

Mobilize your community towards a new form of public service



The Open Source Teaching Project is a digital community development initiative for cities focused on making teaching and learning more relevant.

www.opensourceteaching.org

Description of the management team and their backgrounds

The [founder and chairman](#) of Sage Leadership Partners, Inc. is **Art Fuller**, Executive Assistant and Fiscal Budget Officer for the Tennessee State Board of Education. Art has served in the field of education for fourteen years holding public policy, project management, professional training, information technology, media consultant, and teaching positions. Art's work as a classroom teacher has been profiled in [FamilyPC Magazine \(November 1999, p. 156\)](#) and The New Yorker Magazine (January 24, 2000, pg. 59). Several of his [editorials](#) on education have been published in the *The Tennessean*.

David Sevier, Ed.D., is a [founder](#) of Sage Leadership Partners and a policy adviser for the Tennessee State Board of Education. Dr. Sevier has over fifteen years of experience in K-12 education including serving for five years as a physics teacher, five years as a music teacher, and five years as an assistant school administrator for one of the state's highest performing [comprehensive high schools](#) and one of the nation's highest performing [High Schools That Work](#) schools.

Vice-Chairs

[Judith Pennywell, Ed.D.](#), is the Executive Director of International Initiatives for the University of Houston, Clear Lake Campus and Lecturer in Educational Leadership. Prior to joining the University of Houston, Judith served four years as the Director of International Student and Scholar Services at Vanderbilt University. In 2003, Judith was selected as a Fulbright Scholar, receiving an international education administrators award. Judith earned Bachelors and Masters Degrees from Indiana University, completing her Doctorate in Higher Education Leadership and Policy at Vanderbilt University.

Mike Dishman, J.D., Ed.D., also serves as vice-chair. Mr. Dishman is a partner of McLocklin, Murphy & Dishman, L.L.P. For the past decade, Mike's practice has consisted almost exclusively of the representation of public school districts. In addition to the representation of schools, Mike has considerable academic interests in educational law, previously serving as an assistant professor of education law at the University of Alaska and presently serving in that capacity at Kennesaw State University. Mike's areas of practice include federal and state labor and employment law and litigation, on which he has extensively written and spoken. Mike holds B.A. and J.D. degrees from the University of Mississippi and a Doctorate in Educational Leadership and Policy from Vanderbilt University.

Board Directors

Matt Asay, J.D. has been involved with open source since 1998, and is one of the industry's leading open source business strategists. Asay currently manages sales and business development activities in the Americas for [Alfresco](#), the open source leader in Enterprise Content Management. Prior to Alfresco, Asay co-founded Novell®'s Linux Business Office in 2002 and was an early agitator and architect for the company's shift to open source. In 2003 Asay founded the Open Source Business Conference, the industry's premier open source strategy event, and has served as an Entrepreneur-in-Residence for Thomas Weisel Venture Partners, focusing on open

source investment opportunities. Asay earned his Juris Doctorate degree at Stanford Law School, spending two of his three years studying software licensing and innovation, and specifically the GNU General Public License, under Professor Larry Lessig. He also holds Masters and Bachelors degrees from the University of Kent (Canterbury, UK) and Brigham Young University, respectively.

Scott Corlew, M.D., MPH is the newly appointed chief medical officer for [Interplast](#) , a global network of medical professionals focused on empowering international communities with year round access to medical treatment for congenital deformity or injury. Scott has over fifteen years experience as a reconstructive surgeon and is a graduate of the Harvard School of Public Health, Emory University Medical School, and Vanderbilt University.

Yi Cui, Ph.D., is an Assistant Professor of Electrical Engineering and Computer Science at Vanderbilt University. Professor Cui's research focuses on networking systems and streaming media technology. He currently holds two patents in distributed streaming media systems and networks. Yi has also received a five year [National Science Foundation grant](#) focused on specifically tracking and monitoring user behavior to streaming media. This research project will undergird our forthcoming partnerships with major metropolitan cities.

Thomas Ford, M.I.T., M.Ed., is the Chief Executive Officer of Mirror Image Productions a digital media production and marketing company. Prior to his role as CEO, Thomas served as a Strategic Account Executive for Pearson Achievement Solutions, focused on large scale partnerships that integrate effective instructional technology and professional development strategies in districts throughout the Southeast. Mr. Ford is an experienced project manager, organizational leader, and professional trainer. He has serviced the needs of major metropolitan urban districts for over a decade. Before joining Pearson Achievement Solutions, Mr. Ford was selected as teacher of the year for Broward County Florida (1997), one of the country's largest school districts.

Marina Leight is Vice President of the Center for Digital Education heading up its strategic planning, relationships, events, research, and publications. Leight is also Publisher for Converge Magazine, a quarterly publication focusing on strategy and thought leadership. Converge launched as a print publication in 1999, and was an award-winning trade publication discussing technology's role in transforming education. It was converted to a digital format in 2003, and is now back in print, as of Feb 2006. A writer and former teacher, Leight has appeared on National Public Radio and is a frequent speaker on the importance of preparing students to work in a knowledge economy. She also served as executive director of Government Technology Executive Events, sister division of the Center, specializing in public sector technology topics for nearly twenty years.

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What?

- The Open Source Teaching Project forms new teaching and learning bridges via service learning, digital media, and through the mobilization of a city's key education stakeholders.
 - Students (middle school through college)
 - Business Leaders / Chambers of Commerce
 - Non-Profit Leaders
 - Professors / Higher Education
 - Classroom Teachers
- All stakeholders are mobilized towards the goal of creating a digital resource to make a sustained connection between academics and real life.
- This new learning platform is free, collaborative, and linked to the real-life experiences of local, regional, and national leaders.
- Students always ask the question: "How does this relate to real life?"
- We flip the question on its head and say... "This is how the things you are learning right now relate not only to your life but your local community. Here are the actual people living in your community sharing how they do what they do best and its relation to academics."
- We collaborate with your chamber of commerce, surrounding institutions of higher education, and school district to mobilize your region's leading executives (approximately 100 per metropolitan city – small, medium, and large businesses), professors (approximately 100 leading scholars), college student leaders (approximately 100), and non-profit leaders to share their professional, career, and college knowledge for the benefit of students;
- We mobilize leading college students, middle and high school students in your region to interview local professionals, executives, and scholars;
- All interviews become part of a centralized, searchable streaming media database, accessed by teachers and students throughout the world. To date, we have commitments from [over 200 of the world's leading professional and academic scholars](#).

- [Learn about our five-year partnership](#) with Metro Nashville Public Schools, the Metro Area Nashville Chamber of Commerce, and five surrounding regional universities.

Why?

- To connect academics to real-life.
- To provide students and teachers with the bigger picture on life, learning, and the skills needed for success in a global economy.

Who?

- Your School District
- Surrounding Chamber(s) of Commerce
- Surrounding Institutions of Higher Education
- Additional Community Organizations & Stakeholders
- 200 of the World's Leading Academic and Professional Scholars
- [Sage Leadership Partners, Inc.](#)

When?

- 3 to 5 Year Partnerships
 - Phase I: Commencement of mobilizing community stakeholders (Begins in the Summer / Fall of Year 1)
 - Phase II: Commencement of classroom based-pilots via teacher mini-grant competition (Begins in the Summer / Fall of Year 2)
 - Phase III: Commencement of schoolwide integration into smaller learning community and career academy strategies (Begins in the Summer / Fall of Year 3).

Where?

- Phase I
 - At each professional's office via onsite interviews by students
 - Community specific marketing and outreach / Local media
- Phase II
 - School classrooms via \$500 Teacher Mini Grants
 - Classroom based pilots for teachers and students
 - Teacher connections to learning standards
- Phase III
 - Schoolwide learning community and career academy strategies
 - \$1500 Instructional Leadership Team Mini Grants

How Much?

- The invitation we make to cities is that for the recurring cost of one full-time equivalent employee over the span of three (3) to five (5) years, we'll collaborate with your middle and high schools, colleges / universities, and chamber of commerce to mobilize and interview:
 - 100 local business executives (small-, medium-, large- corporations)
 - 100 leading professors / scholars (from surrounding universities)
 - 100 college student leaders (from surrounding universities)
 - The focus of all interviews is to share real-world connections that can better engage middle and high school students.
- Approximately 30% to 35% of partnership funds go **directly to teachers** within the respective school community via digital teaching and learning mini-grants. See the following link for an example of mini-grants:
<http://www.opensourceteaching.org/nashvillepartnership.html>

Funding Sources

- Career and Technical Education Funds
- Grants Focused On
 - Career Connections / Smaller Learning Communities
 - Mathematics / Science
 - College Access
 - Instructional Technology
 - Service Learning

How?

- **Mobilization (Phase I)**
 - We mobilize your region's leading high school seniors through marketing and outreach via school and community channels.
 - We mobilize your region's leading college students through offices of career services, student affairs, and service learning within surrounding local colleges and universities.
 - Students perform a combination of [executive interviews](#) and interviews of [successful first generation college students](#) within each respective college / university (surrounding region).
 - Interviews are based on standardized interview protocols intended to inform the imagination and interest of middle and high schools students.
 - Student participation involves qualitative and quantitative web-based feedback on the organizational process, recruiting, training, and career networking opportunities.

- **Digital archival and keyword search (Phases I - III)**
 - We have a team of students that assists with interview editing and keyword tagging so that all interviews become cross-referenced against the entire digital archive.

- **Teacher mini-grants (Phase II)**
 - Continuation of capturing interviews among leading professionals throughout the region and successful first generation college students.
 - At least 25 teachers are selected for \$500 mini-grants to explore the digital archive and provide feedback regarding how the interview can directly complement their instruction and link to learning standards.
 - Approximately 30% of funds from partnership agreement goes directly to teachers.
 - Sponsor opportunity for best practice teachers to attend regional and national conferences to share their mini-grant projects in a formal presentation.
 - Mini-grant calls for the teacher to integrate the project into an interdisciplinary mini-unit.
 - Students and teachers provide feedback via both quantitative and qualitative survey feedback.

- **Schoolwide strategies (Phase III)**
 - Continuation of capturing interviews among leading professionals throughout the region and successful first generation college students.
 - Transform the lessons learned from classroom pilots into interdisciplinary connections across disciplines, across classrooms, and across schools (within the region and at least nationally)
 - At least 5 smaller learning community teams are selected for \$1,500 mini-grants to explore the digital archive and provide feedback regarding how the interviews can directly complement learning standards.
 - At least 30 teachers are selected for \$500 mini-grants (see Phase II)
 - Approximately 35% of funds from partnership agreement goes directly to teachers.
 - Sponsor opportunity for best practice teachers to attend regional and national conferences to share their mini-grant projects in a formal presentation.
 - The mini-grants for teachers and smaller learning community teams calls on each participant to integrate the project into an interdisciplinary mini-unit.
 - Students and teachers provide feedback via both quantitative and qualitative survey feedback.
 - Students and teachers become part of a global network of students and teachers, also participating in the same process.

Contact Us

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[Learn about our team!](#)