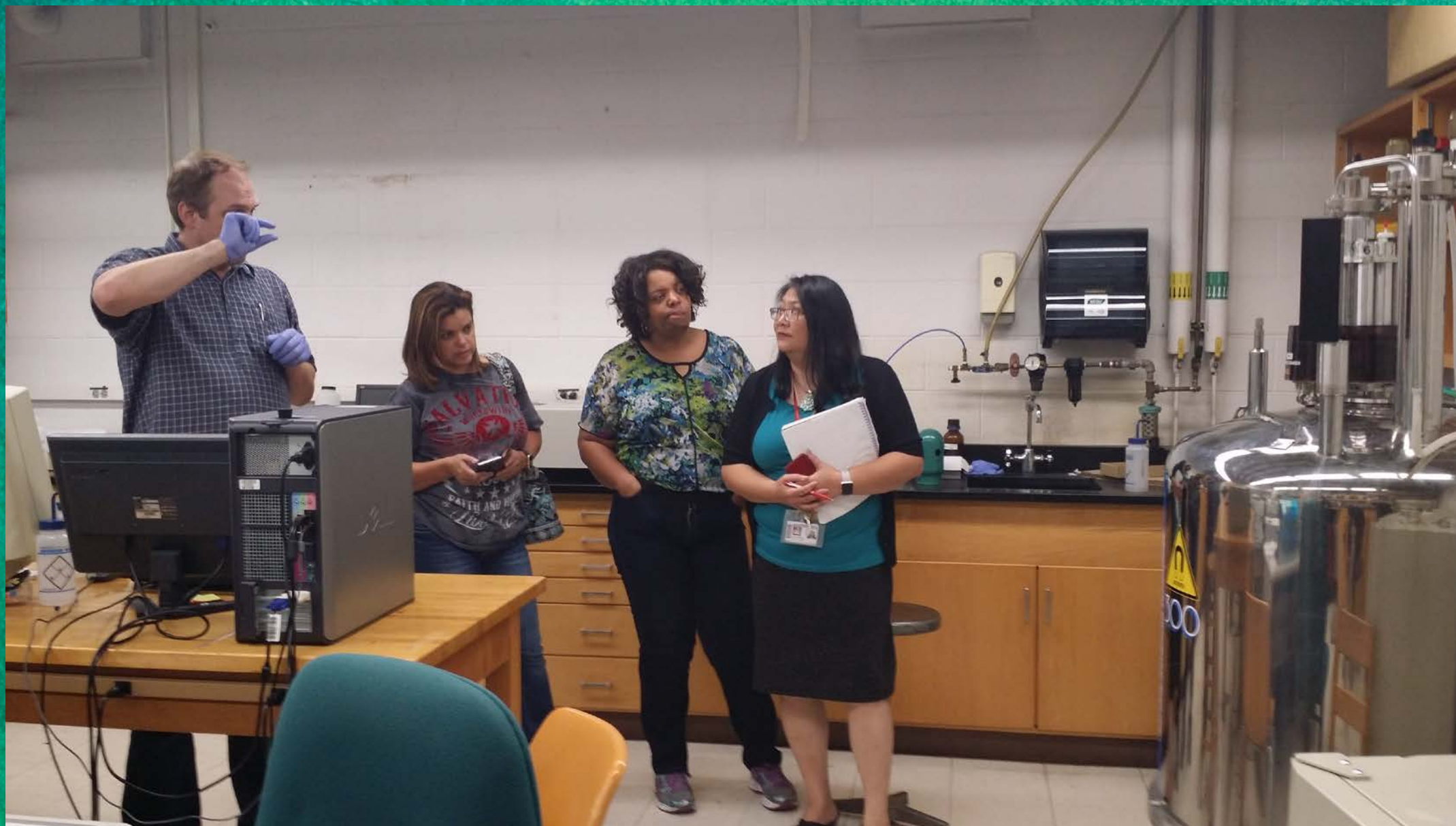


It's a Small World! Exploring Science at the Tiniest Scale





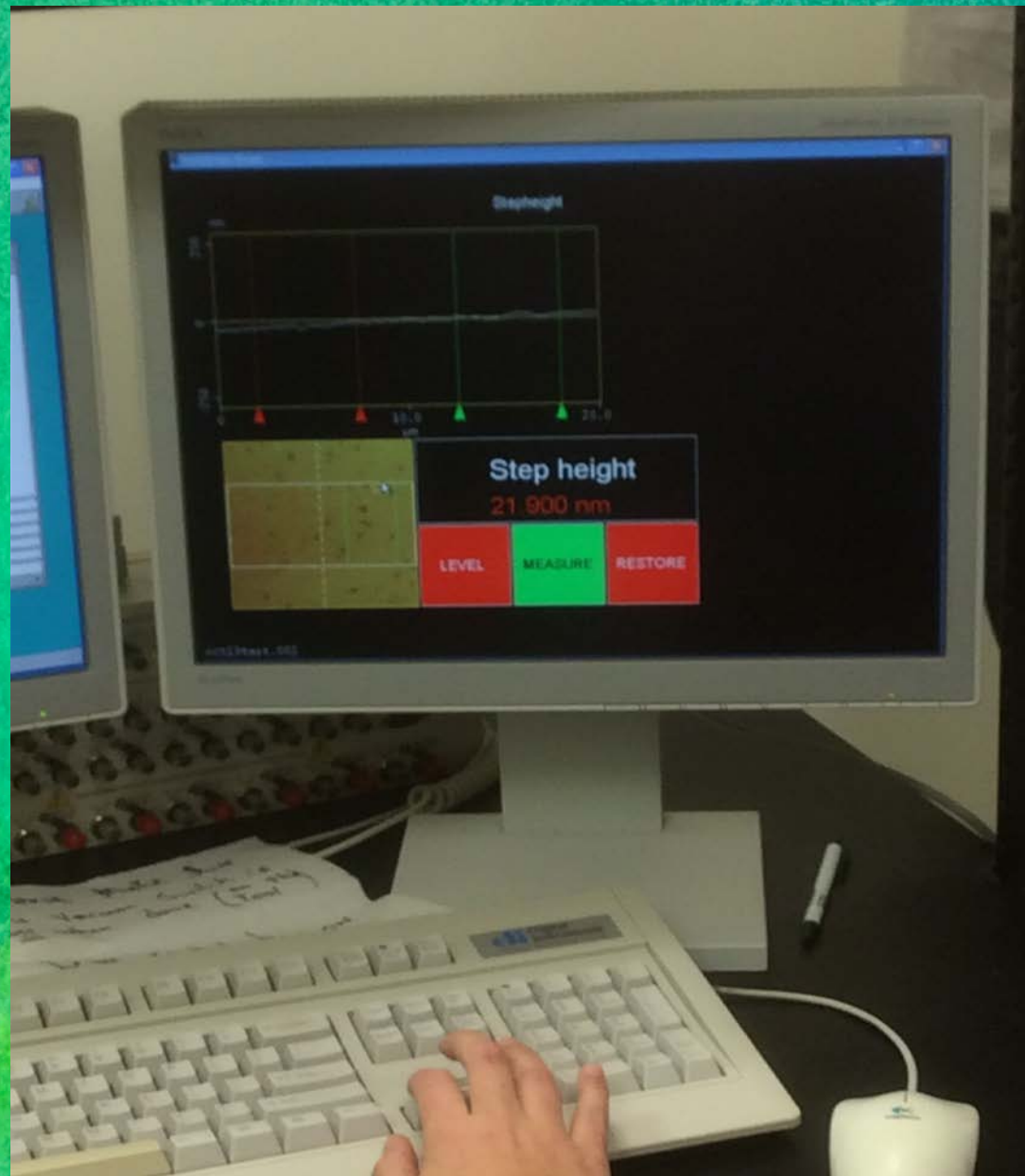
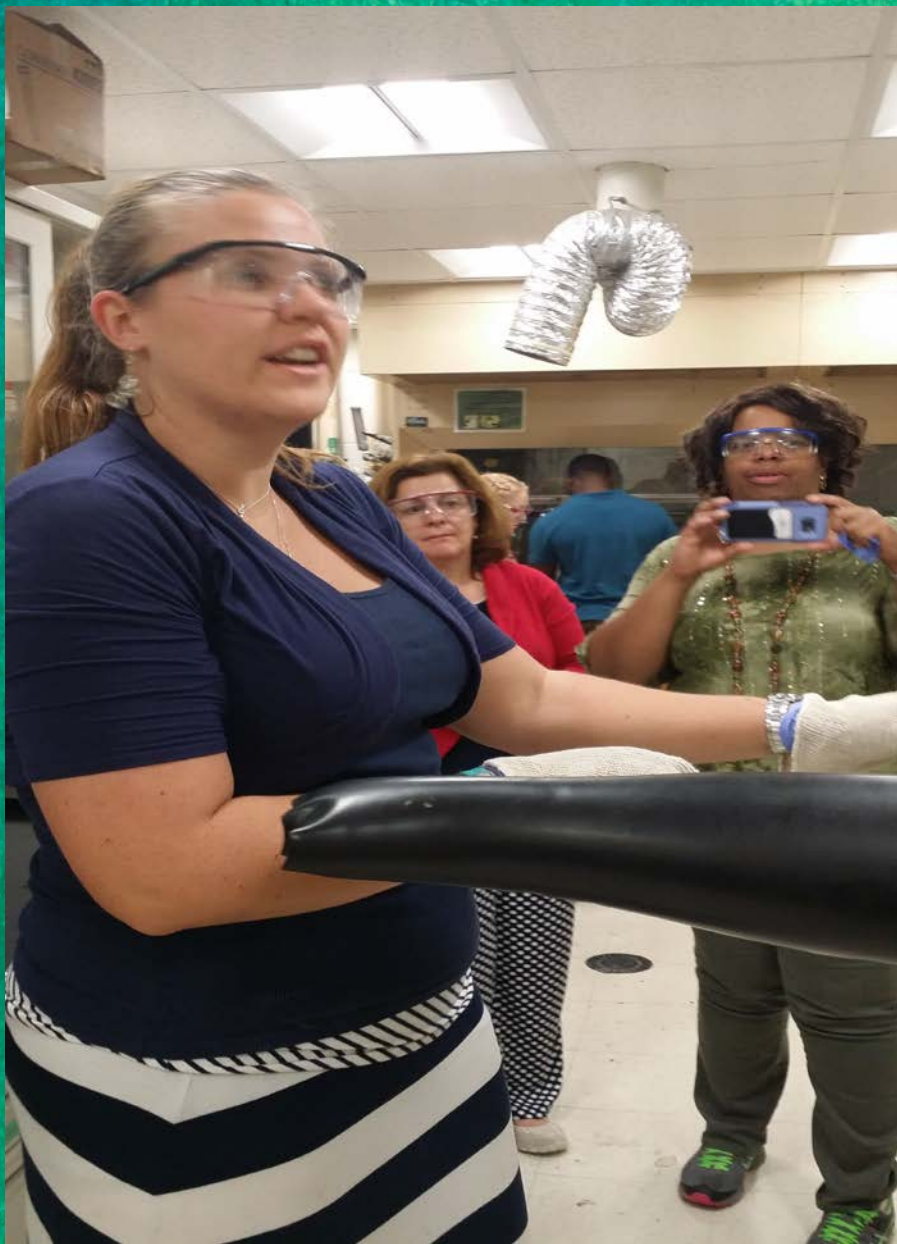






















Tracing the Legacy of Hispanic Cultures-1492 to Today

















Exploring Memoir





