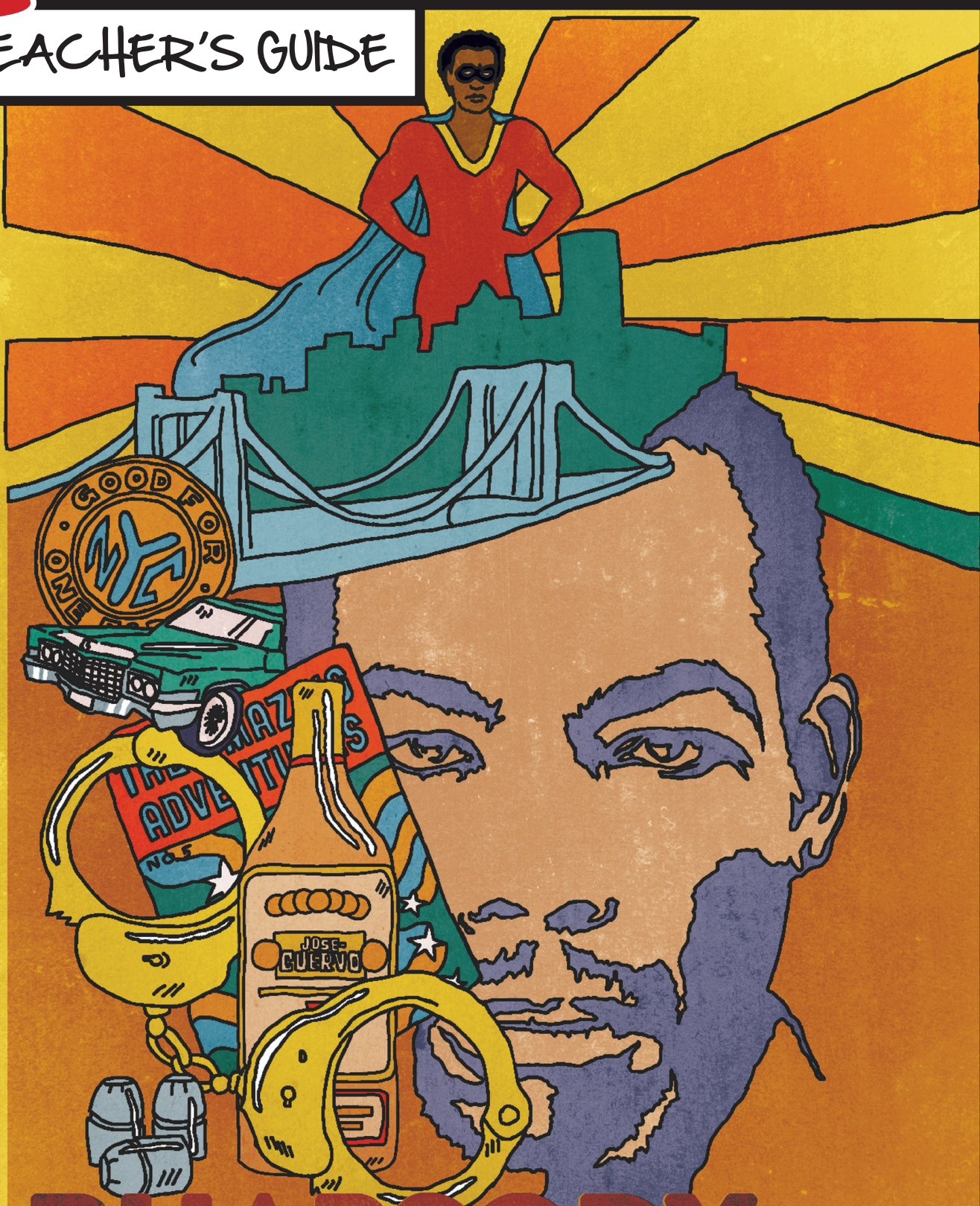


TEACHER'S GUIDE



RHAPSODY IN BLACK

DIRECTORIAL
CONSULTANT
ESTELLE PARSONS

WRITTEN AND
PERFORMED
BY LELAND GANTT

TEACHER'S GUIDE

The suggested study guide activities address standards using the Common Core State Standards for Middle School and High School English Language Arts.

RHAPSODY IN BLACK

*"I'm just trying to start
a conversation."*



Written & performed by

LELAND GANTT

*Estelle Parsons,
Directorial Consultant*

Written and performed by LeLand Gantt & developed at
NYC's Actors Studio - Estelle Parsons, Directorial Consultant

Study Guide created by Heidi M. Murphy

Kay Churchill/Director of Education, Bardavon 1869 Opera House
Kris Konyak/Art Director, Bardavon 1869 Opera House

TEACHER'S GUIDE

'This publication contains a set of twelve (12) pre-show/post-show classroom activities that include eighteen (18) specific student learning targets to use in their existing curriculum. The classroom activities are purposefully open ended and educators/youth service professionals are encouraged to make appropriate adaptations to specific learning targets in order to meet the individualized needs of their students.'

POWERFUL PRE-SHOW ACTIVITIES

Build Background / Author Motivation

*"RHAPSODY IN BLACK" HUFFINGTON POST REVIEW

http://www.huffingtonpost.com/jaime-lubin/rhapsody-in-black_b_4209595.html

Student Learning Target:

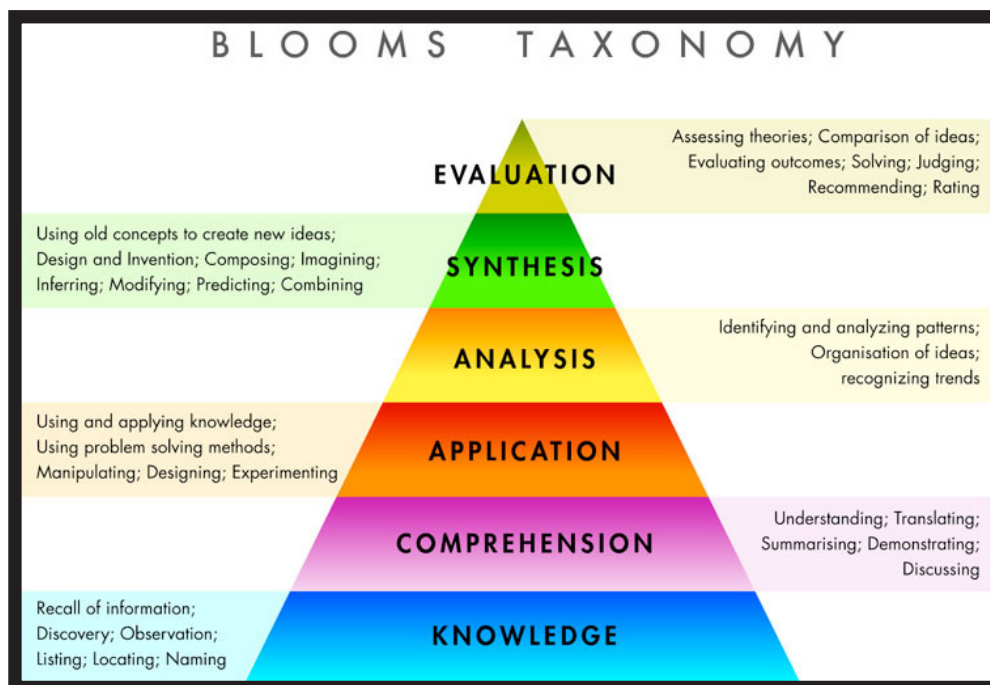
- I can be engaged and actively participate in a close read of the "Rhapsody in Black" review in the Huffington Post Arts & Culture article.

CCLS: RL 6-12.6 Bloom's Taxonomy 1Knowledge 2Comprehension

*"RHAPSODY IN BLACK" VIDEO TRAILER PREVIEW

Excerpt Sample 1

<https://www.youtube.com/watch?v=vDzhpDtwrGk&feature=youtu.be>



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Student Learning Target:

- I can compare and contrast the video version to the written transcript.

CCLS: RL6-12.7 Bloom's Taxonomy 2Comprehension 4Analysis

***"RHAPSODY IN BLACK" JOURNAL CREATION**

Student Learning Target:

- I can create and develop a "Rhapsody in Black" Response Journal.

**CCLS: W6-12.3 Bloom's Taxonomy
2Comprehension 4Analysis**

***"CIVIL RIGHTS MOVEMENT"**

[http://www.brainpop.com/search/search.weml?
keyword=civil+rights+movement](http://www.brainpop.com/search/search.weml?keyword=civil+rights+movement)

Student Learning Target:

- I can activate my prior knowledge about the Civil Rights Movement and its purpose.

CCLS: RI6-12.2 Bloom's Taxonomy 1Knowledge 2Comprehension



***"LETTERS FROM A BIRMINGHAM JAIL" BY MARTIN LUTHER KING, JR. (Common Core Recommended Text for Grade 7)**

<http://teachingamericanhistory.org/library/document/letter-from-birmingham-city-jail-excerpts/>



Student Learning Target:

- I can examine Dr. King's concepts of peace and brotherhood.

**CCLS: RI6-12.6/RI6-12.8/RI6-12.10
Bloom's Taxonomy 4Analysis 6Evaluation**

TEACHER'S GUIDE

THEATER VOCABULARY/ CONTENT VOCABULARY

Create a 'Performance Vocabulary Booklet'

Student Learning Target:

- I can define, construct contextual sentences, and illustrate performance vocabulary.

CCLS: L6-12.4 Bloom's Taxonomy 1Knowledge 2Comprehension 3Application

Suggested Theater Vocabulary

Blocking - the instructions that actors use to know exactly where they are supposed to be on stage at all times

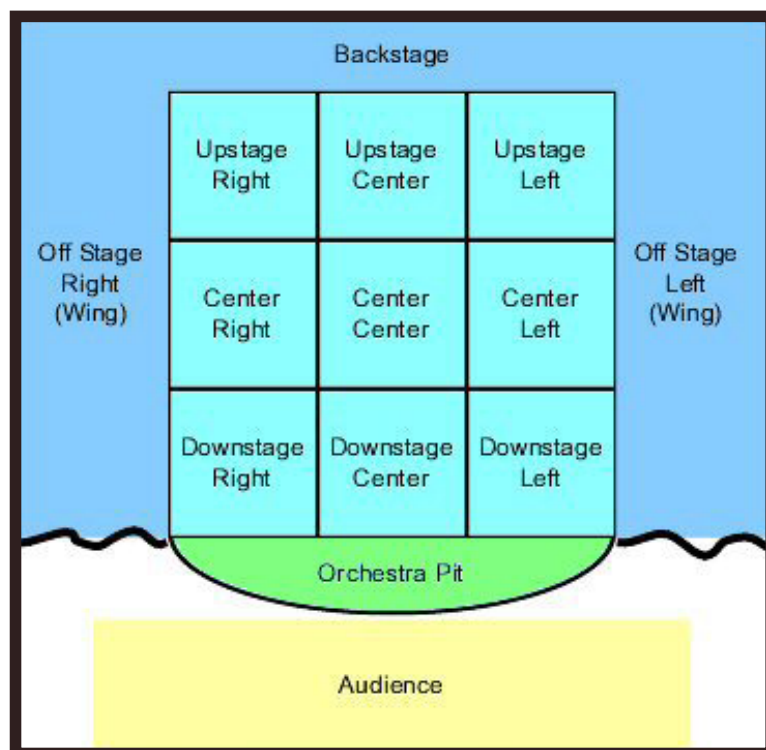
Cast - the people who perform in a show

Company - the cast and crew of a show and any other staff who work on the show

Downstage - the part of the stage which is closest to the audience

Dialogue - the words which are spoken in a play

Director - the person who provides the vision of how a show should be presented, who works with the actors on their roles, develops the blocking, and is in charge of the rehearsals



Monologue - a speech given by one actor

Set - the setting of the stage for each act and all the physical things that are used to change the stage for the performance

TEACHER'S GUIDE

Stage Left - (these left/right directions are seen from the ACTORS point of view on the stage) this is when the actor standing in the center of the stage moves to his left (This even stumps some pros so it is best to learn it now)

Stage Right - this is when the actor standing in the center of the stage moves to his right

Upstage - (1) the area of the stage that is the farthest away from the audience (2) when one actor moves to the back of the stage and causes another actor to turn away from the audience...This is called "Upstaging" (3) when an actor draws attention to himself and away from the main action of a play

"RHAPSODY IN BLACK" CONTENT VOCABULARY

Student Learning Target:

- I can create a word study guide to help me understand the shows dialogue, thoughts and themes.

CCLS: L6-12.4 Bloom's Taxonomy 1Knowledge 2Comprehension 3Application

The following word list is a compilation of academic vocabulary that is explored throughout the performance through dialogue, thoughts or themes. Please be encouraged to add and/or delete items at your discretion.

Content Vocabulary

adversary - bigotry - conversation - discrimination - diversity - hypocrisy
racism - rhapsody - resonance - prejudice - racial identity - transcending
adamantine - rapier - minotaur - ubiquitous - subterranean - largess
indoctrinate - fraudulent - vitriol - amalgamation - aberrations

Student Learning Target:

- I can create a word study guide to help me to understand the shows' dialogue, thoughts and themes.

CCLS: L6-12.6 Bloom's Taxonomy 3Application 4Analysis

TEACHER'S GUIDE

DISCUSSION OPPORTUNITIES

Comfortable vs. Challenging Conversations

Student Learning Targets:

- I can participate in provocative conversations based upon both facts and feelings.

CCLS: SL6-12.1/SL6-12.4 Bloom's Taxonomy 4Analysis 6Evaluation

1. What are some ways we can make ourselves and our classmates feel comfortable when we are talking about challenging or confusing topics?
2. Have you experienced prejudice? (in regards to any nationality, sex, religion, sexual orientation)?
3. Have you been prejudice?
4. Do you think our country has made acceptable progress in race relations since the Civil Rights Movement?
5. Based on what you know, how would you explain the fact that racism is still prevalent in many parts of American society today?

***"I, TOO, SING AMERICA"* by Langston Hughes, 1902 - 1967**

I, too, sing America.
I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.
Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.
Besides,
They'll see how beautiful I am
And be ashamed—
I, too, am America.



TEACHER'S GUIDE

Student Learning Targets:

- I can read and interpret the poem “I, Too, Sing America.”
- I can participate in provocative conversations based upon both facts and feelings.

CCLS: RL 6-12. SL6-12.1/SL6-12.4 Bloom’s Taxonomy 4Analysis 6Evaluation

Patriotism’s a pretty complicated concept. It can mean standing up for your country or criticizing it. If you want to sum up patriotism, you can simply call it “love for one’s country.” But how does one love a country? Unconditionally?

Langston Hughes certainly doesn’t think so. And “**I, Too, Sing America**” is, in fact, a patriotic poem. Just in some very unexpected ways.

Freedom and equality. Now those are two concepts that we can get behind, right? Those are two concepts that good citizens of the United States should champion, right? Right. So in very few words, and with some startling imagery, Hughes is really teaching us how to assert ourselves, and how to be true Americans – Americans who aren’t afraid to try and improve their country, and who aren’t afraid to claim its citizenship, no matter what.

POTENT POST-SHOW ACTIVITIES

Build Background / Author Motivation

“Rhapsody in Black” Huffington Post Review

Student Learning Targets:

- I can reread “Rhapsody in Black” review in the Huffington Post Arts & Culture article and formulate an opinion on the statements made in the review.

http://www.huffingtonpost.com/jaime-lubin/rhapsody-in-black_b_4209595.html

- I can write my own ‘official’ review of the “Rhapsody in Black” performance.
- I can present my review to my peers (and even mail a copy to Mr. LeLand Gantt).

Email all copies to kchurchill@bardavon.org

CCLS: RI 6-12.6/W6-12.1/SL6-12.3/SL6-12.4 Bloom’s Taxonomy 6Evaluation

TEACHER'S GUIDE

PERSPECTIVE IN POETRY

Student Learning Targets:

- I can read and interpret the perspective of author in the poem “**You Don’t Know, Or Do You?**” by Shari M., East Chapel Hill School
- I can create my own poem based on my interpretation/reaction to the performance.
- I can present my poem orally to the class/group.

CCLS: W6-12.3/W6-12.4/SL6-12.3/SL6-12.4 Bloom’s Taxonomy 4Analysis 5Synthesis

Example piece of poetry to review perspective

“YOU DON’T KNOW, OR DO YOU?” Written by Shari M., East Chapel Hill High School

You don’t know, or do you?

Who are you to tell me who I am?

Who are you to tell me who I will be?

Although you think you do, you don’t know jack about me.

You don’t know the pain, the hate, or the sorrow inside.

You don’t know how it feels to have to compete and to constantly have to prove yourself.

You don’t know how it feels to battle the stereotypes and the prejudice.

You don’t know, or do you?

Who are you to tell me how to act?

And who are you to tell me how to dress?

How dare you deny me the right to be me?

It is killing me softly, can’t you see?

You want me to assimilate, yet you still want to put me on a leash.

You smile in my face and yet you stab me in my back.

You only want me to be a reflection of you and not me, Shari.

You don’t know, or do you?

continued on next page.

TEACHER'S GUIDE

Who are you to judge me?
And who gave you the right?
If you can't accept me, my brain, my love, my hate, my heart, my soul,
my ghetto-fabulousness and all the rest.
Then your best bet is just to step.
Because before you can judge me, tell me who I am, who I'm gonna be, how to act and dress,
You'd better take the time to look at yourself.
Do you know what I've been through?
You haven't experienced what I have.
You haven't been judged based solely on your looks.
You haven't been discriminated against.
You haven't walked into an honors class and gotten the dirty looks.
Ignorance, pride, strength, have you experienced them?
You don't know, or do you?

CLOZE & CONTEXT CLUE ACTIVITY

Cloze refers to the 'reading closure' practice required when readers must fill blanks left in text, using whatever knowledge and experience they have (Teach On by David Hornsby.)

The teacher uses the cloze procedure to model a variety of problem-solving reading strategies.

In a cloze activity words or letters are omitted from text in ways that require the readers to use specific reading strategies, or to focus upon specific cues in the text. The teacher guides students through the text, helping them to focus on one of the following:



- phonics/visual cues
- sight and/or speaking vocabulary
- predication skills
- cross-check cues

Lessons using the cloze procedure can also expand student's use of language structure cues, meaning cues, and background knowledge to predict unknown words.

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Student Learning Targets:

- I can utilize my preshow vocabulary definitions to create a Cloze summary of the performance.
- I can create Civil Rights Movement context clue sentences with performance vocabulary.

CCLS: L6-12.4/L6-12.6/W6-12.2 Bloom's Taxonomy 4Analysis 5Synthesis

DISCUSSION OPPORTUNITIES

Dive Deeper

Student Learning Targets:

- I can participate in individual and group discussions about the performance themes and vocabulary.

CCLS: RL 6-12.5/SL6-12.3/SL6-12.4 Bloom's Taxonomy 6Evaluation

1. Examine how the author/actor confronts his own hypocrisy when including the observation that "objective truth strikes a chord."
2. Can we rise above our prejudices with honest conversation?

***Recommended Download: [Building Community and Combating Hate: Lessons for the Middle School Classroom](#) (PDF) for Additional Activities & Lesson Plans**

<https://www.ncjrs.gov/App/Publications/Abstract.aspx?id=261788>

Works Cited

www.bardavon.org | www.broadwayworld.com | www.clemson.edu
www.corestandards.org | www.engageny.org/resource/text-list
www.musical-theater-kids.com/kids-theater-dictionary.html
www.partnersagainsthate.org/educators | <http://www.shmoop.com/i-too-sing-america/>
www.tolerance.org

"Rhapsody in Black" Study Guide created by Heidi M. Murphy

Rhapsody in Black Artist Bios

Written and performed by LeLand Gantt and developed at NYC's Actors Studio by Estelle Parsons, ***Rhapsody in Black*** is a one man show that explores LeLand's personal journey to understand and eventually transcend racism in America. We follow his spellbinding life story -- from an underprivileged childhood in the ghettos of McKeesport, Pennsylvania to teenage experiments with crime and drugs to scholastic achievement and an acting career that land adult LeLand in situations where he is virtually the only African-American in the room. How he manages to cope with the various psychological effects of consistently being marked The Other is recounted in remarkable and exquisitely moving detail, guaranteed to leave lasting impressions. Multiple elements combine to give *Rhapsody* its super-powered emotional punch, many of them concentrated in the incredible persona of its star. Charming, self-deprecatingly funny, linguistically awesome, LeLand Gantt imbues every word that falls from his mouth with all the passion and poignancy of a preacher speaking the Gospel. This is partly because he's confronting heavy subjects, but mostly because he believes so firmly in his message that it's impossible for it to emerge any other way. In his own words; "Objective truth strikes a chord."

ESTELLE PARSONS won an Academy Award for Best Supporting Actress in 1967 for her role as Blanche Barrow in *Bonnie and Clyde*. Among her most noted television roles, she played Roseanne's mother on the award-winning sitcom *Roseanne*. She played the title role in *Miss Margarita's Way* on Broadway and the National tour, and Violet Weston in *August: Osage County* on Broadway and the national tour.

Ms. Parsons' directing credits include: a multi-cultural *Anthony and Cleopatra* described as "the most exciting and innovative presentation in English since Peter Brook's *A Midsummer Night's Dream* at the Belasco Theater; Flaubert's *Madame Bovary* adapted by Adrienne Kennedy at the Signature Theater, NYC; *Oedipus the King* (Yeats adaptation) and *Salome: The Reading* (Oscar Wilde) with Al Pacino on Broadway and the National tour. Nominated four times for the Tony Award, Ms. Parsons was inducted into the American Theater Hall Of Fame in 2004.

LELAND GANTT first unveiled *Rhapsody in Black* at the WorkShop Theater Company's Sundays@Six reading series in March 2013. Further development at The Actors Studio yielded a slot in their Playwrights/Directors Unit's spring festival in May 2013 and, subsequently, a three-week workshop run last fall.

Regional credits include: *Two Trains Running* and *Radio Golf* (Syracuse Stage); Walter Mosley's *The Fall of Heaven*, world premier (Cincinnati Playhouse in the Park); *Gem of the Ocean* (Arena Stage), *Jitney* (Pittsburgh Public Theater), and *In Walks Ed* (Longwharf Theater).

Off-Broadway/Broadway: *Slippery When Wet* (La Mama), *Another Man's Poison* (Peter Jay Sharpe Theater), Oyama's *Killa Dilla* and *Let Me Live* (Drama Desk and Audelco Award nominee for Featured Actor), and the revival of *Ma Rainey's Black Bottom* (u/s Rock Dutton).

Film and television credits include: *Miracle at St. Anna*, *Requiem for a Dream*, *Malcolm X*, *Presumed Innocent*, *Law and Order*, *Law and Order SVU*, *J.A.G.*, and HBO's *The Affair*.

Discriminating Taste: *Rhapsody in Black* Puts Audiences on the Path to Transcending Racism

HUFF POST: 11/05/2013 2:30 pm EST Updated: 01/23/2014 6:58 pm EST by Jaime Lubin

Can we rise above our prejudices with honest conversation? In his *tour de force* one-man show *Rhapsody in Black*, directed by Oscar winner and American Theater Hall-of-Famer Estelle Parsons, LeLand Gantt trumpets a resounding "YES."

Currently running as a special workshop production at the Actors Studio, *Rhapsody in Black* explores LeLand's personal journey to understand and eventually transcend racism in America. For approximately an hour and a half we follow his spellbinding life story -- from an underprivileged childhood in the ghettos of McKeesport, Pennsylvania to teenage experiments with crime and drugs to scholastic achievement and an acting career that land adult LeLand in situations where he is virtually the only African-American in the room. How he manages to cope with the various psychological effects of consistently being marked The Other is recounted in remarkable and exquisitely moving detail, guaranteed to leave lasting impressions on the hearts and minds of anyone who isn't a robot.

Multiple elements combine to give *Rhapsody* its super-powered emotional punch, many of them concentrated in the incredible persona of its star. Charming, self-deprecatingly funny, linguistically awesome, LeLand Gantt imbues every word that falls from his mouth with all the passion and poignancy of a preacher speaking the Gospel. This is partly because he's confronting heavy subjects, but mostly because he believes so firmly in his message that it's impossible for it to emerge any other way. In his own words, "Objective truth strikes a chord."

There is a spark of divinity on this planet, but there are things that we as a society are trained not to pay much attention to. As a black man in America, one of the preeminent forces that has worked on me is racism. Why should we look at the differences and be so blind to what connects us? This is a conversation we should be having.

The first third of the play examines racism in the '60s and '70s, those pivotal years of the Civil Rights movement when black leaders were, as LeLand notes, "dropping like autumn leaves. [Medgar](#), [Malcolm](#), [Martin](#). The lesson? 'You want to be a leader for your people? We'll take you out.'"

Surely society has moved past that, you say. But given fairly recent incidents like the [Fruitvale Station](#) or [Trayvon Martin](#) shootings -- or even last week's [retail discrimination](#) cases -- it's clear that as a country we remain a long distance from where we need to be. (LeLand's own brush with wrongful accusation, an anecdote from the mid-1990s, still rings eerily true for police behavior toward a suspect today and is one of the more harrowing moments of the show.)

"This piece is so original," says director [Estelle Parsons](#), "because people don't talk about these things. I think it's wonderful to have somebody get up and in their own words say, 'Here's what I went through, here's the effect all these things had on me.'" She adds that renowned African-American director/producer [Woodie King Jr.](#), upon seeing *Rhapsody*, commented: "[The story] is true of so many black men, but nobody will stand up and say it."

[The Actors Studio](#), which focuses on the artist's internal psycho-emotional process, provides a perfect setting for the show's development. LeLand began jotting down notes for *Rhapsody* in 1995 while filming a movie in Los Angeles (back then he envisioned it with multiple characters), later reimagining the play as a solo piece while on his honeymoon in 2001. However, it wasn't until he started working in the Studio's weekly acting session -- where actors perform scenes in various stages of rehearsal -- that he was encouraged to flesh out the project.

Estelle, who frequently moderates the sessions and sits on the Studio's Board, recalls:

Everybody was extremely enthusiastic about it. It was just terrific! So then we wanted to put it in [the Studio's] Playwrights/Directors Unit, and it worked so well that he just needed the opportunity, as all actors do, to play it and get it really into his bones. So then we said, 'Let's give him three weekends with an audience and see how it goes.' Now we're trying to get in people from New York regional theatres and see if they would have some interest in it.

For a first-time playwright, LeLand couldn't have found a better collaborator than Estelle, whose experience with one-person shows (especially her critically acclaimed turn -- twice! -- as the title character in *Miss Margarida's Way*) made her the perfect choice to direct.

"I think Estelle's a genius," says LeLand. "She has incredible sight. She's passionate. She forces me to be more specific. She is a truly authentic personality without apology."

For her part, though Estelle had some initial concerns about her involvement -- "I didn't think I was the right person for it because I'm not a 'concept' director. I'm much more interested in [helping] actors move forward in their artistic development" -- she agrees that the creative partnership with LeLand has been exceptionally rewarding.

He's a born performer, and the material's very, very strong. It's growing all the time. So I guess we'll probably see it through together at this point because we're so excited about the progress we're making.

As a duo, LeLand and Estelle craft a gorgeous magic; she emphasizes physicality in her direction and he exercises enviable mastery over his body. Onstage LeLand is a tornado of motion. Watching him cavort, contort, twist and twirl around the stage to illustrate his stories, one discovers the real "rhapsody" of the title -- a languid, expressive dance through time and place and the music of human behavior.

Beyond its unquestionably potent insights into the vagaries of racism, *Rhapsody* draws its real strength and universal resonance from investigating the impact of low self-esteem on our psyches. Who finds us attractive and capable, who rejects us (not merely in the sexual sense, though LeLand points out that that can be a huge part of it) -- figures exceedingly into how we view and present ourselves to the world. It informs the choices we make and how much control we believe we have over our lives.

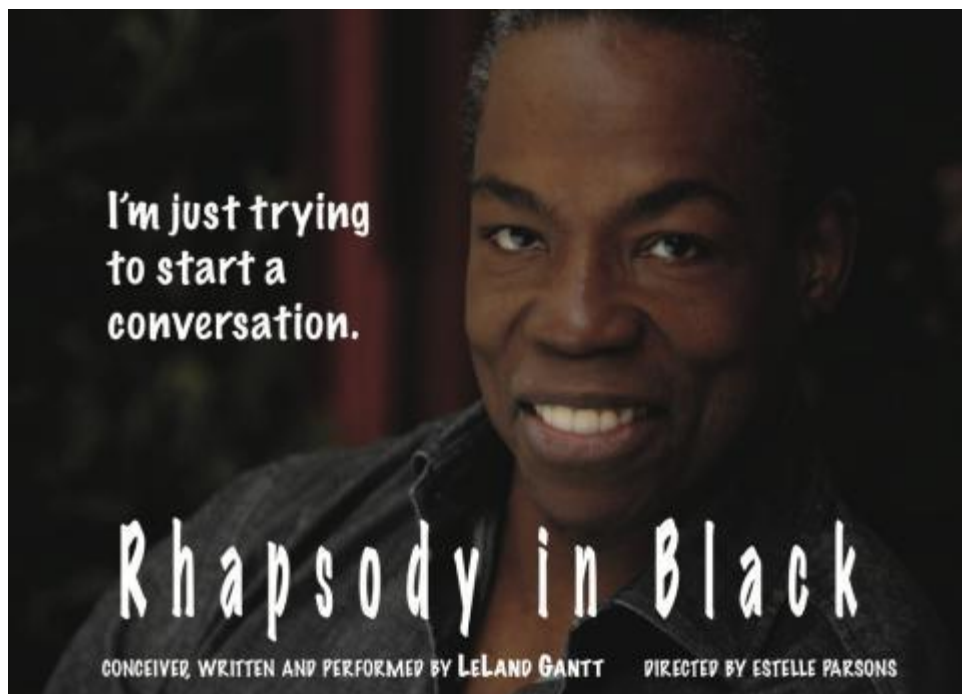
According to LeLand: I focus on self-esteem in order to provide both sides of the paradigm, the deleterious aspect as well as the potential for change and ascension, transcendence. Because with the right poison you'll never feel that you're anything.

I've always felt I was special, but on the other hand all my life people have said, 'You're nothing.' So it's just the little man in the room in the subterranean basement under the bomb shelters whispering, and I've got the whole house on top of me saying, "You're nothing." Now I've shrugged the house off. The foundation has been excavated. The man is out of the little room, standing on level ground, *screaming!* And I find it difficult to believe.

Pain of being The Other is relative. If you have ever felt like a freak or second-class citizen, if you have ever been convinced you are worthless, if you have struggled with abandonment or poverty, if you have difficulty believing that you are capable of ever being loved, if you have turned to any sort of substance abuse to silence the hurt and rage that will not abate because "some things don't wash off" -- whatever your background, if you have known loneliness, you will find truth and triumph in *Rhapsody in Black*.

Toward the end of the show LeLand discusses the two major attitudes toward discrimination, the realistic and the fantastic. He admits that the realistic adage of, "accept it and move on" doesn't work for him." "How can I accept the unacceptable?"

Instead he advocates a kind of spiritual origami, looking inward to address your own prejudices and then seeking to learn about those of your fellow men: "All these people we have predisposed ideas about are not the adversary. We can afford to have a conversation." If we could all be as real with each other as LeLand Gantt is with himself, *that* would become a fantastic life-altering conversation indeed.



(Photo credit: Joe Henson)

Follow Jaime Lubin on Twitter: www.twitter.com/@jaimelubin



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Professional Development Feedback Form

Date: 11/8/16

Name: Tiffany Ward (Optional) Level: ☐ Elementary ☐ Middle ☐ High

Role/Title: _____ Date: 11/8/16

Facilitator: Heidi Murphy Title of Session: Rhapsody in Black

Overall Evaluation: ☒ 5-Excellent ☐ 4-Very Good ☐ 3-Good ☐ 2-Fair ☐ 1-Poor

Quality of Engagement: Check the box that best indicates your level of involvement throughout most of this experience.

<input checked="" type="checkbox"/> Authentic <i>I was very involved in this learning experience most of the time. The activities were designed in ways that appealed to the various ways that I best learned such content. The content will be valuable to me and to my school or department.</i>	<input type="checkbox"/> Strategic Compliance <i>I participated in this learning experience throughout the time allotted. I believe attendance at this seminar_workshop_course is part of what others expect of me.</i>	<input type="checkbox"/> Ritual Compliance <i>I was in attendance throughout the session(s). I have made some contributions, but nothing significant.</i>	<input type="checkbox"/> Retreatism <i>Although I was present during the learning experience, I did not always clearly focus on the content, presentations or discussions. Most of the time, my attention was on other matters.</i>	<input type="checkbox"/> Rebellion <i>Throughout this learning experience, I found ways, other than the planned activities, to occupy my time and attention. I chose to derail some of the work during the seminar_workshop_course.</i>
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Evaluate the quality of the professional learning activity by checking whether you strongly agree, agree, are undecided, disagree, or strongly disagree with each of the statements below:

	5-Strongly Agree	4-Agree	3-Undecided	4-Disagree	1-Strongly Disagree
1. The activity objectives were related to my education concerns.	✓				
2. The activity objectives were related to practical educational application in my specific job setting.	✓				
3. The activity had some outstanding components which were unique or innovative.	✓				
4. Presentations were well organized.	✓				
5. The program schedule was well adapted to my educational needs.	✓				
6. Meeting facilities were suitable.	✓				
7. The strategies utilized, including instructional resources, were appropriate for meeting the stated objectives.	✓				
8. Overall, personnel conducting the activity exhibited the qualities essential to the success of the workshop.	✓				
9. Overall, the activity was a successful training experience for me.	✓				
10. Adequate provisions were made for me to identify needs which were not previously identified.	✓				
11. Adequate provisions were made for me to provide feedback to the personnel conducting the workshop.	✓				
12. I gained learning today that I will use in my professional practice.	✓				



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Professional Development Feedback Form

Date: 11/8/16

Name: Kless (Optional) Level: ☐ Elementary ☐ Middle ☒ High

Role/Title: ACT Teacher Date: 11/8/16

Facilitator: Murphy, Heidi Title of Session: _____

Overall Evaluation: ☒ 5-Excellent ☐ 4-Very Good ☐ 3-Good ☐ 2-Fair ☐ 1-Poor

Quality of Engagement: Check the box that best indicates your level of involvement throughout most of this experience.

<input type="checkbox"/> Authentic <i>I was very involved in this learning experience most of the time. The activities were designed in ways that appealed to the various ways that I best learned such content. The content will be valuable to me and to my school or department.</i>	<input type="checkbox"/> Strategic Compliance <i>I participated in this learning experience throughout the time allotted. I believe attendance at this seminar_workshop_course is part of what others expect of me.</i>	<input type="checkbox"/> Ritual Compliance <i>I was in attendance throughout the session(s). I have made some contributions, but nothing significant.</i>	<input type="checkbox"/> Retreatism <i>Although I was present during the learning experience, I did not always clearly focus on the content, presentations or discussions. Most of the time, my attention was on other matters.</i>	<input type="checkbox"/> Rebellion <i>Throughout this learning experience, I found ways, other than the planned activities, to occupy my time and attention. I chose to derail some of the work during the seminar_workshop_course.</i>
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Evaluate the quality of the professional learning activity by checking whether you strongly agree, agree, are undecided, disagree, or strongly disagree with each of the statements below:

	5-Strongly Agree	4-Agree	3-Undecided	4-Disagree	1-Strongly Disagree
1. The activity objectives were related to my education concerns.	X				
2. The activity objectives were related to practical educational application in my specific job setting.	X				
3. The activity had some outstanding components which were unique or innovative.	X				
4. Presentations were well organized.	X				
5. The program schedule was well adapted to my educational needs.	X				
6. Meeting facilities were suitable.	X				
7. The strategies utilized, including instructional resources, were appropriate for meeting the stated objectives.	X				
8. Overall, personnel conducting the activity exhibited the qualities essential to the success of the workshop.	X				
9. Overall, the activity was a successful training experience for me.	X				
10. Adequate provisions were made for me to identify needs which were not previously identified.	X				
11. Adequate provisions were made for me to provide feedback to the personnel conducting the workshop.	X				
12. I gained learning today that I will use in my professional practice.	X				



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Superintendent's Conference Day Professional Development Feedback Form

Date: Nov 8

Name: Heather D. Carter (Optional) Level: ☐ Elementary ☐ Middle ☒ High

Role/Title: Art teacher Date: Nov. 8th

Facilitator: Aidi Murphy Title of Session: Rhapsody in Black

Overall Evaluation: ☐ 5-Excellent ☐ 4-Very Good ☐ 3-Good ☐ 2-Fair ☐ 1-Poor

Quality of Engagement: Check the box that best indicates your level of involvement throughout most of this experience.

<input checked="" type="checkbox"/> Authentic <i>I was very involved in this learning experience most of the time. The activities were designed in ways that appealed to the various ways that I best learned such content. The content will be valuable to me and to my school or department.</i>	<input type="checkbox"/> Strategic Compliance <i>I participated in this learning experience throughout the time allotted. I believe attendance at this seminar_workshop_course is part of what others expect of me.</i>	<input type="checkbox"/> Ritual Compliance <i>I was in attendance throughout the session(s). I have made some contributions, but nothing significant.</i>	<input type="checkbox"/> Retreatism <i>Although I was present during the learning experience, I did not always clearly focus on the content, presentations or discussions. Most of the time, my attention was on other matters.</i>	<input type="checkbox"/> Rebellion <i>Throughout this learning experience, I found ways, other than the planned activities, to occupy my time and attention. I chose to derail some of the work during the seminar_workshop_course.</i>
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Evaluate the quality of the professional learning activity by checking whether you strongly agree, agree, are undecided, disagree, or strongly disagree with each of the statements below:

	5-Strongly Agree	4-Agree	3-Undecided	4-Disagree	1-Strongly Disagree
1. The activity objectives were related to my education concerns.	<input checked="" type="checkbox"/>				
2. The activity objectives were related to practical educational application in my specific job setting.	<input checked="" type="checkbox"/>				
3. The activity had some outstanding components which were unique or innovative.	<input checked="" type="checkbox"/>				
4. Presentations were well organized.	<input checked="" type="checkbox"/>				
5. The program schedule was well adapted to my educational needs.	<input checked="" type="checkbox"/>				
6. Meeting facilities were suitable.	<input checked="" type="checkbox"/>				
7. The strategies utilized, including instructional resources, were appropriate for meeting the stated objectives.	<input checked="" type="checkbox"/>				
8. Overall, personnel conducting the activity exhibited the qualities essential to the success of the workshop.	<input checked="" type="checkbox"/>				
9. Overall, the activity was a successful training experience for me.	<input checked="" type="checkbox"/>				
10. Adequate provisions were made for me to identify needs which were not previously identified.	<input checked="" type="checkbox"/>				
11. Adequate provisions were made for me to provide feedback to the personnel conducting the workshop.	<input checked="" type="checkbox"/>				
12. I gained learning today that I will use in my professional practice.	<input checked="" type="checkbox"/>				



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Professional Development Feedback Form

Date: 11/8/2016

Name: Lynnae Dean (Optional) Level: ☐ Elementary ☐ Middle ☒ High

Role/Title: Art Educator Date: 11/8/2016

Facilitator: Heidi Murphy Title of Session: Black Rhapsody

Overall Evaluation: ☒ 5-Excellent ☐ 4-Very Good ☐ 3-Good ☐ 2-Fair ☐ 1-Poor

Quality of Engagement: Check the box that best indicates your level of involvement throughout most of this experience.

<input type="checkbox"/> Authentic <i>I was very involved in this learning experience most of the time. The activities were designed in ways that appealed to the various ways that I best learned such content. The content will be valuable to me and to my school or department.</i>	<input type="checkbox"/> Strategic Compliance <i>I participated in this learning experience throughout the time allotted. I believe attendance at this seminar_workshop_course is part of what others expect of me.</i>	<input type="checkbox"/> Ritual Compliance <i>I was in attendance throughout the session(s). I have made some contributions, but nothing significant.</i>	<input type="checkbox"/> Retreatism <i>Although I was present during the learning experience, I did not always clearly focus on the content, presentations or discussions. Most of the time, my attention was on other matters.</i>	<input type="checkbox"/> Rebellion <i>Throughout this learning experience, I found ways, other than the planned activities, to occupy my time and attention. I chose to derail some of the work during the seminar_workshop_course.</i>
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Evaluate the quality of the professional learning activity by checking whether you strongly agree, agree, are undecided, disagree, or strongly disagree with each of the statements below:

	5-Strongly Agree	4-Agree	3-Undecided	4-Disagree	1-Strongly Disagree
1. The activity objectives were related to my education concerns.	<input checked="" type="checkbox"/>				
2. The activity objectives were related to practical educational application in my specific job setting.	<input checked="" type="checkbox"/>				
3. The activity had some outstanding components which were unique or innovative.	<input checked="" type="checkbox"/>				
4. Presentations were well organized.	<input checked="" type="checkbox"/>				
5. The program schedule was well adapted to my educational needs.	<input checked="" type="checkbox"/>				
6. Meeting facilities were suitable.	<input checked="" type="checkbox"/>				
7. The strategies utilized, including instructional resources, were appropriate for meeting the stated objectives.	<input checked="" type="checkbox"/>				
8. Overall, personnel conducting the activity exhibited the qualities essential to the success of the workshop.	<input checked="" type="checkbox"/>				
9. Overall, the activity was a successful training experience for me.	<input checked="" type="checkbox"/>				
10. Adequate provisions were made for me to identify needs which were not previously identified.		<input checked="" type="checkbox"/>			
11. Adequate provisions were made for me to provide feedback to the personnel conducting the workshop.	<input checked="" type="checkbox"/>				
12. I gained learning today that I will use in my professional practice.	<input checked="" type="checkbox"/>				

WRITE COMMENTS ON BACK OF FORM.

Comments:

Amazing performance by
Lealand, ... so pertinent to
the population of students we
teach. A fantastic opportunity
to communicate what I've
gained through this experience



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Professional Development Feedback Form

Date: Nov. 8, 2016

Name: Shelly Johnson (Optional) Level: ☐ Elementary ☒ Middle ☐ High

Role/Title: Teacher Date: Nov. 8, 2016

Facilitator: Heidi Murphy Title of Session: Chapbook in a Bag

Overall Evaluation: ☒ 5-Excellent ☐ 4-Very Good ☐ 3-Good ☐ 2-Fair ☐ 1-Poor

Quality of Engagement: Check the box that best indicates your level of involvement throughout most of this experience.

<input checked="" type="checkbox"/> Authentic <i>I was very involved in this learning experience most of the time. The activities were designed in ways that appealed to the various ways that I best learned such content. The content will be valuable to me and to my school or department.</i>	<input type="checkbox"/> Strategic Compliance <i>I participated in this learning experience throughout the time allotted. I believe attendance at this seminar_workshop_course is part of what others expect of me.</i>	<input type="checkbox"/> Ritual Compliance <i>I was in attendance throughout the session(s). I have made some contributions, but nothing significant.</i>	<input type="checkbox"/> Retreatism <i>Although I was present during the learning experience, I did not always clearly focus on the content, presentations or discussions. Most of the time, my attention was on other matters.</i>	<input type="checkbox"/> Rebellion <i>Throughout this learning experience, I found ways, other than the planned activities, to occupy my time and attention. I chose to derail some of the work during the seminar_workshop_course.</i>
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Evaluate the quality of the professional learning activity by checking whether you strongly agree, agree, are undecided, disagree, or strongly disagree with each of the statements below:

	5-Strongly Agree	4-Agree	3-Undecided	4-Disagree	1-Strongly Disagree
1. The activity objectives were related to my education concerns.	✓				
2. The activity objectives were related to practical educational application in my specific job setting.	✓				
3. The activity had some outstanding components which were unique or innovative.	✓				
4. Presentations were well organized.	✓				
5. The program schedule was well adapted to my educational needs.	✓				
6. Meeting facilities were suitable.	✓				
7. The strategies utilized, including instructional resources, were appropriate for meeting the stated objectives.	✓				
8. Overall, personnel conducting the activity exhibited the qualities essential to the success of the workshop.	✓				
9. Overall, the activity was a successful training experience for me.	✓				
10. Adequate provisions were made for me to identify needs which were not previously identified.	✓				
11. Adequate provisions were made for me to provide feedback to the personnel conducting the workshop.	✓				
12. I gained learning today that I will use in my professional practice.	✓				

WRITE COMMENTS ON BACK OF FORM.

Comments:

Wonderful! This performance synthesizes with students' growing reflection on their connection to their identities in Life and Art.



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Professional Development Feedback Form

Date: 11/8/16

Name: Michael Chipak (Optional) Level: ☐ Elementary ☐ Middle ☒ High

Role/Title: Teacher Date: 11/8/16

Facilitator: _____ Title of Session: Prophecy in Black

Overall Evaluation: ☒ 5-Excellent ☐ 4-Very Good ☐ 3-Good ☐ 2-Fair ☐ 1-Poor

Quality of Engagement: Check the box that best indicates your level of involvement throughout most of this experience.

<input checked="" type="checkbox"/> Authentic <i>I was very involved in this learning experience most of the time. The activities were designed in ways that appealed to the various ways that I best learned such content. The content will be valuable to me and to my school or department.</i>	<input type="checkbox"/> Strategic Compliance <i>I participated in this learning experience throughout the time allotted. I believe attendance at this seminar_workshop_course is part of what others expect of me.</i>	<input type="checkbox"/> Ritual Compliance <i>I was in attendance throughout the session(s). I have made some contributions, but nothing significant.</i>	<input type="checkbox"/> Retreatism <i>Although I was present during the learning experience, I did not always clearly focus on the content, presentations or discussions. Most of the time, my attention was on other matters.</i>	<input type="checkbox"/> Rebellion <i>Throughout this learning experience, I found ways, other than the planned activities, to occupy my time and attention. I chose to derail some of the work during the seminar_workshop_course.</i>
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Evaluate the quality of the professional learning activity by checking whether you strongly agree, agree, are undecided, disagree, or strongly disagree with each of the statements below:

	5-Strongly Agree	4-Agree	3-Undecided	4-Disagree	1-Strongly Disagree
1. The activity objectives were related to my education concerns.		X			
2. The activity objectives were related to practical educational application in my specific job setting.		X			
3. The activity had some outstanding components which were unique or innovative.	X				
4. Presentations were well organized.	X				
5. The program schedule was well adapted to my educational needs.		X			
6. Meeting facilities were suitable.	X				
7. The strategies utilized, including instructional resources, were appropriate for meeting the stated objectives.	X				
8. Overall, personnel conducting the activity exhibited the qualities essential to the success of the workshop.	X				
9. Overall, the activity was a successful training experience for me.	X				
10. Adequate provisions were made for me to identify needs which were not previously identified.	X				
11. Adequate provisions were made for me to provide feedback to the personnel conducting the workshop.	X				
12. I gained learning today that I will use in my professional practice.		X			



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Professional Development Feedback Form

Date: 11/8/16

Name: Burke J (Optional) Level: ☐ Elementary ☒ Middle ☐ High

Role/Title: PMS Teacher Date: 11/8/16

Facilitator: Heldi Murphy Title of Session: Rhapsody Black

Overall Evaluation: ☒ 5-Excellent ☐ 4-Very Good ☐ 3-Good ☐ 2-Fair ☐ 1-Poor

Quality of Engagement: Check the box that best indicates your level of involvement throughout most of this experience.

<input checked="" type="checkbox"/> Authentic <i>I was very involved in this learning experience most of the time. The activities were designed in ways that appealed to the various ways that I best learned such content. The content will be valuable to me and to my school or department.</i>	<input type="checkbox"/> Strategic Compliance <i>I participated in this learning experience throughout the time allotted. I believe attendance at this seminar_workshop_course is part of what others expect of me.</i>	<input type="checkbox"/> Ritual Compliance <i>I was in attendance throughout the session(s). I have made some contributions, but nothing significant.</i>	<input type="checkbox"/> Retreatism <i>Although I was present during the learning experience, I did not always clearly focus on the content, presentations or discussions. Most of the time, my attention was on other matters.</i>	<input type="checkbox"/> Rebellion <i>Throughout this learning experience, I found ways, other than the planned activities, to occupy my time and attention. I chose to derail some of the work during the seminar_workshop_course.</i>
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Evaluate the quality of the professional learning activity by checking whether you strongly agree, agree, are undecided, disagree, or strongly disagree with each of the statements below:

	5-Strongly Agree	4-Agree	3-Undecided	4-Disagree	1-Strongly Disagree
1. The activity objectives were related to my education concerns.	✓				
2. The activity objectives were related to practical educational application in my specific job setting.	✓				
3. The activity had some outstanding components which were unique or innovative.	✓				
4. Presentations were well organized.	✓				
5. The program schedule was well adapted to my educational needs.	✓				
6. Meeting facilities were suitable.	✓				
7. The strategies utilized, including instructional resources, were appropriate for meeting the stated objectives.	✓				
8. Overall, personnel conducting the activity exhibited the qualities essential to the success of the workshop.	✓				
9. Overall, the activity was a successful training experience for me.	✓				
10. Adequate provisions were made for me to identify needs which were not previously identified.	✓				
11. Adequate provisions were made for me to provide feedback to the personnel conducting the workshop.	✓				
12. I gained learning today that I will use in my professional practice.	✓				



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Professional Development Feedback Form

Date: _____

Name: Sarah Eyles (Optional) Level: ☐ Elementary ☐ Middle ☐ High

Role/Title: _____ Date: _____

Facilitator: _____ Title of Session: _____

Overall Evaluation: ☐ 5-Excellent ☐ 4-Very Good ☐ 3-Good ☐ 2-Fair ☐ 1-Poor

Quality of Engagement: Check the box that best indicates your level of involvement throughout most of this experience.

<input type="checkbox"/> Authentic <i>I was very involved in this learning experience most of the time. The activities were designed in ways that appealed to the various ways that I best learned such content. The content will be valuable to me and to my school or department.</i>	<input type="checkbox"/> Strategic Compliance <i>I participated in this learning experience throughout the time allotted. I believe attendance at this seminar_workshop_course is part of what others expect of me.</i>	<input type="checkbox"/> Ritual Compliance <i>I was in attendance throughout the session(s). I have made some contributions, but nothing significant.</i>	<input type="checkbox"/> Retreatism <i>Although I was present during the learning experience, I did not always clearly focus on the content, presentations or discussions. Most of the time, my attention was on other matters.</i>	<input type="checkbox"/> Rebellion <i>Throughout this learning experience, I found ways, other than the planned activities, to occupy my time and attention. I chose to derail some of the work during the seminar_workshop_course.</i>
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Evaluate the quality of the professional learning activity by checking whether you strongly agree, agree, are undecided, disagree, or strongly disagree with each of the statements below:

	5-Strongly Agree	4-Agree	3-Undecided	4-Disagree	1-Strongly Disagree
1. The activity objectives were related to my education concerns.					
2. The activity objectives were related to practical educational application in my specific job setting.					
3. The activity had some outstanding components which were unique or innovative.					
4. Presentations were well organized.					
5. The program schedule was well adapted to my educational needs.					
6. Meeting facilities were suitable.					
7. The strategies utilized, including instructional resources, were appropriate for meeting the stated objectives.					
8. Overall, personnel conducting the activity exhibited the qualities essential to the success of the workshop.					
9. Overall, the activity was a successful training experience for me.					
10. Adequate provisions were made for me to identify needs which were not previously identified.					
11. Adequate provisions were made for me to provide feedback to the personnel conducting the workshop.					
12. I gained learning today that I will use in my professional practice.					

1/10/18 relearning!



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Superintendent's Conference Day Professional Development Feedback Form

Date: 11/8/16

Name: Tiffany Delagino (Optional) Level: ☐ Elementary ☐ Middle ☒ High

Role/Title: Teacher Date: 11/8/16

Facilitator: Hendi Murphy Title of Session: Rhapsody in Black

Overall Evaluation: ☒ 5-Excellent ☐ 4-Very Good ☐ 3-Good ☐ 2-Fair ☐ 1-Poor

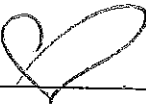
Quality of Engagement: Check the box that best indicates your level of involvement throughout most of this experience.

<input checked="" type="checkbox"/> Authentic <i>I was very involved in this learning experience most of the time. The activities were designed in ways that appealed to the various ways that I best learned such content. The content will be valuable to me and to my school or department.</i>	<input type="checkbox"/> Strategic Compliance <i>I participated in this learning experience throughout the time allotted. I believe attendance at this seminar_workshop_course is part of what others expect of me.</i>	<input type="checkbox"/> Ritual Compliance <i>I was in attendance throughout the session(s). I have made some contributions, but nothing significant.</i>	<input type="checkbox"/> Retreatism <i>Although I was present during the learning experience, I did not always clearly focus on the content, presentations or discussions. Most of the time, my attention was on other matters.</i>	<input type="checkbox"/> Rebellion <i>Throughout this learning experience, I found ways, other than the planned activities, to occupy my time and attention. I chose to derail some of the work during the seminar_workshop_course.</i>
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Evaluate the quality of the professional learning activity by checking whether you strongly agree, agree, are undecided, disagree, or strongly disagree with each of the statements below:

	5-Strongly Agree	4-Agree	3-Undecided	4-Disagree	1-Strongly Disagree
1. The activity objectives were related to my education concerns.	<input checked="" type="checkbox"/>				
2. The activity objectives were related to practical educational application in my specific job setting.	<input checked="" type="checkbox"/>				
3. The activity had some outstanding components which were unique or innovative.	<input checked="" type="checkbox"/>				
4. Presentations were well organized.	<input checked="" type="checkbox"/>				
5. The program schedule was well adapted to my educational needs.	<input checked="" type="checkbox"/>				
6. Meeting facilities were suitable.	<input checked="" type="checkbox"/>				
7. The strategies utilized, including instructional resources, were appropriate for meeting the stated objectives.	<input checked="" type="checkbox"/>				
8. Overall, personnel conducting the activity exhibited the qualities essential to the success of the workshop.	<input checked="" type="checkbox"/>				
9. Overall, the activity was a successful training experience for me.	<input checked="" type="checkbox"/>				
10. Adequate provisions were made for me to identify needs which were not previously identified.	<input checked="" type="checkbox"/>				
11. Adequate provisions were made for me to provide feedback to the personnel conducting the workshop.	<input checked="" type="checkbox"/>				
12. I gained learning today that I will use in my professional practice.	<input checked="" type="checkbox"/>				

WRITE COMMENTS ON BACK OF FORM.

Comments: thank you 



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Professional Development Feedback Form

Date: 11/8/16

Name: Catherine Bryson (Optional) Level: ☐ Elementary ☐ Middle ☒ High

Role/Title: Teacher Date: _____

Facilitator: H. Murphy Title of Session: Rhapsody in Black

Overall Evaluation: ☒ 5-Excellent ☐ 4-Very Good ☐ 3-Good ☐ 2-Fair ☐ 1-Poor

Quality of Engagement: Check the box that best indicates your level of involvement throughout most of this experience.

<input checked="" type="checkbox"/> Authentic <i>I was very involved in this learning experience most of the time. The activities were designed in ways that appealed to the various ways that I best learned such content. The content will be valuable to me and to my school or department.</i>	<input type="checkbox"/> Strategic Compliance <i>I participated in this learning experience throughout the time allotted. I believe attendance at this seminar_workshop_course is part of what others expect of me.</i>	<input type="checkbox"/> Ritual Compliance <i>I was in attendance throughout the session(s). I have made some contributions, but nothing significant.</i>	<input type="checkbox"/> Retreatism <i>Although I was present during the learning experience, I did not always clearly focus on the content, presentations or discussions. Most of the time, my attention was on other matters.</i>	<input type="checkbox"/> Rebellion <i>Throughout this learning experience, I found ways, other than the planned activities, to occupy my time and attention. I chose to derail some of the work during the seminar_workshop_course.</i>
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Evaluate the quality of the professional learning activity by checking whether you strongly agree, agree, are undecided, disagree, or strongly disagree with each of the statements below:

	5-Strongly Agree	4-Agree	3-Undecided	4-Disagree	1-Strongly Disagree
1. The activity objectives were related to my education concerns.	✓				
2. The activity objectives were related to practical educational application in my specific job setting.	✓				
3. The activity had some outstanding components which were unique or innovative.	✓				
4. Presentations were well organized.	✓				
5. The program schedule was well adapted to my educational needs.	✓				
6. Meeting facilities were suitable.	✓				
7. The strategies utilized, including instructional resources, were appropriate for meeting the stated objectives.	✓				
8. Overall, personnel conducting the activity exhibited the qualities essential to the success of the workshop.	✓				
9. Overall, the activity was a successful training experience for me.	✓				
10. Adequate provisions were made for me to identify needs which were not previously identified.	✓				
11. Adequate provisions were made for me to provide feedback to the personnel conducting the workshop.	✓				
12. I gained learning today that I will use in my professional practice.	✓				

WRITE COMMENTS ON BACK OF FORM.

Comments:

Awesome!!



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Professional Development Feedback Form

Date: _____

Name: Chris King (Optional) Level: ☐ Elementary ☒ Middle ☐ High

Role/Title: SS teacher Date: 11/8/16

Facilitator: Murphy Title of Session: Rhapsody in Black

Overall Evaluation: ☐ 5-Excellent ☐ 4-Very Good ☐ 3-Good ☐ 2-Fair ☐ 1-Poor

Quality of Engagement: Check the box that best indicates your level of involvement throughout most of this experience.

<input checked="" type="checkbox"/> Authentic <i>I was very involved in this learning experience most of the time. The activities were designed in ways that appealed to the various ways that I best learned such content. The content will be valuable to me and to my school or department.</i>	<input type="checkbox"/> Strategic Compliance <i>I participated in this learning experience throughout the time allotted. I believe attendance at this seminar_workshop_course is part of what others expect of me.</i>	<input type="checkbox"/> Ritual Compliance <i>I was in attendance throughout the session(s). I have made some contributions, but nothing significant.</i>	<input type="checkbox"/> Retreatism <i>Although I was present during the learning experience, I did not always clearly focus on the content, presentations or discussions. Most of the time, my attention was on other matters.</i>	<input type="checkbox"/> Rebellion <i>Throughout this learning experience, I found ways, other than the planned activities, to occupy my time and attention. I chose to derail some of the work during the seminar_workshop_course.</i>
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Evaluate the quality of the professional learning activity by checking whether you strongly agree, agree, are undecided, disagree, or strongly disagree with each of the statements below:

	5-Strongly Agree	4-Agree	3-Undecided	4-Disagree	1-Strongly Disagree
1. The activity objectives were related to my education concerns.	<input checked="" type="checkbox"/>				
2. The activity objectives were related to practical educational application in my specific job setting.	<input checked="" type="checkbox"/>				
3. The activity had some outstanding components which were unique or innovative.	<input checked="" type="checkbox"/>				
4. Presentations were well organized.	<input checked="" type="checkbox"/>				
5. The program schedule was well adapted to my educational needs.	<input checked="" type="checkbox"/>				
6. Meeting facilities were suitable.	<input checked="" type="checkbox"/>				
7. The strategies utilized, including instructional resources, were appropriate for meeting the stated objectives.	<input checked="" type="checkbox"/>				
8. Overall, personnel conducting the activity exhibited the qualities essential to the success of the workshop.	<input checked="" type="checkbox"/>				
9. Overall, the activity was a successful training experience for me.	<input checked="" type="checkbox"/>				
10. Adequate provisions were made for me to identify needs which were not previously identified.	<input checked="" type="checkbox"/>				
11. Adequate provisions were made for me to provide feedback to the personnel conducting the workshop.	<input checked="" type="checkbox"/>				
12. I gained learning today that I will use in my professional practice.	<input checked="" type="checkbox"/>				

WRITE COMMENTS ON BACK OF FORM.

Comments: I think the message of the play is important
for our students to hear.



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Professional Development Feedback Form

Date: 11/5/16

Name: _____ (Optional) Level: ☐ Elementary ☐ Middle ☒ High

Role/Title: Public Teacher Date: _____

Facilitator: _____ Title of Session: Breakfast in Black

Overall Evaluation: ☐ 5-Excellent ☐ 4-Very Good ☐ 3-Good ☐ 2-Fair ☐ 1-Poor

Quality of Engagement: Check the box that best indicates your level of involvement throughout most of this experience.

<input type="checkbox"/> Authentic <i>I was very involved in this learning experience most of the time. The activities were designed in ways that appealed to the various ways that I best learned such content. The content will be valuable to me and to my school or department.</i>	<input type="checkbox"/> Strategic Compliance <i>I participated in this learning experience throughout the time allotted. I believe attendance at this seminar_workshop_course is part of what others expect of me.</i>	<input type="checkbox"/> Ritual Compliance <i>I was in attendance throughout the session(s). I have made some contributions, but nothing significant.</i>	<input type="checkbox"/> Retreatism <i>Although I was present during the learning experience, I did not always clearly focus on the content, presentations or discussions. Most of the time, my attention was on other matters.</i>	<input type="checkbox"/> Rebellion <i>Throughout this learning experience, I found ways, other than the planned activities, to occupy my time and attention. I chose to derail some of the work during the seminar_workshop_course.</i>
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Evaluate the quality of the professional learning activity by checking whether you strongly agree, agree, are undecided, disagree, or strongly disagree with each of the statements below:

	5-Strongly Agree	4-Agree	3-Undecided	4-Disagree	1-Strongly Disagree
1. The activity objectives were related to my education concerns.	✓				
2. The activity objectives were related to practical educational application in my specific job setting.	✓				
3. The activity had some outstanding components which were unique or innovative.	✓				
4. Presentations were well organized.	✓				
5. The program schedule was well adapted to my educational needs.	✓				
6. Meeting facilities were suitable.	✓				
7. The strategies utilized, including instructional resources, were appropriate for meeting the stated objectives.	✓				
8. Overall, personnel conducting the activity exhibited the qualities essential to the success of the workshop.	✓				
9. Overall, the activity was a successful training experience for me.	✓				
10. Adequate provisions were made for me to identify needs which were not previously identified.	✓				
11. Adequate provisions were made for me to provide feedback to the personnel conducting the workshop.	✓				
12. I gained learning today that I will use in my professional practice.	✓				



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Superintendent's Conference Day Professional Development Feedback Form

Date: 11/7/16

Name: _____ (Optional) Level: ☐ Elementary ☐ Middle ☒ High

Role/Title: Teacher Date: 11/7/16

Facilitator: Heidi Murphy Title of Session: Rhapsody in Black

Overall Evaluation: ☒ 5-Excellent ☐ 4-Very Good ☐ 3-Good ☐ 2-Fair ☐ 1-Poor

Quality of Engagement: Check the box that best indicates your level of involvement throughout most of this experience.

<input checked="" type="checkbox"/> Authentic <i>I was very involved in this learning experience most of the time. The activities were designed in ways that appealed to the various ways that I best learned such content. The content will be valuable to me and to my school or department.</i>	<input type="checkbox"/> Strategic Compliance <i>I participated in this learning experience throughout the time allotted. I believe attendance at this seminar_workshop_course is part of what others expect of me.</i>	<input type="checkbox"/> Ritual Compliance <i>I was in attendance throughout the session(s). I have made some contributions, but nothing significant.</i>	<input type="checkbox"/> Retreatism <i>Although I was present during the learning experience, I did not always clearly focus on the content, presentations or discussions. Most of the time, my attention was on other matters.</i>	<input type="checkbox"/> Rebellion <i>Throughout this learning experience, I found ways, other than the planned activities, to occupy my time and attention. I chose to derail some of the work during the seminar_workshop_course.</i>
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Evaluate the quality of the professional learning activity by checking whether you strongly agree, agree, are undecided, disagree, or strongly disagree with each of the statements below:

	5-Strongly Agree	4-Agree	3-Undecided	4-Disagree	1-Strongly Disagree
1. The activity objectives were related to my education concerns.	✓				
2. The activity objectives were related to practical educational application in my specific job setting.	✓				
3. The activity had some outstanding components which were unique or innovative.	✓				
4. Presentations were well organized.	✓				
5. The program schedule was well adapted to my educational needs.	✓				
6. Meeting facilities were suitable.	✓				
7. The strategies utilized, including instructional resources, were appropriate for meeting the stated objectives.	✓				
8. Overall, personnel conducting the activity exhibited the qualities essential to the success of the workshop.	✓				
9. Overall, the activity was a successful training experience for me.	✓				
10. Adequate provisions were made for me to identify needs which were not previously identified.	✓				
11. Adequate provisions were made for me to provide feedback to the personnel conducting the workshop.	✓				
12. I gained learning today that I will use in my professional practice.	✓				

WRITE COMMENTS ON BACK OF FORM.

Comments:

What a wonderful experience!

The students will get so much
out of this in February!

2/11/15

Dear Leland,

I loved your performance yesterday! My favorite parts were how you referred to the raisin in the rice and the sound effects were really cool. I also loved how this was your story and it was told from your life. and how blunt you were.

The thing that was amazing to me was the after-play Q and A with you. It was cool how we got to hear some things that we wouldn't otherwise if we just watched. People from our school got to open up about their experiences, which for me was awesome and how we could relate to you.

To finish this letter, I would just like to thank you for sharing your experiences. Come back soon!

Yours truly,
Halle Mercutio



2/20/15

The Community School

1164 Bunker Hill Road
South Tamworth, NH 03883

Accredited by the New England Association of Schools & Colleges

Dear Leland,

I attended Rhapsody in Black last week and stayed after as you talked to my small school. I'm a middle/upper class white girl, so I don't face racism in a big way, and the best I can do, for people who do, is stand up for them and show compassion. I realized as the play went on, that it didn't just show relevance to racism, but to being an outsider, being depressed and shoved down, and never being the right amount of who you are. Things I rarely, but sometimes, deal with were out in the open and you were saying "I hear you- I get it," what deeply touched me, was how you made my friends feel. Friends who have suffered bullying, broken households, and prejudice. You made them feel like they could speak and be appreciated. It hurts me to see anybody shoved down, and your opening up their emotions, made me hopeful.

I think everyone from my school felt a connection to some part of your play, and that is important. It doesn't stop there though, because you not only sparked a connection, but your play brought out our "raisin in the pudding" side, and you made us do it with pride. It may motivate us to speak out on larger issues, or simply let us ~~know~~ knowing that we shape our lives, and are capable of good things. Thank you, most

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ardently. Sincerely, Madeline Moreypenny ~



The Community School

1164 Bunker Hill Road
South Tamworth, NH 03883

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Leland,

I just wanted to say I really enjoyed your performance. I found it so moving and it shared such an important message. Sharing your story was incredibly brave in my eyes. You are so admirable to me.

Your performance had me fully alert. The way you added lighting and sounds was really cool. I also love how you used different dialects and tones to express separate parts in your performance. The way the monologue followed a time line made it very easy to follow.

The fact that your story is so real and relevant effected me in a very emotional way. You opened my mind and eyes to really see legitimate problems faced in our society. To me, it was so different coming from a real voice that just on the news.

During the Q and A after your show, I was so impressed at how your answers were genuine and thought out even though they weren't planned. I just felt I had to hug you because you made me feel so good that such a big problem was addressed in such an artistic beautiful way.

Sincerely yours,
Sara Hedglin

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2/20/15

The Community School

1164 Bunker Hill Road
South Tamworth, NH 03883

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Dear Leland,

I go to The Community School in Tamworth NH. We attended your play last week, let me start out by saying- you changed my life.

I am a young white teenage girl, and have never experienced racism before, but I have always thought about it. It makes me so angry to think that people are treated differently just because of the color of their skin, I feel it is completely unfair and ridiculous.

I am known for talking and standing up for what I believe in, but your play was just so powerful I couldn't even speak, all I could do was cry. You touched me in so many ways and I think that you are the perfect person to talk and tell your stories to others.

Thank you so much for doing what you do, you are truly changing the world. You're my roll model.

With love and hope,

Galen



The Community School

1164 Bunker Hill Road
South Tamworth, NH 03883

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2-20-15.

Dear Leland,



Thank you so much for writing this play. Most people wouldn't share that much of their life story, but you were so brave and did anyway. You weren't shy about it either, you told us the good, the bad, and the ugly (minus the sex, drugs and rock and roll). Your performance was so relevant to where I am in my life right now, literally I feel like the raisin in the pudding. Yes I am a white girl, but I've always been the loud one, the odd one, the gullible one, and also I'm bisexual with a stutter and small lisp. I've been trying to accept these sides of myself, but often times things backfire and I wonder why I don't try to change myself. Your performance was just the boost I needed, to realize I'm going to make it out of high school alive and with all the tools I need within myself to accept me, for me! I am who I am, and that's perfectly okay and there's people in this world who love me for me! Without seeing this play I don't know how long it would have taken me to truly realize this truth.

Please keep performing and spreading your message to the world, you have effected my life and I know you'll effect hundreds of others.

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Thank you for being the man you are, -Mari

2/20/15



The Community School

1164 Bunker Hill Road

South Tamworth, NH 03883

Accredited by the New England Association of Schools & Colleges

Dear Leland,

Thank you for letting us come see your performance. It's really a pretty rare thing for anyone around here to stand up and talk about the topics that you talked about. No one ever talks about racism because no one acknowledges the fact that we are very oblivious to our own racism. I think that's why your performance meant so much to, not only me, but my entire school. We've never heard someone say the things that you did or give the perspective that you gave us. It was very breath taking and eye opening.

Thank you

Ally Norris-Parsons



The Community School

1164 Bunker Hill Road
South Tamworth, NH 03883

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2/19/15

Dear Leland,

I want to thank you a lot for slowly creating change around racism. You have really inspired me about racial discrimination. I thought your play was really powerful and moving and as you progressed through it, I felt speechless and amazed. I'm sure that many other people that have seen your play felt the same way.

As I was growing up in public middle school it was not the best experience. Even though I got picked on and bullied at times there I was still proud of who I

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was. My fifth and sixth grade year at that school I was really struggling. My mom's friend daughter had gone to the school at the time. So my Seventh grade year my parents decided I should try it for a year. It was one of the best decisions I have made.

The Community School has change the way I look at things. It has offered an education that public schools would never offer. Attending your play has changed me even more. Although I didn't talk at all when you were answering questions, when we hugged I felt like we hugged I felt like we had been friends for a long time. Thanks again for coming and talking with us I really appreciate what you're doing. Sincerely



The Community School

1164 Bunker Hill Road
South Tamworth, NH 03883

Accredited by the New England Association of Schools & Colleges

February 19, 2015

Dear Deland,

Thank you for inspiring
our group to think & feel
so much about racism.

Most importantly, you
started an important
conversation and "jumping
off" print for us.

Your performance was
powerful and eye opening.
I think we have much
to keep talking about
and I hope we can
continue this conversation
with you at least in
spirit. With gratitude, *Donita*

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English Teacher



The Community School

1164 Bunker Hill Road
South Tamworth, NH 03883

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Dear Leland:

First of all, I would like to thank you for presenting your performance to us. I cannot express how eye-opening it was. It caused me to feel deep within myself along the lines of racism and segregation in the world and my community. I still feel like some of my questions and solutions are not answered, but your performance asked us to do just that: talk among ourselves, see if we can answer some of those open ended questions within ourselves. I love how you brought to light the fact that anybody who is an outsider, who is not in the loop or is alone and by themselves, may need your attention. Whether they are an outsider because of racial status, gender or just because they aren't like anyone else it's inspiring how kind and caring the action of saying "hello" or "how are you?" is... I know this because I have been in a similar situation in the past. Even transitioning from a homeschooling to The Community School has been difficult for me, trying to fit in with the already established community while accepting myself for who I am. There have been a handful of people

who have reached out to me, even though I was new and different and I am eternally grateful to them for their kindness. When I was little and was just beginning to grasp the whole concept of racism, I used to think it was just white against black. Dark and light. That was it. But I have now learned that racism exists between every ethnicity, every race, that has some tension between it. We watched an interview with the rapper Eminem, and how he was white living in a black community doing something that blacks primarily do. He has been accused of many awful things that have been heard through his lyrics and attitude, but I think that was some of his anger flooding out, his past from being bullied and challenged still haunting him. He has come such a long way, I have heard a song recently by him about taking his hand, changing this world together. In a way I think you are doing the same thing, trying to change this world, giving people room for thought and taking time for action. So in the end I would like to thank you again for your performance, your intellect, and your understanding. Keep doing what you are doing, you changed my views and I hope you can change thousands of others through your acting and voice.

All the best,

Elli J. Steven son ♥♥♥

Dear Leland,

It's Grant, from the Community school. Remember the "human torch" story? Yeah that's me. Anyway, I just have more to say on your presentation.

It's one thing to say it, it's another to say it in a way people can understand it and connect to it. People almost always hear the speaker, but they almost never truly understand the speaker. Your way of connecting to people in your play does just that. It makes us open our minds to the phenomenon of discrimination, and also how it has affected or is affecting our lives.

You really drive your points home and connect with the audience like you did with us. As Ally had pointed out, it is a difficult topic for people to talk about, especially in areas like ours where it is never really mentioned. So keep going! Make that mark on people. Cause conversations! It all makes the world a better place.

You know, people are often afraid to talk about problems. They want to change society for the better, but they are just afraid of the backlash-the response- the oppression. They are afraid that people will not like the idea they present. So it's a good thing you are talking about discrimination. It takes an army to make change, but only one person to start a revolution. People will be supportive, they just need to know. People do stand up for what's right, one person just needs to say what's wrong.

Thanks for listening to my rambles. Good luck!
Grant