

NEH Application Cover Sheet (ES-272495)

Institutes for School Teachers

PROJECT DIRECTOR

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INSTITUTION

Trustees of Boston University
Boston, MA 02215-1300

APPLICATION INFORMATION

Title: *Friendship and Identity in Literature, Film, and Adolescence*

Grant period: From 2020-10-01 to 2021-12-31

Project field(s): Interdisciplinary Studies, General; American Literature

Description of project: This innovative institute invites English teachers (grades 9-12) to examine how the universal human connection of friendship is understood, portrayed, and experienced from literary, social, cultural, theoretical, and pedagogical perspectives. As a formative and abiding feature of adolescence, friendship is of special curricular interest in the high school English classroom. Through literature, film, and secondary sources, teachers will explore evolving conceptions of friendship, and examine cultural/social contexts and factors including gender, race, class, loyalty, reciprocity, social media, and power dynamics. Teachers will collaborate with colleagues, learn from interdisciplinary guest scholars, and develop curricular materials to help their students become more grounded and nuanced readers of friendship in literature and in their own lives. (Designed for English teachers but will welcome up to four teacher-participants in other humanities subjects.)

BUDGET

Outright Request	168,494.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	168,494.00
Total NEH	168,494.00		

GRANT ADMINISTRATOR

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NEH Grant Proposal: Summer Institute for K-12 Educators, 2021

Dr. Stephan Ellenwood and Dr. Karen Harris

Institute Title: *Friendship and Identity in Literature, Film, and Adolescence*

a) Nature of request

We are requesting funding for a two-week residential Summer Institute for twenty-five (25) high school English teachers (grades 9-12.) Proposed dates are July 11-23, 2021, and the institute will be held at Boston University. This is a first-time institute.

c.) Intellectual rationale

This innovative institute invites English teachers (grades 9-12) to examine how the universal human connection of friendship is understood, portrayed, and experienced from literary, social, cultural, theoretical, and pedagogical perspectives. As a formative and abiding feature of adolescence, friendship is of special curricular interest in the high school English classroom. Through literature, film, and secondary sources, teachers will explore evolving conceptions of friendship, and examine cultural/social contexts and factors including gender, race, class, loyalty, reciprocity, social media, and power dynamics. Teachers will collaborate with colleagues, learn from interdisciplinary guest scholars, and develop curricular materials to help their students become more grounded and nuanced readers of friendship in literature and in their own lives. This institute is designed for English teachers but will welcome up to four teacher-participants in other humanities subjects.

This intellectually robust and collegially supportive institute will comprise director-facilitated whole-group pedagogical study and discussion; small group teacher collaboration; guest scholar lectures; and curriculum and lesson planning around the institute's key concepts and literary works. We will explore literary and cinematic portrayals of friendships and develop

best pedagogical practices in the use of literature, film, research, and theory in order to enrich and inform instruction in the classroom. The institute will host leading interdisciplinary guest scholars from the fields of adolescent and developmental psychology, education, poetry, and social psychology to further develop teachers' understanding and teaching practice. During adolescence, the primary relational field shifts from family to friends. The way we interact in friendships is a microcosm of (and for teens, perhaps a precursor to) the way we interact in the world. Yet friendship as a literary or cultural phenomenon is rarely explored, studied, or understood explicitly or formally within the classroom. This is true even within humanities and literature classrooms that, by definition and design, examine human nature, character motivation, and relational patterns.

This institute's multi-disciplinary and multi-genre exploration will both strengthen teachers' theoretical foundation and invigorate and enrich their practice. It will engage teachers in rich, intellectual and pedagogical inquiry on a range of questions: How has our thinking about friendship evolved over the centuries, and how has it remained consistent? What can we learn about power, reciprocity, family, identity, loyalty, and intimacy by studying friendships within great literature, film, non-fiction, in writers' lives and letters, and in classical and theoretical works? What can we learn from current and established research? What are the particularities, strengths, and complications of friendships within and across gender, race, and class? What are some of our students' unseen struggles vis-à-vis friendship, and how would seeing and understanding those struggles help us to become better teachers? What does it mean that "friend" has become as much verb as noun?

The institute's topic and central questions are timely, appropriate, necessary, and relevant to humanities teaching practice. The institute's enrichment aims are two-fold: first, to give

teachers a full and nuanced understanding of friendship as a literary, social, and cultural force—a phenomenon that is worthy of serving as a curricular and organizing principle within their courses; and second, to cultivate educators’ insight into the robust and fundamental role friendship concerns play in students’ identity formation, and the ways in which friendships impact and reflect every domain of adolescents’ lives (gender, race, class, family, mental health, sexuality). The institute is not focused on “teaching friendship skills” to students. Rather, it is designed to provide teachers the theoretical and practical foundation and resources they need to enrich their understanding of friendship as a field of study, a curricular opportunity, and a student concern, and then bring that renewed insight and knowledge to their work with their students.

Teaching both teachers and students explicitly about friendship makes pedagogical sense. Teachers are increasingly charged not only with teaching content and skills, but with tending to students’ social-emotional learning (SEL). Additionally, prevailing whole-child approaches to classroom teaching call on teachers to differentiate instruction, provide interventions at multiple stages for students who are struggling, and recognize that each student brings into school with them a complicated set of experiences and challenges. Studying friendship itself and friendships as portrayed in literary and artistic works is an effective way to bridge content with student experience. A high school student’s English class is often the primary academic place where they routinely examine human nature. Literary analysis cultivates a reciprocal relationship between author, text, and reader, especially when the subject of the text is one in which the reader is already deeply invested. Friendship is one of the most compelling subjects for adolescents; thus, this institute will provide high school teachers the resources and pedagogical best practices to capitalize on their students’ investment.

All institute materials have been chosen with quality, balance, and diversity in mind. The institute's carefully curated materials are diverse across many domains. We will explore the impact of friendship as it plays out across our literary works and our students' lives and identities, including at the intersection of race, class, and gender. Moreover, teachers in the institute will read and study high-quality works of literature in multiple genres and literary styles, from different time periods, and by writers and poets with a diversity of life experiences and points of view. Films in the curriculum are likewise diverse, as are the institute's critical and theoretical readings, research, and talks by the institute's expert scholars.

These resources for teachers include not only course materials, but also collegial support, expert insights, and planning time. Just as each work is chosen for its singularity of perspective, so, too, are we committed to having a diverse cross section and diversity of teachers in our cohort: new, middle career, and veteran teachers; teachers from throughout the country and those from a range of teaching contexts; and teachers who bring with them a variety of perspectives, life experiences, stylistic inclinations, teaching experiences, and educational philosophies.

The project's directors are both very exceptionally well-versed in this field of study and have substantial and proven pedagogical expertise, as well as experience fostering collegiality and community among teachers. Both Dr. Harris and Dr. Ellenwood have taught and mentored teachers for many years and between them have taught high school students, designed teacher education programs, facilitated teacher learning in the field, led workshops, consulted with schools and English and History departments, and planned and facilitated summer institutes for high school English teachers.

Dr. Harris taught high school English and Humanities for 27 years, and developed curriculum— including the curriculum for *Friendship in Literature*, a course she taught to

students in grades 10, 11, and 12 for 10 years at Brookline High School. (The course had a waiting list each year.) She has been the recipient of numerous awards and grants, including an NEH grant to study Native American literature at Chicago's Newberry Library in 1995. She wrote her dissertation on exemplary teaching and has written for publication. She developed the curriculum for high school teachers and served as teacher-leader for the Favorite Poem Project Summer Institute for Educators from 2001-2018. Dr. Ellenwood directed the five-year Loving Well project and is an internationally recognized expert on moral and character education. He served as Department Chair for a large Curriculum and Teaching Department in the Boston University School of Education for more than three decades.

The prior work of both co-directors is extremely relevant to this institute, is deep and varied, and is characterized by a common commitment to supporting and respecting teachers and providing them with the resources and inspiration to do exemplary work in the humanities. Both Dr. Harris and Dr. Ellenwood know (and have seen) that teachers do their best work when they can work with other teachers, have time to discuss practice and build connections, have access to high level content and expertise, and are treated as teacher-scholars. They have designed this institute with these convictions in mind.

d.) Program of study

The scope and sequence of the two weeks is planned to allow new learning to build on prior learning, and to encourage innovation and collaboration. The syllabus balances the types and intensity of activities, and the two-week duration of the institute allows for depth and breadth, allowing us to explore multiple branches of thematic inquiry substantively and recursively. One of the foundational goals of this institute is to give teachers the opportunity to engage as teacher-scholars in a generative cycle of learning, reflecting, lesson planning, and teacher-to-teacher

sharing. The overall design of the two weeks; the sequencing of the themes, reading and expert speakers; the distribution of activities within each day; and the allotment of time for various periods of independent, small group, and communal work are all in service of this aim. The institute is frontloaded with the introduction of conceptual and theoretical frameworks on friendship, and with teachers sharing their experiences from the field— and from their very diverse teaching contexts— relative to the institute’s themes.

The planning of this two--week institute prioritizes balance across multiple domains: a balance of activity with reflection; reading/viewing and discussion/analysis; planned collaboration with incidental collaboration; discussions of theory with sharing best teaching practices; solo, small group, and whole group work; and periods of high intellectual activity with periods of rest, recharging, and consolidation of learning. Each day provides a variety of activities, as well: There is time each day devoted to reading and viewing primary works and other resources, discussion, activities, whole group work, small planning group work, and individual reflection. Each institute day is organized by a theme, and includes central questions/key concepts, materials/readings, activities/tasks, and (in the case of five of the days), expert guest talks and workshops. The expert guests will have submitted any teaching materials in advance for distribution by the co-directors to the teacher-participants. Expert talks build on relevant concepts and inquiry, and experts will work directly with participants, and will engage teachers in hands-on activities. The leadership roles in this institute fulfilled by co-director Harris and K-12 teacher leader Flynn-Carson ensure that discussion of teaching practice is central to the institute; together, Harris and Flynn-Carson bring to this institute over 40 years’ combined experience as high school English teachers.

The sequencing of themes— and each theme’s respective supporting materials and activities— is designed to ensure continuity as we move between thematic concepts. The sequencing of days encourages recursion between and among each day’s inquiry, discussion, readings, and learning. Conceptual and theoretical frameworks introduced and studied at the outset of the institute are incorporated into our subsequent study of readings and films, which in turn provide literary context and animate theoretical and conceptual principles. The institute’s first ten days of study, reading, reflection, collaboration, discussion, and expert scholar talks build toward the last two days of the institute, which are devoted to teachers developing and presenting lessons, units, and course curricula (both independently and collaboratively) that incorporate insights developed and lessons learned over the course of the institute. (Teachers will use a common template for lesson planning so that the plans can be shared and accessed easily online on our institute’s web site.)

The project’s co-directors, the K-12 faculty leader, and support staff will cultivate a collegial environment in several ways. These include the careful recruitment of participants who reflect geographical, contextual, and demographic diversity (including the required slots for five new teachers); the inclusion of diverse texts, materials, and readings; a curriculum and guest experts that speak to a diversity of student and teacher experiences; and the provision of opportunities for teachers to collaborate formally and informally with fellow teachers from a variety of teaching contexts.

The active engagement of participants will be ensured in several ways; primarily, by making the curriculum engaging, relevant, challenging, and designed to fill a need. The first day of the institute is designed to build collegiality and community as it asks participants (and teacher-leaders) to share something of themselves personally and pedagogically: a brief friendship inventory that they will have been asked to complete prior to the institute; and a favorite work

they teach that features friendship in some way. Throughout the week, teachers build connection and collegiality through their work together in whole group discussion, small group discussion teams, small group collaborative teams, and in shared activities. As teachers will be both living and learning together, they will enjoy formal and incidental opportunities to convene and learn with their new colleagues, and to develop lasting connections.

The co-directors have been both organizers of and teacher-participants in institutes for educators. As the co-facilitator and teacher leader of a successful and highly regarded summer institute for teachers for 17 years (the Favorite Poem Project Summer Institute for Educators, 2001-2018) Dr. Harris learned that summer institutes can best cultivate and support teacher learning that is powerful and sustainable when the following conditions are met: teachers know that they are in good hands and will be treated with great respect as teacher-scholars; teachers know that they can be open and honest about their teaching practice and challenges; and teachers know that hearing multiple viewpoints is welcome and necessary (multiple viewpoints may include perspectives on teaching, stylistic differences, the degree to which theory informs practice, beliefs about best practices, preferences of literature and schools of analysis, and relationship to achievement and assessment.) An effective institute includes teachers from a range of teaching contexts. Materials and readings are well-curated and presented by teacher-facilitators and guest scholars who are excellent teachers as well as experts in their field. There are opportunities for teachers to convene informally; this is what makes a residential institute so effective. When these conditions are met, teachers produce their best work. The evidence is strong that *this* institute will enhance and deepen the teacher-participants' understanding and improve classroom practice. Teacher participants in this institute will return to their classrooms with robust and nuanced understanding of the ways in which the concept of friendship is

understood, portrayed, and experienced both within literature and film, and within the lives of their students.

A primary aim of the institute is that teacher-participants apply what they learn at the institute to enrich their classroom practice. Teachers who have curricular freedom to do so might design an entire course around “Friendship in Literature.” Others might incorporate one or more of the institute’s thematic strands into an existing course they teach. This institute will be a demanding experience for its teacher-participants; it will also be a gratifying, invigorating, enlightening, memorable, and enjoyable one. We, the co-directors, know that this is a vital yet under-recognized topic. And we are committed to doing both this institute and its teacher-participants justice by addressing the topic thoroughly, robustly, innovatively, multi-dimensionally, and from a teacher-centered point of view.

e.) Project faculty and staff

The co-directors, Dr. Karen Harris and Dr. Stephan Ellenwood, are extremely capable planners and organizers who will meet the organizational demands of this project well and consistently. Together with their K-12 teacher-facilitator Keira Flynn-Carson, a project assistant, and five accomplished expert guest scholars, the aims of the project will be excellently managed, and the teachers will be very well served. Dr. Harris assisted in the development and delivery of summer institutes for teacher cohorts of this size for 17 years, and like most teachers, relies on her planning skills to be thorough, thoughtful, and responsive to the needs of students, whether those students are teens, graduate students, or fellow teachers. Dr. Ellenwood’s organizational, pedagogical, and managerial experience will further ensure the success of this institute. He is a true “teacher’s teacher”—having dedicated his professional life to the teaching, development and support of educators in all phases of their careers.

Though the co-directors will share some instructional and organizational responsibilities, there will be sufficient division of labor to warrant naming replacement directors, per NEH guidelines. Dr. Ellenwood will provide institutional and organizational knowledge gained from his many years at Boston University, and will provide efficient linkages between the university and the institute, serving as the BU/institute liaison. His knowledge of the needs and goals of this institute, coupled with his deep familiarity with the personnel, resources, institutional practices, and facilities at Boston University, will serve the institute and provide it with necessary support. He is well established as a leader and an educator at Boston University. He has also assisted and will continue to assist in clarifying, developing, and supporting the institute's aims and will serve on the selection committee. The replacement director for Dr. Ellenwood, should Dr. Ellenwood no longer be able to fulfill his role in the institute, will be Dr. Robert Weintraub, senior lecturer at Boston University. Dr. Weintraub, like Dr. Ellenwood, has deep institutional knowledge of Boston University and years of administrative, managerial, and organizational experience. He is one of the institute's guest scholars, and is familiar to and committed to the mission, needs, and organization of this summer institute.

Dr. Harris will plan, direct, and implement the curricular aims and elements of the institute, select the materials, select the guest scholars, recruit and select participants, monitor and serve the practical, pedagogical, and intellectual needs of the teacher-participants, coordinate the day to day activities of the institute, and serve as its lead teacher. The replacement director for Dr. Harris will be Keira Flynn-Carson who is a day-to-day K-12 teacher-leader during the institute, and is involved in its planning. She is familiar with and committed to the mission, needs, and organization of this summer institute, and will serve on its selection committee.

In addition to the co-directors, the K-12 Teacher Leader and the Project Assistant serve the needs and goals of the institute:

K-12 Teacher Leader Keira Flynn-Carson is an English teacher (grades 10-12) at School within a School, Brookline, Massachusetts. She has designed and taught theme-based courses for over 16 years, including *Dark Literature*, *Feminism and Literature*, and *Literature of Love*. She does social-emotional and social justice programming and ran the freshman and sophomore advisory programs at Brookline High School. She will work with teachers during each day of the institute as a facilitator and will support teacher teams during lesson planning, participate in all discussions, and assist in curriculum development.

Project Assistant: This staff person will be responsible for on-site coordination and communication, and other logical support. They will be available staff and to participants prior to the institute and during the two weeks of the institute. They will support the co-directors, the teacher-facilitator, the teachers, and the expert scholars. They will handle housing issues and administrative needs, including printing, copying, and material distribution, as needed. Five expert guest scholars each bring a unique perspective and offer exceptional and relevant expertise to this institute. Each is accomplished in their field and discipline:

Dr. Robert Pinsky is a celebrated and award-winning poet, with many collections, translations, and honors to his credit. He was a two-term poet laureate of the United States. During his tenure, from 1997-2000, he created the Favorite Poem Project to document, promote, and celebrate poetry's place in American culture. He created the Favorite Poem Project's Summer Institute for Educators (2000-2018) in conjunction with the Boston University School of Education. He will speak and work with teachers examining friendship in poetry and friendship between poets and writers. He teaches Creative Writing at Boston University.

Dr. Niobe Way is Professor of Developmental Psychology and the founder of the *Project for the Advancement of Our Common Humanity* at New York University ([PACH](#)). She is the author of *Deep Secrets* about the friendship of boys. She is also past President of the Society for Research on Adolescence (SRA) and co-director of the Center for Research on Culture, Development, and Education at NYU. Her work focuses on the intersections of culture, context, and human development, with a particular focus on social and emotional development and how cultural ideologies influence developmental trajectories.

Stephen Cope is a psychologist, best-selling author, and scholar who specializes in the relationship between the Eastern contemplative traditions and Western psychology. His most recent work, *Deep Human Connection* (formerly *Soul Friends*) examines the psychology and neurobiology of deep human connection, friendship, and human attachment. He is Scholar-in-Residence at Kripalu Center, the largest center for the study and practice of yoga in the Western world. His friendship typology will serve as a foundational framework throughout the institute. Teachers in the institute will read his book *Deep Human Connection*.

Dr. Robert Weintraub, an award-winning educator and former administrator, now teaches at Boston University in Educational Leadership and Policy Studies. He served as Headmaster of Brookline High School (Massachusetts) for 19 years. He has developed several initiatives, including the Institute for Creative Educational Leadership. Dr. Weintraub will speak about the strengths associated with relationally oriented schools; whole-school perspectives on community-building and anti-bullying; how to build bridges between literature, the arts, and students' lives; and best institutional responses to the challenges posed by social media, student isolation, and cyberbullying.

Dr. Zach Rossetti is an Associate Professor of Special Education at Boston University. His research examines the social belonging and participation of people with intellectual and developmental disabilities, with a special focus on how educators and parents can facilitate friendship opportunities between students with and without disabilities. He will add to teachers-participants' understanding of friendship at different developmental stages, the connection between family dynamics and friendship, and the ways teachers can support friendships between students with and without learning disabilities.

In addition to staff and scholars, a website consultant will design the institute web site under the direction of Dr. Harris. They will charge a flat fee for website design (including the capacity for accepting applications), launching the web site, and website functionality and maintenance.

f.) Institutional resources

The facilities and resources at Boston University support study and collegiality in several ways. The housing, primary classroom site, school of education library, and other institute-based meeting places are all within walking distance and are all well-suited to adults who need a balance of public, collective working space, spaces for more private, quiet work, and rest spaces. The housing is modern, comfortable, and reasonably-priced- with individual rooms and common spaces. Resources for teachers include galleries, restaurants of all types, the student union, convenience stores, and the school of education library. There are several workspaces both within the teacher-participants' housing facility and throughout the neighborhood. The classrooms and common spaces in the Questrom School of Business, and in the School of Education (those we will be using for whole group and breakout work) support the needs of the institute comfortably and reliably. There are also several common spaces contiguous to both primary classroom meeting places, so that breakout and planning groups will have the quiet,

private collaborative spaces they need with access to the internet. The SED library has computers for use, along with workspace and teaching and curricular resources.

Boston University is committed to this institute, as evidenced by the high level of faculty commitment, including a co-director, a replacement co-director, and three of its scholars- and as evidenced by the support of the program grants administrator. The scholars themselves and the K-12 facilitator are all thrilled and excited to be involved, are staunch believers in this institute and its mission, and are completely committed to this project. The institute will provide teacher-participants with documentation (a certificate of completion) that they can submit to their state department of education to seek professional development credit.

g.) Participant outreach and communication

The intended audience for this project is English and Humanities teachers for grades 9-12. Dr. Harris and Dr. Ellenwood will use their sizeable networks of colleagues, former colleagues, former students who are now educators all over the country, and the reach of professional organizations such as NCTE (The National Council of Teachers of English.) In order to attract and recruit from a robust pool of applicants, the co-directors will use every professional network available to them. If there are demographic imbalances or gaps, we will address those gaps. We are committed to building a committed, invested, diverse cohort of teachers from all over the country. The selection committee will comprise Co-directors Harris and Ellenwood, along with K-12 facilitator, Keira Flynn-Carson. Keira Flynn-Carson's familiarity with the institute working directly with the teachers makes her an excellent member of the selection committee, as does her experience several on hiring committees for teachers and administrators.

Dr. Harris will be communicating with the participants before and during the seminar, as well as after. Before the seminar begins, she will communicate with cohorts via email and the

website. She will be available and accessible via text and phone, as will Dr. Ellenwood. Emails and the website will prepare teacher-participants for the practicalities and expectations of the institute and for navigating Boston and Boston University. Harris will also be sending the participants reading materials in advance of the institute, including *Deep Human Connection* (Cope), the novels *Sula* by Toni Morrison and *The Great Gatsby* by Fitzgerald, *Art* by Reza and a packet of course readings. Teachers will be asked to bring these materials with them to Boston.

The learning of the institute will extend well beyond its two weeks and its twenty-five participants. Dr. Harris has maintained connection with alumni of the Favorite Poem Project's Summer Institute for Educators, now an informal, dedicated network of hundreds of high school English teachers, and department heads. Likewise, this institute will prioritize meaningful follow up in order to continue the work and collaboration of its participants. The institute's website will include participant-created lesson plans, and teacher-participants will be encouraged to and supported in endeavoring to publish insights and experiences in professional journals like *English Journal*. All institute materials will be posted on the website.

The institute website will provide practical and curricular resources and serve as an application portal. After the institute, the website will serve as a place for participants to share resources and materials with one another as they return to their classrooms and apply what they have learned. As natives of Boston and the Boston area, all three key personnel will serve as willing and enthusiastic ambassadors to Boston and to Boston University, helping teachers to take advantage of this area's history, its literary heritage, and its landmarks.

Reading List, Institute Schedule and Syllabus (materials embedded)

Reading List

Provided in advance:

Sula by Toni Morrison (2004; Vintage)

Deep Human Connection by Stephen Cope (2019; Hay House)

Art by Yasmina Reza (1996; Faber & Faber)

The Great Gatsby by F. Scott Fitzgerald (Scribner, 2004)

Selected Works from Reading Packet and During Institute:

Accident, Mass. Ave. (McDonough, 2012)

Son of Rambow (Jennings, 2007)

Impossible Friendships (Zagajewski, 2008)

Why are We Murdering the Beautiful Friendships of Boys? (Green, 2017)

Friendship in Childhood and Adolescence (Erdley and Day, in Hojjat and Moyer (2017)

Thelma and Louise (Scott, 1991)

Friends with benefits: A precarious negotiation (Levine and Mongeau, 2010)

With the support of friends (Shandler, 1999)

The Lonely Burden of Today's Teenage Girls (Pipher and Gilliam, 2019)

The Bees (Lorde, 1974)

Eighth Grade (Burnham, 2018)

Friendship and Social Media (Ledbetter in Hojjat and Moyer, 2017)

This is What it Means to Say Phoenix, Az (Alexie, 1993)

St. Francis and the Sow (Kinnell, 2002)

The Armadillo (for Robert Lowell) (Bishop, 1979)

Turning Pain Into Art: How the poets Elizabeth Bishop and Robert Lowell became each other's tragic muses (O'Rourke, 2017)

The Formidable Friendship of Mary McCarthy and Hannah Arendt (Dean, 2013)

Stand by Me (Reiner, 1986)

Sula; Interracial Friendships in Adolescence (Kao and Joyner, 2019)

Friendship, romance and race: What sociologist Grace Kao found (Cummings, 2019)

Friendship: An Echo, a Hurrah, and Other Reflections (Perlman, 2017)

Your Catfish Friend (Brautigan, 1989)

Inside the Apple (Amichai, 1971)

Moonrise Kingdom (Anderson, 2012)

Institute Schedule and Syllabus

Week One

Sunday, July 11: Move-in/Reading day: Registration at Residence Hall

Monday, July 12: Establishing Our Conceptual Frameworks, Goal Setting, and Pooling Our Collective Knowledge and Experience (Day #1)

Central Questions/Key Concepts

- Cope's categories as conceptual framework: The Container, The Twin, The Noble Adversary, The Mirror, and the Conscious Partner.
- Theoretical frameworks: Classical v. modern, family systems theory, developmental, friendship archetypes, social penetration theory
- In what ways are modern views of friendship rooted in classical conceptions of friendship?

Materials/Readings

Deep Human Connection (Cope); *Accident, Mass. Ave.* (McDonough); *The Great Gatsby*: A case study

Tasks/Activities

- Introductions/expectations; Sharing friendship inventories
- Sharing favorite friendship poem/story/novel/film
- Our students as case studies; Best practices
- Film: *Son of Rambow* (2007)

Tuesday, July 13: Friendship, Status, and Social Class. (Day #2)

Guest Scholar: Dr. Stephen Cope

Central Questions/Key Concepts

- Friendship identity, status, and social class; triad friendships; Considering the sidekick

Materials/Readings

The Great Gatsby; *Art* (Reza); *Impossible Friendships* (Zagajewski)

Tasks/Activities

- Discussion, student case studies, reflective writing, pedagogy round table, curation workshop/lesson planning

Wednesday, July 14: Boys, Friendship, Power, and Vulnerability (Day #3)

Guest Scholar: Dr. Niobe Way

Central Questions/Key Concepts

- Friendship identity and gender; toxic masculinity and intimacy
- Friendship identity and power; “social penetration theory”
- Same-gender and cross-gender friendships

Materials/Readings

Why are We Murdering the Beautiful Friendships of Boys? (Green, 2017); *Friendship in Childhood and Adolescence* (Erdley and Day, in Hojjat and Moyer (2017)

Tasks/Activities

- Discussion, student case studies, reflective writing, pedagogy round table, curation workshop/lesson planning
- Film: *Thelma and Louise* (1991)

Thursday, July 15: Girls, Friendship, and the Competition for Resources (Day #4)

Central Questions/Key Concepts

- Friendship identity and gender; feminism and friendship
- Sexuality, friends with benefits, hookup culture

Materials/Readings

Friends with benefits: A precarious negotiation (Levine and Mongeau, 2010); *With the support of friends* (Shandler, 1999); *The Bees* (Lorde)

Tasks/Activities

- Discussion, student case studies, reflective writing, pedagogy round table, curation workshop/lesson planning
- Film: *Eighth Grade*

Friday, July 16: Frenemies, Learning Differences, and Social Media (Day #5)

Guest Scholar: Dr. Zack Rossetti

Central Questions/Key Concepts

- Friendship identity, emotional intimacy and technology
- Applying theoretical frameworks to online friendships: What fits and what doesn't?
- Navigating friendships with a learning difference/diagnosis

Materials/Readings

Friendship and Social Media (Ledbetter in Hojjat and Moyer, 2017); *This is What is Means to Say Phoenix, Az* (Alexie); *St. Francis and the Sow* (Kinnell)

Tasks/Activities

- Discussion, student case studies, reflective writing, pedagogy round table, lesson planning

Saturday: Optional Field Trip to MFA, curated guided visit: “Friendships in Painting”

Sunday: Reading, reflecting, rest, connecting with colleagues

Week Two

Monday, July 19: Friendship in Poetry, Friendship in Letters (Day #6)

Guest Scholar: Robert Pinsky

Central Question/Key Concepts

- Friendship in poetry and letters; Creativity in friendship

Materials/Reading

The Armadillo (for Robert Lowell) Elizabeth Bishop

Turning Pain Into Art: How the poets Elizabeth Bishop and Robert Lowell became each other's tragic muses (O'Rourke, 2017)

The Formidable Friendship of Mary McCarthy and Hannah Arendt (Dean, 2013)

Tasks/Activities

- Discussion, student case studies, reflective writing, pedagogy round table, lesson planning
- Film: *Stand by Me* (1986)

Tuesday, July 20: Friendship, Race, and Intersectionality (Day #7)

Central Questions/Key Concepts

- Friendship identity and race; Intersectionality in friendship
- Nel and Sula: noble adversaries or toxic friends?

Materials/Readings

Sula; Interracial Friendships in Adolescence (Kao and Joyner, 2019); *Friendship, romance and race: What sociologist Grace Kao found* (Cummings, 2019)

Tasks/Activities

- Discussion, student case studies, reflective writing, pedagogy round table, lesson planning

Wednesday, July 21: What School Could Do and Be: How Can We Be Better? (Day #8)

Guest Scholar: Dr. Robert Weintraub

Central Questions/Key Concepts

- What would work in your teaching context? Planning for the ideal and curating from there.
- Applying educational theorists to friendship studies: Bronfenbrenner's Ecological Systems theory and Vygotsky's Zone of Proximal Development

Materials/Reading:

Friendship: An Echo, a Hurrah, and Other Reflections (Perlman, 2017); *Your Catfish Friend* (Brautigan); *Inside the Apple* (Amichai)

Tasks/Activities

- Discussion, student case studies, reflective writing, pedagogy round table, lesson planning

Thursday: Collaboration and Writing Day/Lesson Planning (Day #9)

Tasks/Activities

- Lesson planning, small group/team collaboration/whole group feedback
- PM Film: *Moonrise Kingdom*

Friday: Lesson presentations; consolidation of insights and plans (Day #10)

VITA
STEPHAN E. ELLENWOOD

EDUCATION

Ph.D. Northwestern University
 Evanston, Illinois
 Education-1970

M.A.T Brown University
 Providence, Rhode Island
 History and Education – 1964

B.A. Grinnell College
 Grinnell, Iowa
 History – 1963

CURRENT POSITION

Associate School of Education – History and Social Studies Program, Curriculum and
Teaching Program
Professor Boston University

PROFESSIONAL EXPERIENCE

Chair Curriculum and Teaching Department
 School of Education
 Boston University
 Boston, Massachusetts
 1987-2010

Associate External Funding and Faculty Development
Dean School of Education
 Boston University
 While also serving as Chair of Curriculum and Teaching Department

Director Division of Instructional Development and Administration
 Associate Professor
 School of Education
 Boston University
 Boston, Massachusetts

Chair Social Education Department
 School of Education
 Boston University
 Boston, Massachusetts

Overseas Boston University – School of Education

Assistant Professor Graduate Program in Europe
Heidelberg, Germany and Naples, Italy

Assistant Professor School of Education
Boston University
Boston, Massachusetts

Assistant Professor College of Education
Northwestern University
Evanston, Illinois

Teaching Fellow College of Education
Northwestern University
Evanston, Illinois

History Teacher Maine South High School
Park Ridge, Illinois

PRESENTATIONS and ADDRESSES

University of Genoa, Aretai Center on Virtues, Annual Conference for Italian Society for Moral Philosophy, , “Helping Students Find and Frisk Moral Exemplars.” October 5-7, 2017. Genoa Italy

Singapore’s National Institute for Education, International Conference on Redesigning Pedagogy, “Literature as a Path for Expanding Creativity and Deepening Moral Understanding.” May 30-June 2, 2017.

Oxford University – Jubilee Center Annual Conference. Address on “Cultivating Wisdom in Schools” January 5-7, 2017 (Paper in the proceedings of the Jubilee Center at the University of Birmingham.)

Beijing Normal University, Foreign Language Department. Address on “Literature as a Vital Resource of Linguistic and Moral Understanding.” November 14, 2016. Beijing, China.

Oxford University – Jubilee Center Annual Conference. Address on “Meeting the Challenges Facing School-Based Character Education” January, 2016 (Paper in the proceedings of the Jubilee Center at the University of Birmingham.

Yuecheng Education Innovation Center. Conducted two 1-day symposia for fifty Chinese educators each on “Understanding by Design.” December 5-6, 2015. Beijing China.

National Association of Foreign Language Education Annual Conference. The Chinese Society of Education. Keynote address on “Powerful Competencies Unlocked by Stories” October 16-18, 2015. Xian, China.

Oxford University. Jubilee Center Annual Conference. Address on “Virtue Ethics in Education – Grim Visage, Silent Partner, or Savvy Pioneer?” January, 2015. (Paper in the proceedings of the Jubilee Center at the University of Birmingham. Oxford, England.

Yuecheng Education Innovation Center. Conducted two 3-day workshops for forty Chinese Educators on “Literature and Character Development” and “Understanding by Design as a Vital School Reform.” June and July 2014. Additional 2-day workshop on “Moral and Character Education.” November 5-6, 2014. Beijing, China.

Windsor Castle, United Kingdom. Special Consultancy on Service Learning. Keynote address on “Learning to Serve- Serving to Learn.” September 29-30, 2014. Windsor, England.

Hiroshima University. Address to faculty and graduate students in professional education programs on “Character Education: A Complicated Past and Promising Future.” (Plus panel discussion with students.) May, 2014. Hiroshima, Japan.

Oxford University – Jubilee Center Annual Conference. Address on “Measuring Virtue, a Little Later and a Little Rougher.” January 2014. Paper in the proceedings of the Jubilee Center at the University of Birmingham.

National Forum on Character Education. Character Education Partnership. Address on “Literature as a Path to Good Character and Better Decisions.” October 24-27, 2013, Washington, D.C.

Yuecheng Education Innovation Center. Conducted 3-day workshop for forty Chinese educators on “Moral Education and Curriculum Reform.” June 14-16, 2013.

Harvard University International Conference on Asian International Relations. Address on “Recent Trends and Important Issues in Moral and Social Growth in Middle and Senior High School” plus a subsequent panel discussion with international faculty and graduate students. January 16, 2013.

Invited speech (to be included in Symposium Documents) “Learning about Character through Literature,” International Education Foundation Conference: Moscow, Russia; July 30, 2000.

“Education against Hatred,” Haifa University and Elie Wiesel Foundation Conference, Haifa, Israel, June 1-5, 1990.

“Law-Focused Education for Elementary, Junior High School, Senior High School, and Corrections Educators.” National Conference on Law-Focused Education; Chicago, Illinois.

PUBLICATIONS

“Meeting the Challenges Facing School-Based Character Education” January, 2016. Jubilee Center website at the University of Birmingham. Birmingham, England.

“Virtue Ethics in Education – Grim Visage, Silent Partner, or Savvy Pioneer?” Jubilee Center website at the University of Birmingham. January, 2015. Birmingham, England.

“Measuring Virtue, a Little Later and a Little Rougher.” January 2014. Jubilee Center website at the University of Birmingham. Birmingham, England.

“Literature-Based Character Education,” with N. McLaren, Middle School Journal, November 1994.

The Art of Loving Well, 3rd edition, with K. Ryan, N. McLaren and R. Goldman, produced with a grant from US Department of Health and Human Services, Copyright Boston University, 1993.

Teaching and Learning: Philosophical Curricular, and Psychological Implications with D. Lapp and H. Bender. Macmillan Company, New York, 1974.

Teaching Social Studies in the Secondary School with J. Lee and T. Little. The Free Press, New York, 1972.

GRANTS AND CONTRACTS

Economic Education Project – sponsored by the Financial Executives Institute of Boston. Teacher training and Curriculum development \$75,000 over two years. 1998-2000.

Loving Well Project – U.S. Department of Public Health and Human Services, developing classroom materials for 8th grade, 1987-1990. Collaboration with School of Communication, \$724,000 over 5 years.

Character Education Project – U.S. Department of Education, developing classroom materials for junior high school students, 1986-1987, \$147,000. Co-director with K. Ryan.

BOSTON UNIVERSITY SERVICE

Chair, School of Education Faculty Assembly, 2016-2020.

School of Education Representative to Faculty Council of Boston University – 2015-2018.

School of Education Representative to University Council of Boston University, 2015-2018.

American School Bombay. Directed a nine-course Master’s Degree in Education program for thirty international educators at the American School of Bombay, 2012-2014. Mumbai, India.

Director, Center for Character and Social Responsibility, 2010-2013.

Advisory Committee, Center for Excellence in Teaching, 2000-2002.

Dean’s Search Committee – School of Education, 1980-1981, 1987, 2002-2004.

Chair, Student Life Committee, 1977-1978.

Dr. Karen Harris
Curriculum Vitae

PROFESSIONAL EXPERIENCE

Writer/Curriculum Developer (2001- present)

- Write essays for publication (Edutopia, *Cogniscenti* WBUR, *Pangyrus*, *Northern Colorado Writers Conference*, others)
- Developed course curricula, including: *Exploring Our Identities Through Poetry* for the Unitarian Universalist Association, *The Natural World in Literature* (grant from The Thoreau Society), *Friendship in Literature* curriculum, *Outsider in Literature*, others

English Teacher (2002-2019)

SCHOOL-WITHIN-A-SCHOOL/BROOKLINE HIGH SCHOOL, Brookline, Massachusetts

- Devised and taught a variety of thematically-and conceptually-driven courses to multi-level, mixed-grade classes (grades 10-12) in *School-Within-a-School (SWS)*, a thriving democratic school community of 120 students and 5 staff.
 - o Courses included: *Spirituality in Literature*, *Friendship in Literature*, *The Natural World in Literature*, *Childhood and Memory in Literature*, *Writers of Color*, *Experimental Memoir*, *Poetry*, *Creative Writing*, *Novels of Social Change*, *Aesthetics*, and *Comedy in Literature*.
- Collaborated with students and fellow staff on programmatic decision-making and community governance; hired staff, created admissions protocols, and executed the program's overarching principles of student agency, responsibility to community, inclusivity, and academic rigor
- Advised student-created committees, including yoga, gender, poetry, and service committees
- Collaborated with fellow faculty and administration within the school and the district at large on a variety of initiatives, including a town-wide Favorite Poems event, a yoga and mindfulness curriculum, author talks, and musical events
- Hosted local, national, and international (Japan, Saudi Arabia, France, England, Costa Rica) teachers, school leaders, administrators, and educational researchers as they studied SWS, one of the most established and vibrant democratic high school programs in the country

Teacher Leader and Founding Developer of Curriculum (2001-2018)

FAVORITE POEM PROJECT SUMMER INSTITUTE FOR EDUCATORS, Boston University

- Worked with the poet Robert Pinsky in a unique collaboration between the Schools of Education and Fine Arts to pilot, develop, and facilitate acclaimed institute for teachers
- Facilitated groups of high school English teachers (public and private; local, national, and international) in sharing, refining, and fortifying their poetry teaching practice
- Coached and supported teachers as they created collaborative, best-practice poetry lessons inspired by visiting poets, their fellow teachers, the institute's principles, and their own unique teaching contexts
- Participated in seminars and liaised with visiting poets, including Mark Doty, Louise Glück, Frank Bidart, David Ferry, Rosanna Warren, Heather McHugh, Maggie Dietz, Jill McDonough, Carl Phillips, Gail Mazur, and Robert Pinsky
- Distributed teacher-created lessons via the Favorite Poem Project website and throughout the institute's vast network of alumni

Programmatic Consultant for Teacher Institute Development (2016)

POETRY FOUNDATION, Chicago

- Served as visiting consultant to help Poetry Foundation and University of Chicago develop a program modeled after the Favorite Poem Project's Summer Institute for Educators
- Trained and mentored teacher leaders

English Teacher (1991-2000)

WATERTOWN HIGH SCHOOL, Watertown, Massachusetts

- Devised and taught standard, honors, and AP classes
- Served on faculty committees (including NEASC evaluation committee), advised student clubs, proposed initiatives, and received several grants and awards

Instructor, English Methods for the Classroom (2001-2005)

BOSTON UNIVERSITY GRADUATE SCHOOL OF EDUCATION

- Wrote curriculum and taught English Methods course to MAT students in the year leading up to and including their student teaching
- Hired and supervised field evaluators to observe and evaluate approximately 40 student teachers (per year) during their high school field placements; recruited strong and varied site placements and mentor teachers
- Mentored and advised graduate (and some undergraduate) students throughout the student teaching and induction process; addressed and resolved issues pertaining to practice, coursework, placement, certification, and supervision

Curriculum Developer (2002)

UNITARIAN UNIVERSALIST ASSOCIATION

- Wrote a 12-unit poetry curriculum for Youth Education programming entitled "Exploring Our Identities Through Poetry"

EDUCATION**Doctor of Education (2018)**

BOSTON UNIVERSITY

Dissertation: "The Practices of Exemplary Teachers of Poetry in the Secondary ELA Classroom"

Committee: Dr. Robert Pinsky, Dr. Stephan Ellenwood, Dr. Phillip Tate

Master of Arts in Teaching (1991)

BOSTON UNIVERSITY

Bachelor of Arts in English (1985)

UNIVERSITY of NEW HAMPSHIRE

AWARDS and HONORS

Include: National Endowment of the Humanities Grant to study Native American Literature, Chicago (1995); Thoreau Society grant to develop Thoreau-centered curriculum (1997); Finalist for Christa McAuliffe Fellowship (1998); Honored Teacher (1995, 1998); Brookline Education Foundation grant to study yoga and mindfulness at Kripalu Center (2007)

INTERESTS

Professional areas of interest: Teacher education/induction, poetry, democratic education, equity

Essayist (1995-present)

Songwriter/Guitarist/Singer: The Vivs (2009-2017)

Passions: Parenting, Reading, Music, Mountain Biking, Cross-Country Skiing, Flowers, Yoga, Dogs

Boston University
(617) 353 2821
www.robertpinskypoet.com

R O B E R T P I N S K Y
C U R R I C U L U M V I T A E

EDUCATION

B.A. Rutgers University 1962
M.A. Stanford University 1964
Ph.D. Stanford University 1966

EMPLOYMENT

University of Chicago, Assistant Professor of English 1966-67
Wellesley College, Professor of English 1967-1980
Harvard University, Visiting Lecturer in English, 1980
University of California, Berkeley, Professor of English, 1980-1989
Boston University, Professor of English and Creative Writing, 1988-Present
The New Republic, Poetry Editor, 1978-1987
Slate, Poetry Editor, 1996-2013
The NewsHour with Jim Lehrer, Contributor, 1997-2004
The Washington Post Book World, Columnist, January 2005-2008

POETRY

SADNESS AND HAPPINESS, Princeton University Press 1975
AN EXPLANATION OF AMERICA, Princeton University Press 1980 (Saxifrage Prize)
THE SEPARATE NOTEBOOKS, by Czeslaw Milosz, (cotranslator), The Ecco Press 1984
HISTORY OF MY HEART, The Ecco Press 1984 (William Carlos Williams Award)
THE WANT BONE, The Ecco Press 1990
THE INFERNO OF DANTE, Farrar, Straus & Giroux 1995 (Los Angeles Times Book Award in Poetry, Landon Translation Prize)
THE FIGURED WHEEL: NEW AND COLLECTED POEMS 1966-1996, Farrar, Straus & Giroux 1995 (Finalist for 1995 Pulitzer Prize in Poetry, Awarded Ambassador Book Award in Poetry of the English Speaking Union)
JERSEY RAIN, Farrar, Straus & Giroux 2000
FIRST THINGS TO HAND, Sarabande 2006
GULF MUSIC, Farrar, Straus & Giroux 2007
SELECTED POEMS, Farrar, Straus & Giroux Spring 2011
GINZA SAMBA: POEMAS ESCOGIDOS (Bilingual Translation) Ediciones Vaso Roto Spring 2015
AT THE FOUNDLING HOSPITAL, Farrar, Straus & Giroux 2017 (Finalist for National Book Critics Circle Award)
TERRARIUN DLA SNÓW (RP Selected in Polish), Znak Editions 2017

PROSE

LANDOR'S POETRY, University of Chicago Press 1968

THE SITUATION OF POETRY, Princeton University Press 1977

POETRY AND THE WORLD, The Ecco Press 1988 (nominated for National Book Critics Circle Award in Criticism)

THE SOUNDS OF POETRY, Farrar, Straus & Giroux 1998

DEMOCRACY, CULTURE AND THE VOICE OF POETRY, Princeton University Press 2002

THE LIFE OF DAVID, Schocken Books, a division of Random House, Inc. 2005

THOUSANDS OF BROADWAYS, University of Chicago Press 2009

OTHER BOOKS

THE HANDBOOK OF HEARTBREAK, William Morrow & Co. 1998

AMERICANS' FAVORITE POEMS, W.W. Norton & Co. 1999

POEMS TO READ, W.W. Norton & Co. 2002

INVITATION TO POETRY, W.W. Norton & Co., 2004

WILLIAM CARLOS WILLIAMS, Library of America, American Poets Project, 2004

Introduction to *CAPE COD* by Henry David Thoreau, Princeton University Press, 2004

ESSENTIAL PLEASURES: A NEW ANTHOLOGY OF POEMS TO READ ALOUD, W.W. Norton & Co. 2009

THE BEST OF THE BEST: 25 YEARS OF THE BEST AMERICAN POETRY (ed) Scribners Spring 2013

SINGING SCHOOL: LEARNING TO WRITE (AND READ) POETRY BY STUDYING WITH THE MASTERS, W.W. Norton & Co. 2013

THE MIND HAS CLIFFS OF FALL: POEMS AT THE EXTREMES OF FEELING, W.W. Norton & Co. 2019

Curriculum Vitae
NIOBE WAY
Professor
Department of Applied Psychology, New York University

Education:

University of California at Berkeley
Double majored in Psychology and Social Welfare
B.A., June 1985

Harvard University
Human Development and Psychology Department
Graduate School of Education
Ed.D., June 1994

Yale University
Department of Psychology
National Institute of Mental Health Post-doctoral Fellow
July 1994-August 1996

Employment and Positions:

- | | |
|-------------------|--|
| 9/06—Present | Professor , Developmental Psychology Program, Department of Applied Psychology, New York University |
| 6/13 ---- Present | Founder , The Project for the Advancement of Our Common Humanity (PACH; pach.org). A think and do tank at NYU that draws from the science of human connection to engage in research, curriculum development, community action, and educational policy with the goal of helping to create a more just and humane world. Currently has over 200 members including academics, policymakers, educators, practitioners, journalists, and social activists. |
| 9/01----Present | Co-Director and Co-Principal Investigator . The Center for Research on Culture, Development and Education (CRCDE). Funded by the National Science Foundation. |
| 3/10—3/12 | President, Society for Research on Adolescence . This is an elected position for a professional organization of approximately 2000 members. It holds a biennial conference and sponsors the leading journal in the field of adolescent development. |
| 9/06--- 9/11 | Director , Ph.D. Program in Developmental Psychology, Department of Applied Psychology, New York University |

1/07-6/07	Director of Social Science Research in the NYU in Shanghai program (spent the semester in Shanghai as director and teacher)
9/01 – 8/06	Associate Professor , Developmental Psychology Program, Department of Applied Psychology, New York University
1999--Present	Co-Founder , University Neighborhood High School. A neighborhood high school that currently enrolls 1000 students in New York City.
9/95 – 9/2002	Director of Undergraduate Studies , Applied Psychological Studies, New York University
9/95- 8/01	Assistant Professor , Developmental Psychology Program, Department of Applied Psychology, New York University
7/94 - 8/95	National Institute of Mental Health Post-Doctoral Fellow , Department of Psychology, Yale University
9/92 -6/94	Research Associate , Department of Psychology, Yale University
3/91 - 3/93	Research Consultant , Rutgers University, School of Professional and Applied psychology. An NIMH funded project on the socio-emotional correlates of high risk behavior
9/90 - 8/93	Co-Founder and Associate Project Director for the Urban Youth Connection project -- a school-based prevention and intervention program for high risk youth based in Boston MA.
9/89 - 9/91	Research Associate , Medical School, Harvard University.
9/87 - 3/91	Research Assistant , Graduate School of Education, Harvard University (with Dr. Perry London).
9/90 - 6/92 9/87 - 1/89	Mental Health Counselor , English High School, Boston, Massachusetts. Teaching Fellow , Graduate School of Education, Harvard University,
10/85 - 8/87	Assistant Research Coordinator , Adolescents and Families Project – a NIDA funded research grant evaluating the effects of family therapy with adolescent drug abusers.

Curriculum Vitae: Robert J. Weintraub

Work Phone: 617 353 3519

Cell Phone: (b) (6)

rjtraub@bu.edu

Education:

Boston University, Boston, Mass., 1983 - 1986

Doctor of Education -- Administration, Planning and Policy Studies,

September, 1986

Dissertation: "Voices From the Schoolhouse: An Ethnographic Study of a K – 8

Magnet School in Lowell, Massachusetts"

Served as staff assistant/editor at the Institute for Responsive Education at Boston University, 1985 - 1986

Northeastern University, Boston, Mass. 1976 - 1978

Certificate of Advanced Graduate Study – Pupil Support Services Administration and School Psychology, June, 1978

The New Jersey Urban Education Corps, Montclair State College, Upper Montclair, New Jersey, June 1970 – January 1972: 18-month program, preparing college graduates with liberal arts degrees to be teachers in the urban centers of New Jersey; **Master of Arts in Teaching**, January, 1972

Lehigh University, Bethlehem, Penn. 1964 - 1969

Bachelor of Arts --English/Journalism, January, 1969

Editorial Page Director and Editorial Columnist of the school newspaper, Brown and White; Elected to Arcadia, the university's student government; Varsity Golf Team

Throughout my career, I participated in ongoing **professional development** with organizations such as Teachers as Scholars (Mass.), National Endowment for the Humanities (Washington, D.C.), Primary Source (Mass.), Southern Poverty Law Center (Georgia), Harvard Principals Center (Mass.), Alan November Associates, Minority Student Achievement Network (MSAN), and The College Board.

Workshops and Seminars Include:

Teachers as Scholars, 2006: "The Poetry of T.S. Eliot"

Teachers as Scholars, 2003: "The Poetry of Whitman and Dickinson"

NEH, "The Writer's Eye," writing in response to Plato, Swift, Woolf, and Garcia-Marquez, Summer, 1990

Professional Experience:

Wheelock College of Education and Human Development (WCEHD), Boston University, Boston, Massachusetts, September, 2014 to present

Senior Lecturer and Program Director of Education Leadership and Policy Studies, pre-K-

12: I teach, advise, and serve on doctoral committees for current and aspiring school leaders; I developed and serve as program director for an Ed.M. leadership program – the Boston University

Global Educational Leadership Program -- for current and aspiring international educational leaders; I am the program evaluator for The BU Calculus Project and Leadership Academy, an implementation and research project launching African-American, Latino, and low-income students into the study of calculus in the senior year of high school; and I developed and lead a new doctorate of the practice program for pre-k-12 educational leaders.

Teachers College, Columbia University, New York City, September, 2011 to August, 2014:
Professor of Practice, Programs in Educational Leadership, Department of Organization and Leadership: I taught, mentored, and chaired and served on dissertation committees for Masters and Doctoral students in the Principals Leadership Academy and the Urban Education Leadership Program.

Brookline High School, Brookline, Mass., **Headmaster**, August, 1992 – June 2011.
As headmaster, I had the overall leadership responsibility for this metropolitan high school with 1900 students (7% African American students; 10% Hispanic students; 15% Asian/Asian American students; 30% of students who do not speak English as their primary language; 13% of the students participate in the free/reduced price breakfast and lunch program). I required that every administrator teach at least one class; I taught one section of Freshman English. I founded, and served on the Board of Directors of the Brookline High 21st Century Fund (now the BHS Innovation Fund), a venture capital fund that supports innovation at Brookline High, and that raised almost \$10 million in twelve years.

Zachary Rossetti, Ph.D.
Associate Professor of Special Education
Boston University Wheelock College of Education & Human Development
Two Silber Way, Boston, MA 02215
Email: zsr@bu.edu; Phone: (617) 353-6419

EDUCATION

2007	Ph.D.	Special Education, Syracuse University, Syracuse, NY
2005	C.A.S.	Disability Studies, Syracuse University, Syracuse, NY
2001	M.Ed.	Special Education: Severe Disabilities, University of New Hampshire, Durham, NH
1996	B.A.	Sociology, Middlebury College, Middlebury, VT

ACADEMIC POSITIONS

2018-Present	Associate Professor (with tenure) , Special Education Program Boston University, Wheelock College of Education and Human Development
2011-2018	Assistant Professor , Special Education Program Boston University, School of Education
2007-2011	Assistant Professor , Department of Elementary/Special Education Providence College, School of Professional Studies

SELECTED GRANTS

2017-2019	Principal Investigator, The Peter and Elizabeth C. Tower Foundation, <i>Friends Matter! Increasing and Improving Social Interaction Opportunities between Students with and without Intellectual Disabilities</i> . \$142,522.
2013-2014	Principal Investigator, Boston University Grants for Undergraduate Teaching and Scholarship, <i>The Nature of Friendship between Students with and without Intellectual Disabilities and Autism</i> . \$1,500.
2008- 2009	Principal Investigator, Providence College Committee on Aid to Faculty Research, <i>The Effects of Pedagogical Decisions on the Social Interactions between Elementary Students with and without Developmental Disabilities</i> . \$4,950.99.

SELECTED PUBLICATIONS

Refereed Articles (* denotes graduate/doctoral student author; ** denotes undergraduate student author)

1. **Rossetti, Z.**, & Keenan, J.* (2018). The nature of friendship between students with and without severe disabilities. *Remedial and Special Education*, 39(4), 195-210.
<https://doi.org/10.1177/0741932517703713>
2. **Rossetti, Z.**, Lehr, D., Huang, S.*, Ghai, J.*, & Harayama, N. (2016). Parent and teacher perspectives on friendships and social interactions of middle and high school students with significant intellectual and developmental disabilities. *Inclusion*, 4(4), 239-256.
<https://doi.org/10.1352/2326-6988-4.4.239>
3. **Rossetti, Z.** (2015). Descriptors of friendship between secondary students with and without autism or intellectual and developmental disability. *Remedial and Special Education*, 36(3), 181-192. <https://doi.org/10.1177/0741932514550370>

4. **Rossetti, Z.** (2014). Peer interactions and friendship opportunities between elementary students with and without autism or developmental disability. *Inclusion*, 2(4), 301-315. <https://doi.org/10.1352/2326-6988-2.4.301>
5. **Rossetti, Z.** (2012). Helping or hindering: The role of secondary educators in facilitating friendship opportunities among students with and without autism or developmental disability. *International Journal of Inclusive Education*, 16(12), 1259-1272. <https://doi.org/10.1080/13603116.2011.557448>
6. **Rossetti, Z.** (2011). "That's how we do it": Friendship work between high school students with and without autism or developmental disability. *Research and Practice for Persons with Severe Disabilities*, 36(1-2), 23-33. <https://doi.org/10.2511/rpsd.36.1-2.23>
7. **Rossetti, Z., & Goessling, D.** (2010). The role of paraeducators in facilitating friendships between high school students with and without autism or other developmental disabilities. *TEACHING Exceptional Children*, 42(6), 64-70. <https://doi.org/10.1177/004005991004200608>

Engaged Scholarship: Research-to-Practice Guide for Teachers

1. **Rossetti, Z., Ross, J., & Brennen, M. A.** (2017). *Making friends with and without disabilities in school: A toolkit for teachers, paraprofessionals, and parents*. Waltham, MA: The Arc of Massachusetts.

Books

1. Sauer, J. S., & **Rossetti, Z.** (2020). *Affirming disability: Strengths-based portraits of culturally diverse families*. New York: Teachers College Press.
2. Tashie, C., Shapiro-Barnard, S., & **Rossetti, Z.** (2006). *Seeing the charade: What we need to do and undo to make friendships happen*. Nottingham, UK: Inclusive Solutions UK Limited.

Invited Keynotes

1. **Rossetti, Z.** (2019, November). *Todd's legacy: Lessons on inclusion & friendship*. Invited Opening Keynote Address at 2nd Annual A Voice at the Table: Understanding & Improving Your Child's IEP Conference, Bridgewater State University, Bridgewater, MA.
2. **Rossetti, Z.** (2019, October). *Friends matter: Promoting authentic social opportunities for all*. Invited Keynote Address at the Partnering for Strength Conference, the annual conference of NH Family Voices, Parent Information Center of NH, and the YEAH (Youth for Education Advocacy Healthcare) Council, Concord, NH.
3. **Rossetti, Z.** (2018, November). *Friends matter: Promoting authentic social opportunities for all*. Invited Keynote Address at the 2018 Northeast Chapter of the Association for the Education of the Blind and Visually Impaired Conference, Newport, RI.
4. **Rossetti, Z.** (2018, May). *Friends matter: Promoting authentic social opportunities for all*. Invited Keynote Address at the 13th Annual "Focus" on Vision Impairment and Blindness Conference: Meeting the Needs of Individuals with Intellectual Disability and Vision Loss, Massachusetts Department of Developmental Services and Massachusetts Commission for the Blind, Norwood, MA.
5. **Rossetti, Z.** (2015, November). *Friendship: The final frontier of inclusive education*. Invited Keynote Address at the Massachusetts Down Syndrome Congress 11th Annual Educators Forum for Supporting Students with Intellectual and Developmental Disabilities, Worcester, MA.

STEPHEN CROTHERS COPE

www.stephencope.com

SENIOR SCHOLAR IN RESIDENCE, *Kripalu Center for Yoga and Health*, Stockbridge, Massachusetts (1989-present)

FOUNDING DIRECTOR, *The Kripalu Institute for Extraordinary Living*, Stockbridge, Massachusetts (2006-2016)

- Managed staff of senior researchers from Harvard Medical School, University of Connecticut and other universities at one of the largest yoga/meditation research institutes in the country
- Raised millions of dollars for and managed multiple research projects in schools, hospitals, prisons, other civic institutions

Published Books:

Yoga and the Quest for the True Self, Bantam Books, 2000

Will Yoga and Meditation Really Change My Life, Storey Publishing, 2003

The Wisdom of Yoga, Bantam Books, 2006

The Great Work of Your Life, Bantam Books, 2012

Deep Human Connection (hardcover: Soul Friends) Hay House Publishing, 2016

When Your World Falls Apart, Hay House Publishing, anticipated 2021

Teaching and Speaking

Devise, organize, facilitate, and deliver several workshops and talks a year- at Kripalu Center and nationwide- on scholarly approaches to yoga, meditation, and various aspects of psychology and human development, especially the relationship of Eastern and Western psychological paradigms.

EDUCATION

Masters in Clinical Social Work, Boston College, 1976

B.A., Anthropology, Amherst College, 1971

Keira Flynn-Carson

Keira_flynn-carson@psbma.org

CERTIFICATION

- Professional Certification in English for grades 5-12
- Provisional certification in Special Education for grades 5-12

PROFESSIONAL EXPERIENCE

School Within A School at Brookline High School, Brookline, MA 2004-Present

- Designed and taught multi-grade English courses: Identity in Literature, Literature of Love, Dark Literature, Feminist Literature, Creative Writing, and American Rebel Paradoxes as well as one social studies course - Education Seminar
- Developed a social/emotional curriculum to develop empathy through reading multiple perspectives and interviewing someone who holds an opposing viewpoint.
- Taught Learning Center courses for students with a wide variety of learning profiles and disabilities
- Advocated for and supported my Learning Center students in all of their mainstream classes
- Designed and implemented a school-wide advisory program
- Met regularly with the Superintendent as the liaison for our district's staff children program
- Implemented Restorative Justice practices in advisory program and as an accountability measure for our program
- Participated in Teacher Leadership on weekly basis to refine our democratic practice as a staff and with the students
- Profiled as an exemplary teacher of poetry in Dr. Karen Harris's Doctoral research
- Planned all of the co-curricular and extra-curricular events for our program (new student orientation, bonding events, monthly music shows, an art show fundraiser, prom, a service-based day away, a talent show, a senior farewell event, graduation, and a summer reading program).

Pierce School, Brookline, MA 2001-2005

- Taught two sections of Eighth Grade English
- Redesigned the Fifth-Eighth Grade Learning Center Program
- Supported students across four grades, communicating with their twenty teachers to strengthen skills and modify curriculum with appropriate accommodations.
- Facilitated IEP meetings and wrote IEPs
- Led school-wide professional development on Social/Emotional Disabilities and Non-Verbal Learning Disability.
- Served on the school's Student Support Services team to plan interventions and supports for struggling students.

EDUCATION

Harvard Graduate School of Education Ed.M. 2004
Masters in Teaching and Curriculum

Simmons College M.A. 2002-2008
Master of Arts in English
Merit Scholar 2002

University of Vermont**B.A. 1997***Bachelor of Arts in English and Philosophy*

Recipient of the Hajim Scholarship for Outstanding Women in the Arts

Two-time recipient of the Levy Scholarship for Academic Achievement

Co-Music Director/Disc Jockey at WRUV, the University of Vermont's radio station

AWARDS

- | | |
|---|-------------|
| ▪ Metzger Fellow | 2015 |
| ▪ University of Chicago Outstanding Teacher Award | 2014 |

**Letters of Commitment and Support for
NEH Summer Institute: Friendship in Literature, Film, and Adolescence, 2021
Dr. Ellenwood and Dr. Harris**

Boston University College of Arts & Sciences
Department of English

236 Bay State Road
Boston, Massachusetts 02215
T 617-353-2821



February 12, 2020

To Whom It May Concern:

I agree with great pleasure to take part in the NEH Summer Institute planned for July, 2021 by Karen Harris and Stephan Ellenwood, "Friendship in Literature, Film, and the Lives of Our Students."

Karen Harris is the most imaginative, diligent and creative person I know in the field teaching the skills of writing and reading to high school students. Her doctoral thesis on successful teaching of poetry would be a useful guide for any teacher. I have learned from it and I have recommended it to my graduate students.

I'm honored by the invitation to take part in this NEH Institute. I can't imagine a better one.

Sincerely,

A handwritten signature in black ink that reads "Robert Pinsky". The signature is written in a cursive, flowing style.

Robert Pinsky
William Fairfield Warren Distinguished Professor
English and Creative Writing
Boston University

Taylor, Marianne

From: Karen Harris (b) (6)
Sent: Friday, February 28, 2020 1:44 PM
To: Taylor, Marianne
Subject: Niobe Way Letter of Intent Fwd: Letterhead.AP.Steinhardt.2015 - Invitation to edit

Karen Harris, Ed.D.
Educator/Writer/Researcher
Favorite Poem Project
Brookline High School/Democratic School-within-a-School

www.karenharris.org

Begin forwarded message:

From: Niobe Way (b) (6)
Subject: Re: Letterhead.AP.Steinhardt.2015 - Invitation to edit
Date: February 18, 2020 at 12:28:58 PM EST
To: Karen Harris (b) (6)

February 20, 2020

Dear Karen:

Thank you so much for the invitation to participate in your summer workshop for teachers at the NEH "Friendship and Identity in Literature, Film, and Adolescence" on July 14, 2021. I will plan to give a talk and a mini workshop on friendships, the listening project, and the crisis of connection. I very much look forward to it.

Thank you,

Niobe Way
Professor of Applied Psychology
New York University
Founder, The Project for the Advancement of Our Common Humanity (pach.org)
Past President of the Society for Research on Adolescence

On Tue, Feb 18, 2020 at 12:05 PM Karen Harris (b) (6) > wrote:
Hi- Not letting me access. Can you just put it in an email? Just a one sentence thing. Thanks,
Karen

Karen Harris, Ed.D.
Educator/Writer/Researcher
Favorite Poem Project
Brookline High School/Democratic School-within-a-School

www.karenharris.org

On Feb 18, 2020, at 11:09 AM, Niobe Way (via Google Docs)

(b) (6) > wrote:

(b) (6) has invited you to **edit** the following document:



Letterhead.AP.Steinhardt.2015



Here is my letter

[Open in Docs](#)

Google Docs: Create and edit documents online.

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because someone shared a document with you from Google Docs.

Goo

Taylor, Marianne

From: Karen Harris (b) (6) >
Sent: Sunday, March 1, 2020 5:02 PM
To: Taylor, Marianne
Subject: Robert Weintraub letter of commitment for co-director

Begin forwarded message:

From: "Weintraub, Robert J" <rjtraub@bu.edu>
Subject: Re: Hello from Karen Harris and an invite/request
Date: February 15, 2020 at 1:16:24 PM EST
To: Karen Harris (b) (6)

Dear Karen,

Please accept this email as my commitment to support the Summer Institute: "Friendship in Literature, Film, and Our Students's Lives." I affirm that I will be available to serve as Replacement Co-Director for Dr. Stephan Ellenwood for the Summer 2021 Institute.
Bob Weintraub

Taylor, Marianne

From: Karen Harris (b) (6)
Sent: Friday, February 28, 2020 1:49 PM
To: Taylor, Marianne
Subject: Robert Weintraub letter of commitment and intent to serve as guest scholar

Karen Harris, Ed.D.
Educator/Writer/Researcher
Favorite Poem Project
Brookline High School/Democratic School-within-a-School

www.karenharris.org

Begin forwarded message:

From: "Weintraub, Robert J" <rjtraub@bu.edu>
Subject: Re: Hello from Karen Harris and an invite/request
Date: February 10, 2020 at 8:06:18 PM EST
To: Karen Harris (b) (6)

Hi Karen. I am excited to participate in your conference in Summer 2021 for high school English teachers. It looks like an amazing professional development opportunity as it focuses on literature and film, the nature and complexity of friendship during the teenage years, and ways to make high school more engaging and more relationship-based for all of the young men and women.

I am happy to conduct a two-hour session on school-based innovation and change. I will use a case study methodology and then open it up for a conversation on the topics raised. I'm attaching my CV (which is more than two pages ... you can just cut it at two-pages because the first two pages include my most important education and work experiences. Again, thanks for inviting me to be a part of this exciting and important conference.
Bob

Boston University Wheelock College of Education
& Human Development



2 Silber Way
Boston, Massachusetts 02215

February 11, 2020

Karen Harris, Ed.D.
Educator/Writer/Researcher
Favorite Poem Project
Brookline High School/Democratic School-within-a-School
www.karenharris.org

Dear Dr. Harris,

I am writing to convey my full support of your proposed summer institute on Friendship in Literature, Film, and the Lives of Our Students. Specifically, I am available and am committed to serving as a guest expert speaker at this proposed National Endowment for the Humanities grant-funded summer institute for educators in grades 9-12. I will serve as a guest expert during the institute on July 16, 2021, and I will focus on learning differences and the cultivation of friendships.

Extant research clearly indicates that students (and adults) with friends are happier, healthier, and safer. However, students with disabilities—and especially those with intellectual and developmental disabilities (IDD)—often find themselves on the social peripheries of their schools and classes. In my scholarship, I examine social interaction opportunities and friendships between students with and without IDD, and the ways that teachers may hinder or promote such social interactions and relationships. Inherent to this work is the importance of inclusive education settings as those that are the most promising for the development of authentic friendships between students with and without IDD. Thus, general education teachers can serve as barriers to or facilitators of friendships between students with and without IDD. Your summer institute, which focuses on friendship, can assist teachers in supporting their students' social emotional learning and development of critical social relationships.

Please feel free to contact me (zsr@bu.edu, 617-353-6419) if you have any questions or concerns. Good luck with the grant!

 Recoverable Signature

X Zachary Rossetti

Zachary rossetti

Signed by: Zach Rossetti

Zachary Rossetti, Ph.D.
Associate Professor of Special Education
Teaching and Learning Department

From: [Karen Harris](#)
To: [Taylor Marianne](#)
Subject: Stephen Cope letter of intent
Date: Friday, February 28, 2020 2:44:08 PM

On Feb 17, 2020, at 1:43 PM, Stephen Cope
(b) (6) > wrote:

Dear Karen:

It is my intent to be an expert scholar for the NEH summer Institute for Educators, "Friendship and Identity In Literature, Film and Adolescence," at Boston University on July 13, 2021, to give a talk and work with teachers.

Stephen Cope

Taylor, Marianne

From: Karen Harris (b) (6)
Sent: Friday, February 28, 2020 1:49 PM
To: Taylor, Marianne
Subject: Letter of commitment Keira flynn carson

From: Keira Flynn (b) (6)
Subject: Letter of commitment
Date: February 18, 2020 at 12:26:14 PM EST
To: Karen Harris (b) (6), Karen Harris (b) (6), Harris
Karen (b) (6)

Dear, Karen-

This email serves as my letter of commitment and support to be your replacement as co-director for the NEH summer institute for educators “Friendship and Identity in Literature, Film, and Adolescence” in July, 2021.

Thank you, Keira Flynn Carson

Sent from my iPhone

Taylor, Marianne

From: Karen Harris (b) (6)
Sent: Sunday, March 1, 2020 5:43 PM
To: Taylor, Marianne
Subject: Here is Keira's letter of intent

Begin forwarded message:

From: Keira Flynn <(b) (6)>
Subject: Confirmation email
Date: March 1, 2020 at 5:40:55 PM EST
To: Klharris (b) (6)

Karen,

I would love to be the K-12 teacher facilitator for the NEH summer institute for teachers called Friendship and Identity in Literature, Film, and Adolescence, July 11-23, 2021, involved in curriculum planning and also attending all sessions and working with teacher teams on developing lesson plans and providing other means of curricular and pedagogical support.

Sincerely,

Keira Flynn-Carson

(b) (6)

**NEH Summer Institute for Educators: Friendship in Literature, Film, and Adolescence
2021**

References for Co-Directors

Dr. Stephan Ellenwood

Donna Lehr, Associate Professor
Boston University Wheelock College of Education and Human Development
dlehr@bu.edu

Hardin Coleman, Professor and Dean Emeritus
Boston University Wheelock College of Education and Human Development
hardin@bu.edu

Dr. Karen Harris

Ellen Kaplovitz
Former Director, School within a School, Brookline High School
(b) (6)

Benjamin Berman
Poet and High School English Teacher, Brookline High School
(b) (6)

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1042103547A1

DATE:06/04/2019

ORGANIZATION:

Boston University

25 Buick Street

Boston, MA 02215

FILING REF.: The preceding
agreement was dated
06/05/2017

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2018	06/30/2023	65.00	On-Campus	Research
PRED.	07/01/2018	06/30/2023	53.00	On-Campus	Instruction
PRED.	07/01/2018	06/30/2023	39.00	On-Campus	Other Sponsored Activities
PRED.	07/01/2018	06/30/2023	26.00	Off-Campus	All Programs
PROV.	07/01/2023	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2023.

*BASE

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations), that portion of each subaward in excess of \$25,000; hospitalization and other fees associated with patient care whether the services are obtained from an owned, related or third party hospital or other medical facility; rental/maintenance of off-site activities; student tuition remission and student support costs (e.g., student aid, stipends, dependency allowances, scholarships, fellowships).

ORGANIZATION: Boston University

AGREEMENT DATE: 6/4/2019

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2018	6/30/2019	24.70	All	Professional
FIXED	7/1/2018	6/30/2019	22.20	All	Non- Professional
FIXED	7/1/2018	6/30/2019	8.80	All	Graduate Students
FIXED	7/1/2019	6/30/2021	24.00	All	Professional
FIXED	7/1/2019	6/30/2021	22.50	All	Non- Professional
FIXED	7/1/2019	6/30/2021	9.90	All	Graduate Students
PROV.	7/1/2021	Until amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2021.

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:
Salaries and wages.

ORGANIZATION: Boston University

AGREEMENT DATE: 6/4/2019

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

1. For all activities performed in facilities not owned by the organization and to which rent is directly allocated to the project, the off-site rate will apply. Grants or contracts will not be subject to more than one indirect cost rate. If more than 50% of the project is performed off-site, the off-site rate will apply to the entire project.

2. Fringe Benefits: Annual fringe benefits rates consisting of retirement expenses, Social Security Taxes, Tuition Remission (Employee Only), Health Benefits, Dental Plan, Worker's Compensation, Disability Insurance, Group Life Insurance, Unemployment Insurance, Sabbaticals and BUMC Campus Patrolman, shall apply to direct salaries and wages in lieu of individual direct charges. The graduate student fringe benefit rate consists of student health plan costs only.

3. Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000.

4. Fringe benefit proposals based on actual costs for fiscal year ending June 30, 2019 and June 30, 2020 are due by December 31, 2020. An F&A cost rate proposal based on actual costs for fiscal year ending June 30, 2022 is due by December 31, 2022.

ORGANIZATION: Boston University

AGREEMENT DATE: 6/4/2019

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Boston University

(INSTITUTION)



(SIGNATURE)

Martin J. Howard

(NAME)

Treasurer

(TITLE)

(DATE)

6/11/19

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Darryl W. Mayes -S

Digitally signed by Darryl W. Mayes -S
DN: cn=US, o=U.S. Government, ou=HHS, ou=PSC,
ou=People, 0.9.2342.19200300.100.1.1=2000131669,
cn=Darryl W. Mayes -S
Date: 2019.06.07 09:03:11 -0400

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

6/4/2019

(DATE) 1650

HHS REPRESENTATIVE:

Ryan McCarthy

Telephone:

(212) 264-2069

Donna Lehr, Ph.D.
Associate Professor
Wheelock College of Education and Human Development
Two Silber Way
Boston, MA 02215
T: 617-353-3240
dlehr@bu.edu



March 13, 2020

To whom it may concern:

Please accept this as a letter of support for Stephen Ellenwood as the co-director of the Summer of 2021 Summer Institute on "Friendship and Identity in Literature, Film, and Adolescence."

I have known Dr. Ellenwood for the past 31 years. During most of that time, he was the chair of the Department of Curriculum and Instruction in which I was a faculty member. As such, he provided me with extensive opportunities to observe his leadership abilities directly and to benefit from his leadership and support.

During his tenure at BU, Dr. Ellenwood has had extensive experience directing a variety of initiatives in addition to serving as an academic department chair. For example, he was the co-founder of the BU *Summer Poetry Institute*, which ran for 15 years. He was the principal investigator for a federally funded, literature-based project which created a middle and high school curriculum that successfully enabled teachers and students to discuss key elements of healthy relationships in families, friendships, early romances, and committed relationships. He is a frequently invited presenter for workshops, keynotes, and lectures at international conferences and government-sponsored forums in China, Japan, India, Thailand, Germany, Indonesia, Singapore, and the UK. He has directed BU degree programs in independent schools overseas. Last year, he led an professional development program for teachers from Saudi Arabia who spent a year in Boston observing US schools and engaging in seminars at BU.

What is described is just a sampling of the many projects which Dr. Ellenwood has had experience. It is clear to me he has the knowledge and expertise to serve as co-director of the proposed summer institute. Should you need more information, please feel free to contact me.

Best,

A handwritten signature in dark ink, appearing to read "Donna Lehr", written in a cursive style.

Donna H. Lehr, Ph.D.

Ben Berman

(b) (6)

(b) (6)

March 11th, 2020

To Whom It May Concern:

It is my honor to write this letter of recommendation for Karen Harris. I first met Karen over 15 years ago when I was teaching in the Boston Public Schools and attended a Favorite Poem Project workshop at Boston University. Karen was my group leader, and I was immediately struck by her confidence, energy and wisdom. I have since had the chance to get to know Karen in various settings and believe that she would be the perfect candidate to run an NEH Summer Institute.

When I first met Karen, I was just beginning my career as both a teacher and a writer and was worried that I would not be able to balance the two – that writing would take up too much of my creative energy or that I'd have to sacrifice my writing for a stable teaching career. But meeting Karen encouraged me to believe that it was possible to simultaneously be a great teacher and dedicate time to one's own creative pursuits. After all, being a beloved teacher hadn't stopped Karen from also pursuing an impressive career as a musician.

A few years later, I found myself fortunate to not only become Karen's colleague at Brookline High School but to fill in for her for a year in SWS, the alternative democratic program where she taught. It was only then that I truly realized just how amazing of a teacher Karen was. SWS is a unique community, and students come to the classroom with a remarkably diverse range of needs. As I pored through Karen's curriculum and heard stories about her from her former students, I was amazed by her ability to challenge and engage students on so many different levels, pushing them academically, supporting them emotionally, and connecting with them on deeply personal levels.

After Karen returned to SWS, we continued to collaborate and I was fortunate a couple of years ago to get a glimpse into her life as an academic. Karen was writing her doctoral thesis about teaching poetry and I had the chance to both participate in her study and then later read her final paper. I was so impressed by her ability to synthesize a range of academic theories and then break down how these theories played out in different classroom settings. It was clear that she has a deep respect for both poetry and teaching, and I was impressed with her ability to demonstrate such a strong understanding of what happens in the classroom from both a theoretical and practical perspective.

Having both attended and run many PD sessions over the course of the past twenty years, I believe that Karen's proposal for this course is both compelling and necessary. It speaks to Karen's unique brilliance, offering teachers the opportunity to think about how to design courses that ask students to consider great literature and film through a framework that they will find urgent and complex. And Karen – with her creativity, insights, and extensive classroom experience – is the perfect person to lead this initiative.

I could not speak more highly of Karen or the proposal for this course and recommend it highly.

Sincerely,

Ben Berman

Recommendation: Karen Harris to the NEH course “Friendship and Identity in Literature, Film and Adolescence

As the retired Coordinator of School Within A School (SWS), a unique democratic program at Brookline High School, I have had the pleasure of working with and evaluating Karen Harris, a consummate, experienced master teacher, writer, poet and researcher and role model for her students and those of us blessed to work with her. I have observed the quality of her teaching teens and adults, her collaborative work style, her leadership, her intellect, her humanity, her involvement with language arts at all levels and her dedication to the art of poetry. I highly recommend her as a very capable developer of and teacher for a “Friendship and Identity in Literature, Film and Adolescence” course for the NEH Summer Institute.

As an SWS teacher, Karen excelled in all aspects of development and implementation of the English courses she taught. She met all expectations for an SWS English teacher which are much more extensive than a traditional classroom teacher because SWS is a democratic school. Karen suggested themes and then developed a course syllabus with input from students and colleagues. She taught collaborative, highly academic and diverse courses (10th to 12th graders in each class, mixed skill levels and backgrounds). She participated in the Town Meeting style school government, helped administer the program and worked with the main school English department. She also started a highly popular Poetry Committee and staff the most challenging governance group of the school, a Review Committee of students who decided which students were not meeting expectations in the school and their consequences. Karen is an accessible leader.

Karen’s courses each provide a multi modal approach to teaching and learning. All courses involve using books, articles, films, research assignments, guest speakers, student readings and peer editing in an environment that fosters intellectual and individual growth. She sets very high expectations and provides a means for each student can excel and improve their level of achievement.

Karen acquired her wealth of knowledge about teaching during her years as an English teacher at Watertown High School and her continued study for her PhD. She is a leader. That is why Boston University School of

Education made her a supervisor for student teachers. She brings her broad knowledge of the skills to all students, children to adult colleagues, must develop, the methods necessary to structure that learning and the strategies that work for individual students and for the group. She is a strong person whose clarity of expectations help students to excel, whether in behavior, writing and editing or meeting classroom demands. In her classroom, all students are expected to think, speak articulately and write well. She is approachable and caring.

Karen has developed curriculum at a variety of levels, but I found her curriculum development and instruction in her courses such as “Humanities In Literature” and Spirituality in Literature” most impressive. Here is an example from my observation of her Spirituality in Literature class:

“If I were to find myself in a graduate level course, I would still have been impressed by the level of discussion of Victor “Frankl’s Man’s Search for Meaning”. In this diverse class, each student was focused on the discussion, had read the book closely, could refer to and quote from the book and could speak eloquently about abstract and meaningful principles. The class was clearly a culmination of months of reading and discussion about spirituality.”

Karen is a humanitarian and a writer. She is a poet deeply involved in writing poetry and teaching and the working with the Poetry Institute for educators. She has been mentored by and is a colleague of at least one nationally know poet. She is experienced working with and provides accessibility to poetry and the humanities to a diverse group of students, including those with differences in skill levels, social class and race, age and confidence. She brings a balanced perspective to all her writing and interactions. She is a fine human being. Confidence, empathy, honesty, intelligence and fair mindedness are words that come to mind.

I highly recommend her to you.

Ellen Kaplovitz
Coordinator School Within A School (retired)
Brookline, MA
March 15, 2020