



**A GUIDE TO PLANNING AND CONDUCTING A
NATIONAL TEACHER TRAINING INSTITUTE**

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PLANNING GUIDE FOR DEVELOPING A NATIONAL TEACHER TRAINING INSTITUTE

Recognizing that video and online media are valuable yet under-utilized classroom tools, Thirteen/WNET New York, Cisco Systems, Inc., The GE Foundation, and, in Nevada, Missouri, and Ohio, the SBC Foundation, sponsor the **National Teacher Training Institute (NTTI)**, a project dedicated to helping teachers effectively integrate these technologies into their day-to-day instruction. For over fourteen years, the National Teacher Training Institute has been providing thousands of educators nationwide with methods and materials designed to enhance student interest and performance. NTTI includes:

- **Fifteen affiliate public television stations conducting Institutes in sites across America.**

NTTI affiliate stations conduct professional development Institutes where a minimum of one-hundred local educators gather to receive training on successful **teaching strategies that promote the creative use of video, the Internet, and other technologies in the classroom**. Using a teachers-teaching-teachers model, this training is conducted primarily by locally-recruited *master teacher teams*, with lessons and workshops focusing on the strategic integration of video and Web resources into all areas of curricula.

- **Turnkey training.**

The 100+ participants graduate from an Institute armed with classroom-savvy techniques, lesson plans, and a certificate. In accordance with the project's teachers-teaching-teachers model, NTTI participants go on to share resources and training with ten other teachers in their schools and districts. In this way, each Institute exponentially impacts *hundreds* of teachers, local administrators -- and by extension the many students they serve.

- **Technology-enhanced lessons.**

Each station's Institute publishes a ***Classroom Resource Binder or CD-Rom*** -- containing video- and Web-infused lessons created through the collaborative efforts of station personnel and their Institute's Master Teachers. These lessons can be duplicated, disseminated, and uploaded online. These lessons provide educators with a wealth of strategies, activities, and resources useful in effectively integrating public television program and online resources into instruction.

PLANNING GUIDE FOR DEVELOPING A NATIONAL TEACHER TRAINING INSTITUTE cont.

- **Professional Development Resources for teachers.**

In addition to the Institute workshops and lesson compilations, Thirteen/WNET and its NTTI affiliate stations also provide educators with easily accessible online resources. At NTTI Online (<http://www.thirteen.org/ntti>), visitors can access information about the project, its mission and methods, and over 1,200 NTTI lesson plans.

How to Use this Guide

This *NTTI Planning Guide* has been developed to give national sites an outline of the many facets involved in developing and conducting local Teacher Training Institutes. The guide is meant to convey both the model and information that has served sites well over the last fourteen years. The *Guide* is divided into four sections: *Pre-Institute Planning*, *Master Teacher Training*, *Institute Activities*, and an *Appendix*. We **strongly** suggest that the planning process begin **at least** six months prior to the targeted Institute date(s). It is vitally important to provide ample time for soliciting local support, recruiting participants, identifying and training Master Teachers, and working out the innumerable logistics associated with NTTI.

NTTI: PAST & PRESENT

At its inauguration in 1989, the National Teacher Training Institute encompassed ten sites across the country. Fourteen years later, the project has provided professional development to over 150,000 educators at hundreds of sites nationwide. With veteran public television stations on board, NTTI will continue to reach out to thousands more teachers from Maine to Oregon. Teachers across America will also have access to training and the wealth of video and Web-based lessons with NTTI's growing online presence. Through Web support and an online lesson database, teachers unable to attend one of the national Institutes will still be able to discover the instructional value and strategies that make video and other technologies such powerful classroom allies.

As time goes on, the NTTI mission becomes increasingly relevant -- even urgent. As individuals and as a society, now more than ever, prioritizing technological literacy is a must. With technology pervading every aspect of our lives, educating our children in these areas becomes crucial in preparing them for the radically different world of the twenty-first century. Schools are redefining learning not as the adept acquisition of facts and figures, but as a quality of understanding and thinking. With a focus on quality rather than quantity, teachers are increasingly moving toward integrated instruction in order to give their students the depth and experience they need to truly understand concepts and processes -- and the roles they play in our day-to-day lives.

NTTI seeks to help teachers give students a cogent view of a world illuminated and highlighted by the effective interactive use of technology. By integrating a variety of media into their curricula, teachers can bring important historical episodes, key scientific breakthroughs, literary figures, and powerful thematic links to life. The unifying perspective that thematic, interdisciplinary instruction lends to education is essential in bequeathing our students a clear and cohesive understanding of the world they will live in and direct.

While NTTI has always focused on video -- an area of expertise for public television staffs and a technology easily accessible to most educators -- the project has become increasingly interested in supporting teachers' use of another valuable medium: the Internet. In 2003-2004, NTTI will continue to explore how video, the Internet, and other technologies can enhance curricula. NTTI lessons and workshops will demonstrate how television and Web resources can help teachers convey and contextualize curricular topics and thereby promote their students' interest and understanding.

By stressing meaningful content and the need to reach **all** students, NTTI takes a proactive role in our national agenda to prepare ourselves for the challenges that lie ahead. We look forward to your station's partnering with us to support educators and promote the educational power and potential of media and technology.

PRE-INSTITUTE PLANNING

PRE-INSTITUTE PLANNING

- Reporting to Headquarters: Status Reports
- Staffing NTTI at Your Site
- Determining Budget
- Assessing Local ITV, Video-on-Demand, and Primetime Programming Resources
- Soliciting Support from the Educational Community
- Identifying Internal Resources
- Identifying External Resources
- Pre-Institute Materials for Participants and Master Teachers
- Promotion and Publicity
- Keeping in Touch: NTTI Conference Calls
- Developing NTTI Lesson Plans
- Publishing NTTI Lesson Plans
- NTTI Models
- Selecting Master Teachers
- Master Teacher Teams
- Participant Recruitment, Selection and Contacts
- Selecting an Institute Site
- Institute Models
- Developing the Classroom Resource Binder or CD-Rom
- Selecting a Keynote Speaker
- Guest Workshop Leaders

REPORTING TO HEADQUARTERS: Status and Final Reports

In order to assist in tracking NTTI's national activities, each site is responsible for submitting four status reports, due to the New York NTTI office on the following dates: **November 7, 2003; February 6, 2004; April 23, 2004; and August 6, 2004.** A simplified, e-mailable form will be sent to each site manager several weeks before each deadline. Site managers will be asked to complete vital information regarding their site and their NTTI activities.

These reports will be compiled and delivered to our national funders as part of our contractual agreement. These narratives are also useful for sites' own planning and marketing processes. Through telephone and on-site consultation, members of Thirteen's national training team will work with station personnel to support master teacher training, lesson and workshop development, and Institute planning processes.

STAFFING NTTI AT YOUR SITE

Each site needs to assign appropriate personnel to the preparation and operation of NTTI. An ITV or utilization specialist in a station's education department is often the most appropriate individual to manage the Institute.

A key position in the development of the Institute is the person charged with recruiting and training the Master Teachers. This individual -- probably the NTTI manager -- will work with teachers in structuring and editing their lesson plans, honing their presentations, and arranging for workshop materials. The NTTI manager is responsible for teaching the utilization strategies and narrative expectations necessary to the NTTI lesson model. Thirteen's NTTI staff will support stations' NTTI managers in articulating lesson and workshop standards and requirements through onsite training, conference calls and lesson plan editing. NTTI managers should be aware that NTTI lesson plan and workshop development is an intensive and often lengthy process. Starting "too early" is starting on time.

It is important to understand that the planning and implementation of a NTTI is not a one-person job! It's crucial that staff from the Educational Services department and *throughout the station* be aware of the project and committed to its success. NTTI managers will need help typing/editing/proofreading master teacher lessons, maintaining a participant database, and handling mailings, location arrangements, and registration. It is in every way a *collaborative* effort, requiring involvement and commitment from as many staff members and volunteers as possible.

Below are some of the responsibilities assigned to support staff.

- Location arrangements
- Meals
- Promotion
- Planning master teacher meetings
- Coordinating resources
- Binder/CD-Rom design and execution
- Registration of participants
- Maintaining a database for mailings and notices throughout the year

Since finding adequate help on staff is not always possible, managers are strongly urged to recruit high school students, college and graduate students, and adult volunteers to work specifically on NTTI. In many cases, the student can receive internship credit, or even turn the project into a thesis or independent study credit. Consider contacting the administration of area teachers colleges and Schools of Education...they can be a great resource not only for volunteers, but for Institute participants. If possible, assign a volunteer coordinator to the project, one who can solicit volunteers to help in NTTI preparation and operating activities.

DETERMING BUDGET

Sites will need to budget for the following unavoidable costs:

- Master teacher stipends (may also include travel)
- Institute workshop materials (may be administered as materials stipends to master teacher teams)
- Pre-Institute meetings costs (meals, dubbing, etc.)
- Printing/ publishing/assembling/programming *Classroom Resource Binder* or *CD-Rom* contents
- Location fees (if any)
- Continental breakfasts and lunches for duration of Institute
- Rental of computers, VCRs, TV monitors, etc.
- On-site technical support
- Keynote speaker fee (if any)
- Online access fees (if any)

Sites should try to solicit donated goods and services (food, printing, A/V equipment) from local businesses, foundations, and other sources. With research and planning, many costs can be avoided through donations or stations' resources. For example, many national sites identify locations that are not only *free*, but can supply the necessary VCRs, TVs, and computers in the breakout rooms.

In the past, several national sites have been able to secure additional funding by soliciting the participation of educational vendors. Sites should be aware that NTTI affords vendors an excellent venue for promoting their product(s) and many are eager to pay a fee or sponsor a lunch. As an Institute delivers a potential sponsor over 100 educators eager to use technology and media in the classroom, local businesses may be eager to target a ready-made customer base and to align themselves with supporting teachers. **Vendors may participate in the resource room, but may not conduct whole group or breakout sessions.**

ASSESSING LOCAL ITV RESOURCES

The NTTI was designed to enhance classroom instruction by providing training in the effective integration of video -- and other technologies -- in core curriculum instruction. It is important that when Master Teachers create and model media-rich lessons, the video enhances curriculum-based instruction. Therefore, it is essential that Master Teachers use strong video segments in their hands-on lessons. Before master teacher training begins, confer with educational services/ITV staff to assess the station's ITV resources; NTTI staff can then identify which series/programs would be most appropriate for lesson/workshop development and make these available to Master Teachers. (Some series are stronger than others, and some topics lend themselves to hands-on activities better than others.) Many ITV providers -- notably TVOntario and AIT -- will make series and teachers guides available for Master Teacher use in lesson plan development whether a station airs the series or not. Feel free to contact them for ITV series resources.

Meeting the needs of both elementary and middle/secondary schoolteachers can be the most challenging aspect of the Institute. While K-6 teachers are generally eager for all resources and quick to adapt the methodology to their particular situation, secondary educators often want resources more directly tied to their specific discipline. For this reason, many Institutes choose to serve elementary and middle school educators only. As lessons and activities are developed, particular attention must be paid to meeting the curriculum needs of all the educational communities served. While circumscribing the ITV series for Master Teachers' use, remember that secondary series can still be appropriate for K-8 lessons; be sure to make secondary programming available to teachers even in a K-8 Institute.

ASSESSING PRIMETIME PROGRAMMING RESOURCES

For the 2003-2004 project year, NTTI wants to continue to promote Master Teachers' use of primetime programming resources in their NTTI lessons and workshops. With expanded rights now available for many primetime series, teachers should be encouraged to apply the video utilization strategies to the wealth of quality videos available to them. Since the project aims to encourage teachers' use of public broadcasting's television resources, it makes sense to put a station's "best foot forward" with the best programming they have to offer.

Additionally, since many stations are providing Video-on-Demand services to educators in their viewing areas, sites are encouraged to have Master Teachers develop workshops utilizing this dynamic new resource. However, it is absolutely essential for sites utilizing Video-on-Demand in breakout sessions to provide participants with an instructional session solely focused on HOW to use the service, and not simply illustrate its use.

As with the ITV resources, we ask that Master Teachers review programming first **before** selecting a lesson topic. This way, lessons and breakout sessions are sure to highlight the role video can play to enhance and illuminate investigation and discussion.

SOLICITING SUPPORT FROM THE EDUCATIONAL COMMUNITY

A letter describing the project and requesting an endorsement can be especially helpful for generating interest in, and support for, your NTTI. The endorsement letters you receive can also be included in your station's resource binder or CD-Rom. These letters are an essential part of the promotion process and should not be neglected. Starting at the top of the education hierarchy, here is a suggested list of key individuals and organizations to contact:

Governor

A statement of support from the Governor involves the State Department of Education in the project, ensuring awareness at the state level. Particularly in a re-election year, governors are most likely to endorse education projects of impact.

State Commissioner of Education

Commissioners of Education are committed to effective teacher training models. These individuals acknowledge the importance of professional development and are often interested in initiatives to meet this demand.

Technology/Media Organizations

There are many local and national groups keen to see technology and media well-utilized in America's classrooms. They can be strong supporters of the NTTI mission and can serve as endorsers, advisors, and key resources for a local Institute. User groups and local online networks should also be utilized for promoting the Institute.

Teachers

Certified teachers with direct responsibility for classroom instruction should be targeted for NTTI participation. Teachers -- in addition to being potential NTTI participants and workshop leaders -- can also play an important advisory role, acquainted as they are with local in-service and curriculum needs.

SOLICITING SUPPORT cont.

Educational Organizations

Teacher organizations -- such as unions and professional groups -- are important sources of support for the Institute. Endorsement letters from unions and local chapters of national education organizations can boost participant registration and provide credibility to the project. Each curricular discipline (biology, mathematics, language arts etc.) has its own professional organization(s) at the national, state, and local level. These groups are exceptionally well-networked and can provide mailing lists for participants and *master teacher recommendations*. Museums, colleges, universities, and educational periodicals are also valuable resources.

Local Colleges and Universities

Institutes of higher education can be valuable alliances for NTTI. Partnering with universities can add credibility and prestige, and colleges are excellent sources for pre-service teachers and Institute advisors.

Please note: Letters of endorsement often take several weeks (or even months) to be completed. Be certain to request endorsements in ample time for inclusion in your Institute materials.

IDENTIFYING INTERNAL RESOURCES

NTTI relies on a public television station's available resources to support teachers' use of educational technologies. Since the Institute serves as a showcase for these broadcast programs, products and services, your NTTI's design should incorporate all available educational resources. In addition, a station's development and P.I. staffs should be brought into the NTTI process at the earliest stages. Development personnel can be instrumental in identifying funding sources to supplement the NTTI grant. A NTTI is also a key promotional opportunity for the station, its activities, resources, and for the methods and materials showcased in the Institute. (Obviously, Cisco Systems, Inc., the GE Foundation, Thirteen/WNET, and the SBC Foundation in Nevada, Missouri, and Ohio are equally interested in promotional initiatives.) Stations' P.I. or Communications Departments need to be encouraged to seek out press and media involvement in not only the Institute "event," but pre- and post-Institute activities as well. Typical PTV services include:

Instructional Television (ITV), Primetime programming and Web resources

A station's ITV, primetime programming, and Web resources are primary resources for an NTTI. An analysis of available programs by subject area and grade-level and relevant Internet resources will dictate the Institute's scope. Support materials are essential for master teacher preparation and participant involvement throughout the year. These resources can include teacher guides, schedule books, curriculum correlations, and model Internet and video-based lesson plans.

It is vital that teachers understand how they can access the programming, Web resources and support materials they learn about at the Institute. **Each NTTI should include an overview session in their Institute, where participants are introduced to station resources and are shown how to look up programs, research series, access sites and obtain materials. It is an EGREGIOUS error to have participants leave your Institute with little to no idea on how to access the programming they have seen utilized. (See page on the *Overview Session*.)**

Online Support

An online component of the NTTI extends the Institute experience for both Master Teachers and participants. Sites should develop NTTI Web sites/pages on their station's server with online resources, bulletin boards, and discussion forums where participants can share information, discuss relevant topics, and extend their NTTI professional development experience. Sites can also provide Master Teachers with an e-mail address when necessary.

Since one of NTTI's primary focuses is technology integration, we are continuing our efforts to put more and more of the project and its support materials online. Many of NTTI's affiliate stations have entire areas of their station's Web sites dedicated to the

project. Ideally, all Master Teacher lessons created in NTTI's 2003-2004 season will be made available online, in addition to being in your Institute's binder or CD-Rom. Please keep the following in mind while preparing your site's online NTTI components:

- Your station's Web site MUST be linked with NTTI's national site, NTTI Online (www.thirteen.org/ntti).
- During your Institute Overview Session, you MUST introduce your participants to your station's online resources, as well as the national NTTI Web site.
- If possible, have your Master Teachers' lesson plans online by the time your Institute takes place, so that your Master Teachers can reference your site during their breakout sessions.
- Proofread lessons as they journey from print to online. . .HTML coding often leads to typos, lost words, etc.
- You are strongly encouraged to put binder elements on your station's NTTI site to cut down on publishing and reproduction costs (not to mention saving a lot of paper).
- Continuously update the New York NTTI office on the title, grade level, and subject area of the NTTI lessons you post online, as the national Web site features an Index of all lesson plans available nationwide.

IDENTIFYING INTERNAL RESOURCES cont.

Utilization Services/Outreach Departments

A station's Utilization or Outreach staffs are the most likely to coordinate the NTTI and provide follow-up support. These staffs can conduct post-Institute workshops and focus group sessions. An analysis of available staff -- to direct master teacher efforts, assist in training, pull together appropriate educational community members, and coordinate local resources -- is an essential first step. In addition, Outreach departments often have contacts in the educational community and can be a source for participant mailing lists. They are also likely to be experienced in coordinating site arrangements, food planning, and participant registration.

IDENTIFYING EXTERNAL RESOURCES

There are also a variety of external resources to consider. These groups often offer free materials or brochures for local educators. NTTI staff can contact these organizations for material to disseminate to NTTI participants. (See *Appendix*.)

Very frequently, if you volunteer to disperse catalogues, brochures, or other promotional materials for vendors or organizations, they will also send you an item for use as an Institute door prize. Don't be afraid to ask!

In some cases, you may want these organizations to participate more fully in your Institute; as long as the NTTI's mission and integrity are maintained, vendors and organizations may promote themselves within the Resource Room at your Institute. (Supporters can also be acknowledged in your Institute materials and online components.)

Sample institutions or organizations with worthwhile resources include:

- museums
- historical sites
- teacher education centers
- libraries
- local utility companies
- local environmental organizations
- educational software producers
- colleges and universities
- educationally-based commercial Web sites
- area field trip resources
- area non-profit organizations with education programs
- local teacher supply stores

PRE-INSTITUTE MATERIALS FOR PARTICIPANTS AND MASTER TEACHERS

The enclosed sample documents (see *Appendix*) are to be used as *guides* for developing NTTI-related letters and applications; each station should tailor materials to suit their individual Institutes and communities. Sample documents include:

Participant Application/Cover Letter

Participant applications are distributed to prospective Institute participants -- those educators who will be attending the master teacher-led workshops at the Institute. Applications can be disseminated to schools, via teachers' unions, colleges of education, district supervisors, principals, or a station's training personnel. On the applications, teachers should provide name, address, e-mail address, phone number, school, school address and phone number. Applicants must indicate -- in some detail -- how they plan to share Institute information, training, and materials with colleagues in their respective schools/districts.

The cover letter serves as an introduction to -- and description of -- the National Teacher Training Institute. The letter describes the year-long commitment to the project and the criteria for selection. Criteria should include the ability to implement the methodology and resources with students, and a willingness to share training and materials with other educators.

Master Teacher Application/Cover Letter

The Master Teacher application process is completely different from participant recruitment. In many instances, Master Teachers are identified through recommendations and referrals from training coordinators and contacts in the education community. However, those traditionally considered Master Teachers may not be ideally suited for NTTI responsibilities. Stations need to recruit teachers who are familiar with utilizing instructional television in the classroom, creative hands-on lesson developers, comfortable presenting to adults, and skilled, thorough writers. The master teacher application should seek to evaluate these areas of talent and experience. It is advisable to solicit a sample written lesson plan, to assess a teacher's creativity and writing skills.

Remember, a teacher's ability to write clearly and cohesively will have a DIRECT impact on the amount of time the NTTI Site Manager will have to spend on the Classroom Resource Binder or CD-Rom. It is in your best interest to hire good writers.

The application's cover letter serves as a description of the Institute's mission and the duties involved in being a NTTI Master Teacher. These include writing and revising lessons, a prescribed number of at-station training sessions, the conducting of workshops at the one or two-day Institute, and a commitment to the project extending to post-Institute activities and peer mentoring. A description of payment for services should be included.

PRE-INSTITUTE MATERIALS FOR PARTICIPANTS AND MASTER TEACHERS cont.

Master Teacher Contract or Letter of Agreement

This document delineates a station's and the Master Teachers' specific NTTI-related responsibilities. The contract highlights the need for Master Teachers to:

- 1) adhere to deadlines
- 2) conform to the NTTI national lesson models both in lesson plan writing and breakout session teaching, and
- 3) serve as station liaisons and mentors for the local educational community. The contract states that stipend payment is directly tied to lesson and workshop completion.

KEEPING IN TOUCH: NTTI Conference Calls

This year, the New York NTTI team will be conducting monthly conference calls for all site managers. These calls are important vehicles for soliciting and sharing information, brainstorming, and keeping everyone up to speed on project parameters, expectations, and new developments. Your attendance is important to both the NTTI team in New York and to your own effectiveness as a NTTI site manager.

In addition to our “usual discussions” about the effective roll-out of the national project, we will also be using this year’s conference calls for brainstorming and discussion of possible new national professional development initiatives.

Please make an effort to attend as many conference calls as possible. Attendance will be taken during each call, and prolonged absences will be noted.

All conference calls will be from 3:30 to 4:30 EST, on the second Tuesday of each month.

Conference call topics will be announced one week prior to each call.

Please call 1-800-768-2285 to be connected to the call.

NTTI 2003-2004 Conference Calls

Tuesday, October 14
Tuesday, November 11
Tuesday, December 9
Tuesday, January 13
Tuesday, February 10
Tuesday, March 9
Tuesday, April 13
Tuesday, May 11
Tuesday, June 8

DEVELOPING NTTI LESSON PLANS

NTTI requires that each site generate a **minimum of twenty new lesson plans** each year. Given that Institutes must have at least 100 participants, and assuming there are approximately 20 attendees in each workshop, generally there are five master teacher teams. Five master teacher duos means there are usually about ten Master Teachers, which means each teacher would need to develop two lessons a piece, or four lessons per master teacher team. (Any sites with less than ten Master Teachers may have to have teachers develop three lessons each in order comply with the minimum of twenty new lessons mandate.)

While each site creates 20 lessons each year, participants should be made aware of the lesson plans available through NTTI Online. Not only does NTTI Online house lesson plans from partner stations but will also link to partner stations' Web sites.

Because the project needs to generate a certain amount of new and strong lesson product, it is more important than ever that NTTI managers be vigilant in demanding Master Teachers' best work. **The project relies on managers keeping Master Teachers focused on lesson goals and ensuring that the teachers adhere to NTTI lesson guidelines.**

Some Institute managers choose to give each master teacher team an interdisciplinary topic on which to focus their lessons. If so, we recommend assigning each team a broad, interdisciplinary category, e.g., *Patterns, Engineering, or Problem-Solving*. Institute topics should be selected based on a station's strongest available video and/or Web resources, a topic's curricular relevance, and its viability where "hands-on activity" is concerned. Many times logistics dictate that an elementary school teacher is paired with a secondary teacher. Many managers find that to ensure participants attend sessions that model lessons relevant to their own pedagogical level, it is necessary to pair an elementary teacher with a middle or secondary teacher. In this way, a team is capable of conducting both an elementary and an upper grade level workshop at the Institute (usually on separate days).

In addition to continuing to highlight the strategic use of video in classroom instruction, the Internet is an integral part of the project. NTTI's aim is to give educators a perspective on the Web that is equally strong to the one we provide on video. We want teachers to see the Web as a powerful ally in their mission to get students motivated and improve understanding.

DEVELOPING NTTI LESSON PLANS cont.

Many of the utilization strategies used with video are similar to those used with the Internet. Just as teachers preview video, they need to survey Web resources. Just as teachers provide a Focus for Media Interaction while viewing video, they need to give students a focus and direction for their online activities. And just as NTTI promotes using video to promote discussion and hands-on exploration, we encourage teachers to use the Web to instigate investigation, communication, and publication.

It is IMPERATIVE that Master Teachers have active Web connections—which can be viewed by workshop participants—in each NTTI methodology breakout session.

Since a NTTI workshop is meant to motivate participants to see the instructional value of video and the Internet, it is vital that each lesson/workshop use quality resources well. **We strongly advise Master Teachers let the video and Web resources determine their topics.** By this we mean that Master Teachers should preview the strongest series and episodes of video and the richest Web sites available and then let their excellence be the catalyst for a lesson idea/topic. Rather than pre-determining a lesson topic and then looking for video and Web sites that “fit,” it is better to choose the resources first and then develop a lesson with the resource in mind. In this way, video and the Internet retain their strategic and central role in the lesson.

To this end, Master Teachers can choose from two different scenarios for creating their NTTI lesson. They can create:

- Video-driven lessons enhanced with Internet components.
- Web-driven lessons with no video component where teachers rely solely on Web resources and applications to enhance a topic. (see pg. 43 & 44)

EVERY NTTI lesson must provide teachers with an Internet component, and these Web components should be demonstrated in the execution of the breakout sessions.

PUBLISHING NTTI LESSONS PLANS

Lessons published by stations must conform to the NTTI lesson outlines, guidelines and standards.

- All NTTI lessons—in print, online, or on a CD-Rom--must include the national funder logos (Cisco Systems, Inc., the GE Foundation, Thirteen/WNET, and in Nevada, Missouri, and Ohio, the SBC Foundation). Each printed lesson must reflect the national logos on at least the first page.
- All published NTTI lessons must be created by NTTI Master Teachers. Any exceptions must be cleared by Thirteen/WNET beforehand. Additionally, Master Teachers MAY NOT include any copyrighted materials in their lesson plans, unless they have express written permission from its creator.
- All NTTI lessons must maintain project quality standards. The ultimate responsibility for the content rests with the site manager. All lessons must reflect the highest standard of spelling and grammatical accuracy. Proofread, proofread, proofread!
- Again, all NTTI lessons must include non-copyrighted materials. If Master Teachers -- or managers -- are using text or graphics from other sources, **they must get permission or refrain from using others' materials.**

INSTITUTE MODELS

In the past few seasons of NTTI, site managers have been expressing their desire to tailor the Institute model to meet the needs of their own particular communities. While we must maintain standards and structure for the national project, we have developed three options for the execution of your station's NTTI events. Each site will need to choose one of the following models and meet its requirements; any activities beyond the requirements of the model are encouraged, appreciated, and noted to our funders.

Each site must choose a model and report their selection to the national NTTI office no later than Wednesday, October 15, 2003.

MODEL A: THE TRADITIONAL

Two FULL days of professional development for a minimum of 100 participants. The two-day model should feature:

- ◆ an Overview session, addressing your station's educational resources.
- ◆ a minimum of six NTTI methodology workshops (50% of which MUST be math or science-based. The other 50% can focus on other subject areas and/or technology integration).
- ◆ Pre-Institute Surveys and Institute Evaluations to be completed and collected during the course of the Institute.
- ◆ NTTI premiums and resources distributed to all participants.
- ◆ A resource area, with free information and products for Institute participants. Resources can include anything from area field trip information to CD-Rom samplers, to brochures and catalogs.
- ◆ Certificates for Master Teachers and participants.
- ◆ Keynote speaker presentation (optional but recommended).
- ◆ Door prizes, and an efficient, creative way to distribute them.

MODEL B: THE MODIFIED TRADITIONAL

One FULL day of professional development for a minimum of 100 participants, with a follow-up component. The initial full day must feature:

- ◆ an Overview session, addressing your station's educational resources.
- ◆ a minimum of three NTTI methodology workshops (50% of which MUST be math or science-based. The other 50% can focus on other subject areas and/or technology integration).
- ◆ Pre-Institute Surveys and Institute Evaluations to be completed and collected during the course of the Institute.
- ◆ NTTI premiums and resources distributed to all participants.
- ◆ A resource area, with free information and products for Institute participants. Resources can include anything from area field trip information to CD-Rom samplers, to brochures and catalogs.
- ◆ Certificates for Master Teachers and participants.
- ◆ Keynote speaker presentation (optional but recommended).
- ◆ Door prizes, and an efficient, creative way to distribute them.

The follow-up component must be the equivalent of one additional FULL day of professional development. The follow-up component can be broken up into two half-day sessions, or a series of shorter seminars and workshops. Possible topics for follow-up workshops include:

- ◆ NTTI methodology
- ◆ Writing your own media-rich lessons
- ◆ Web site development
- ◆ ITV program screening
- ◆ Software/hardware management
- ◆ Grant writing and fundraising
- ◆ Exploring online resources

MODEL C: THE SEGMENTED APPROACH

A minimum of six hours of professional development with THE SAME 100 participants for each of the six hours. These six contact hours may be broken up into whatever combination seems appropriate for your venue and participants. Stations may only choose to do Model C if they are working with specific schools and/or districts on staff development days. The six hours of professional development MUST include:

- ◆ an Overview session, addressing your station's educational resources.
- ◆ a minimum of three NTTI methodology workshops (50% of which MUST be math or science-based. The other 50% can focus on other subject areas and/or technology integration).
- ◆ Pre-Institute Surveys and Institute Evaluations to be completed and collected during the course of the Institute.
- ◆ NTTI premiums and resources to be distributed to all participants.
- ◆ Certificates for Master Teachers and participants.
- ◆ Agendas for each professional development session.

Any deviations from the specified model MUST be approved by Marsha Drummond, National Project Director, prior to formalized agreements.

SELECTING MASTER TEACHERS

The selection of creative and skilled Master Teachers is **crucial** to the development and implementation of a successful NTTI. The video and Web-based, hands-on lessons they create -- and their modeling of the utilization strategies during the breakout sessions -- are the backbone of the Institute. Because it is their craft and creativity that comprise the bulk of the NTTI experience, it is vitally important to select educators who are equally skilled at developing and presenting media-enhanced, experience-based lessons.

After fourteen years and over five hundred Institutes, we've established several key criteria important in master teacher selection:

- **Creativity**

When schools or districts traditionally identify educators as "Master Teachers," they often select experienced teachers who are adept at classroom management and "tried and true lessons" and instructional techniques. Very often, the "mavericks," those teachers who are constantly creating new curricula and striving to make their instruction compelling and effective, are left out of mainstream initiatives. However, it is precisely these innovative educators that NTTI needs as its Master Teachers. NTTI Master Teachers need to be creative in their integration of solid core curriculum objectives, video and Internet resources, and experiential hands-on activities for NTTI lesson development.

- **Writing skills**

Unfortunately, we've learned that one cannot assume an acceptable level of writing ability from teachers. We **strongly** recommend asking for writing samples -- preferably narrative lessons -- in the application process. It will save you a lot of headaches in the future, if your Master Teachers are capable, talented writers.

- **Presentation skills**

Presenting to adults requires different skills than those needed in a classroom context. It is a good idea to recruit Master Teachers with prior experience training or presenting to adults. Charismatic presenters make for better, more vibrant breakout sessions.

- **Expertise**

While new teachers are acceptable, it is important to recruit Master Teachers who have the content knowledge and classroom experience needed for credibility from their peers. With our emphasis on using the Internet, be on the lookout for educators who are savvy and well-versed when it comes to the Web and computer applications. If a teacher can't or won't use the Internet, they should not be hired as a NTTI master teacher.

SELECTING MASTER TEACHERS cont.

- **Amiability**

Master Teachers work closely with station staff and their fellow teachers, and therefore it is important to recruit individuals who will be flexible, hardworking, adaptable, and cooperative. We suggest classroom observations where possible; in any event, phone interviews are essential. In addition to amiability, availability is important. Oftentimes the expertise that made them Master Teachers has led to a plethora of other responsibilities, which can result in schedule conflicts and an inability to meet your deadlines. Be sure to let candidates know early on about the work and time commitment that's expected. Don't let your Master Teachers dictate the schedule of when you will receive your materials.

When recruiting Master Teachers, be certain to convey the Institute's focus: **teaching teachers strategies to use video, Web resources, and other media in the classroom to enhance student motivation and performance**. Teachers who are already skilled in effectively integrating video and the Internet in their own classrooms make ideal candidates. However, prior experience with video and the Web are not Master Teacher prerequisites, and sites should not discount neophytes who fulfill the other criteria. In summary, the ideal Master Teacher:

- **writes well;**
- possesses superior presentation skills (credible, enthusiastic, charismatic, and articulate);
- is comfortable and knowledgeable in their subject area;
- has staff development/training experience;
- uses video, the Internet and/or other technologies effectively in the classroom;
- is skilled and creative in developing expansive video and Web-based, hands-on lessons;
- is Internet savvy (i.e, if they don't have an email address, they shouldn't be a Master Teacher)
- is flexible, cooperative, and personable; and
- has the time and energy necessary to fulfill their various NTTI duties.

The commitment and availability of Master Teachers -- regarding planning sessions, lesson development activities, and the actual NTTI -- must be determined beforehand. As Master Teachers are selected, a "Letter of Agreement" may be signed so that workshop leaders fully understand and confirm their commitment. It is in this "contract" that any honorarium, materials, and transportation remuneration is delineated. (See *Master Teacher Agreement in Master Teacher Training section*.)

You may also want to select one or two media specialists to form a Technology Resource Team. These educators can act as technology resource people during the Institute, demonstrating online navigation and possibly multimedia applications for classroom instruction. In addition to offering technology tips to participants, the team can also be useful in helping Master Teachers identify suitable video and technological

materials for their lessons/workshops. These team members might be librarians/media specialists, local curriculum developers, or teacher trainers.

MASTER TEACHER TEAMS

Master Teachers are paired into teams; each team is responsible for co-conducting Institute breakout sessions and producing at least four lessons for inclusion in the Institute materials. The team teaching approach allows for each master teacher's strengths and style to complement his or her partner's, ensuring well-rounded, effective sessions. During an Institute, **team teaching is mandatory**. It also allows for one teacher to annotate the technology utilization strategies and NTTI methodology while one teacher conducts a mock lesson. By team-teaching, the focus of the workshops will become the technology utilization rather than the academic content of the lesson.

Think of it this way: one master teacher teaches the lesson while his/her team-teaching partner provides “color commentary.” Be certain that a team-teaching partner is not relegated to solely a “presentation assistant” position.

Logistics often dictate that each team be comprised of an elementary school teacher and a middle or secondary school teacher. This way the team can present one of its K-6 lessons on one day of the Institute, and its middle/secondary lesson on the other. (One-day Institutes' teams and breakout sessions will necessarily need to target one pedagogical group.) By pairing an elementary school teacher with one from the upper grade levels, an Institute serving K-12 participants has the advantage of having teams that can present to both an elementary school-based group and a middle/secondary school-based group of participants.

While each teacher primarily develops those lessons pertaining to their instructional level(s) (elementary or middle/secondary), the different perspectives from each teacher work synergistically to enhance both the binder lessons and the workshop sessions. During the actual breakout sessions it is important that the Master Teachers **co-present** the information and methodology. While modeling each day's lesson, each team member brings their own unique perspective and experience to the strategies demonstrated.

After initial conversations with Master Teachers, every effort should be made to pair teachers into effective teams prior to the first training meeting. Geographic proximity, as well as experience and temperament, should be considered when pairing Master Teachers. It is essential that team members work well together, with any problems worked out as soon as they arise during the training process.

Planning meetings, coordinated by the NTTI site manager, provide time for the Master Teacher teams to review video and Web resources, develop lessons, and prepare for their Institute workshops. Though teachers work on lessons away from the meetings, these sessions **are essential** for team members to collaborate, rehearse workshop presentations, share ideas, videotapes and Web sites with their master teacher colleagues.

RECRUITING PARTICIPANTS FOR NTTI MODEL “A” AND MODEL “B”

Recruiting participants is a vital part of planning your Institute. In addition to contacting your local school board for a listing of school addresses, here are a few ideas we incorporated to round out our participant count.

- Call applicants who have already applied to the Institute and encourage them to invite their colleagues. Having several teachers from a school or district attend the training not only supports those teachers who are new in using technologies in their teaching practices but also strengthens turn-key training.
- Call former attendees and encourage them to “pass the word” along to their colleagues.
- Try using local list servs. These can be found by doing a key word search on any search engine.
- Place an ad in a local teacher’s union paper or local educational journal announcing the Institute.
- For Thirteen/WNET’s NTTI, staff sets up a hotline relaying up to date information on applying to the Institute.
- To safeguard against “no-shows”, it is advisable to accept 25-30 more participants than needed.
- Consider inviting non-traditional and underserved educators, such as homeschoolers, independent and parochial teachers, and prison educators.

RECRUITING PARTICIPANTS FOR NTTI MODEL “C”

NTTI’s Model “C” is designed for stations that are interested in doing professional development work with specific schools and districts on staff development days or in afterschool workshops. As with the other NTTI models, stations who opt for Model C are required to have at least 100 participants for a minimum of six contact hours. Try these tactics and strategies for securing participants for Model C:

- Obtain a calendar of local school districts’ staff development days to get a sense of when schools may need presenters.
- Contact local superintendents, principals, and staff development coordinators regarding NTTI.
- Contact former Master Teachers and NTTI participants for professional development contacts and/or technology coordinators in local schools and districts.
- Present at school board meetings or regional teachers’ conferences to advertise NTTI.

- Invite key administrators to other events at your station, or to observe a Master Teacher teaching an NTTI lesson in the classroom.

SELECTING PARTICIPANTS

In selecting participants, two criteria are important:

- the opportunity to use training and materials with students, and
- the willingness to share training and materials with colleagues and administrators in participants' schools and districts.

Another criterion is geographic area; it is important to have your region's diversity well represented. Ideally, participants should represent public and private institutions from a range of geographic and socioeconomic neighborhoods in the broadcast area. Those selecting participants should also strive for diversity in gender and ethnicity. To ensure awareness and support from administration, some sites require all participants to have the signature of their Principal or District Supervisor. Participants should be made aware that Institute participation is a year-long commitment; attendees are expected to return to their schools/districts to share training and materials with their colleagues and to participate in any follow-up activities your station might plan.

ESTABLISHING CONTACT WITH PARTICIPANTS

Traditionally, participants apply to the Institute after hearing about the Institute from their principals, unions, district supervisors, or a station's newsletter. After they have been selected, a database should be created to maintain participant records. This will ensure access to participants year-round for mailings and post-Institute follow-up. Materials -- instructions, directions, etc. -- may be sent to participants along with the acceptance letter. Be sure to make clear that if a participant cannot attend, they should contact the station so that an applicant on the waiting list may be substituted and an accurate count of anticipated participants can be made.

SELECTING AN INSTITUTE SITE

Many factors must be considered when selecting a location for a NTTI. These should include:

- cost
- space
- number of rooms available for breakout sessions, a Resource Room, and registration area
- size of breakout session rooms (should accommodate at least 25 people comfortably)
- large hall available for general session(s) and/or lunch (must accommodate at least 120 people comfortably)
- access to restroom facilities
- some rooms with access to water, etc. for master teacher breakout sessions
- parking
- handicap facilities
- food provisions (some sites mandate using their caterer)
- public address capacity
- appropriate number of electrical outlets for any video and computer equipment
- in-house monitors, VCRs, computers
- efficient Internet access
- in-house tech support staff
- aesthetics
- an environment conducive to learning

Previous sites include schools, hotels, convention centers, universities, and community and business centers.

DEVELOPING CLASSROOM RESOURCE MATERIALS

The Classroom Resource Binder or CD-Rom is a major support component of NTTI. Its production involves developing and compiling introduction materials, endorsements, staff and master teacher bios, information about the station and its educational services, media-rich lesson plans, resource lists, and other pertinent material.

The lesson development process is lengthy and intensive. Anticipate several revisions and editing sessions with Master Teachers. Aside from editorial corrections, many lesson writers need to work at conforming to the NTTI lesson models. After lesson plans have been created by the Master Teachers and honed by NTTI staff, an editor or another outside party is needed to examine finished lessons for consistency and accuracy. A designer or desktop publisher then lays out lessons into a consistent visual format with appropriate lesson names and lesson writers. Appropriate worksheets and ancillary resources can also be included. (Each binder must include a **minimum** of twenty original video and/or Web-based NTTI lessons.)

A "welcome" section in the binder or CD-Rom greets participants with letters from the station, Thirteen/ WNET, and endorsements from key individuals. This section should also include a project summary, a description of breakout sessions, information on the keynote speaker, master teacher biographies, staff biographies and the national funder letters. A section on a station's ITV resources is also advised, including programming, scheduling, print support material, and copyright information. It is also a good idea to include a "Teaching with Technology" section, providing technical tips, information and resources on using television, VCRs, and computers in the classroom. If you are a site with a local education-driven online service, a section describing this service and its resources may also be included. Sites may also choose to list the organizations that contributed to the Resource Room. Any local funders and support agencies should also be acknowledged.

Stations creating binders are responsible for all duplication and assembly costs. Stations are also responsible for creating binders' section tabs. Binders should be made available to participants during the registration process at NTTI, with several put aside for funders, Thirteen, and station use. (Sites often find they need more binders than they anticipated.)

If your station is intending to create a CD-Rom in lieu of a traditional binder:

- ◆ The CD-Rom **MUST** reflect NTTI's high standard of quality. It must be professionally designed, prominently feature the NTTI and funder logos, be easily navigable, and contain any plug-ins or programming necessary for its operation.
- ◆ The CD's clamshell/case **MUST** feature the NTTI logo as well as the national funder logos.

- ◆ The CD should contain the equivalent amount of information as the binder, in an equally eye-catching and easy-to-follow presentation.

SELECTING A KEYNOTE SPEAKER

A keynote speaker adds to the professionalism and energy of an Institute. Ideally, a presenter should be entertaining as well as informative, with a topic relevant to education and/or technology, i.e., the role of technology in school instruction, the importance of technology in education, interdisciplinary instruction, etc. It is important that NTTI staff have previously heard or attended a presentation by the keynote candidate prior to signing her/him on. (Nothing is worse than a dull keynote!) **We ask that sites avoid using speakers who are affiliated with a particular company or for-profit organization.**

Past keynote presenters of note have included Dr. David Thornburg, Utah Governor Michael Leavitt, *FRONTIER HOUSE* star Karen Glenn, and ITV star Slim Goodbody.

You will find that the bi-weekly conference calls are an excellent means for obtaining suggestions from other site managers on specific speakers or examples of the kinds of individuals who make the best, most motivating keynote presenters.

GUEST WORKSHOP LEADERS

Recently, funders have expressed an interest in re-focusing on the project's original "teachers-teaching-teachers" model. Institutes must ensure that all participants attend at least three master teacher-led sessions each day.

To retain the strength of the original model as developed by Thirteen/WNET, it is necessary to limit the number of outside providers. In some instances, sites are able to engage the services of ITV/technology vendors for additional video utilization workshops. Children's Television Workshop, the Agency for Instructional Technology, and TVOntario are appropriate outside workshop providers and have conducted successful breakout sessions at various national NTTI sites in the past. All potential "guest" workshop leaders **must be approved by Thirteen/WNET** prior to any formal invitations. In most cases, the more appropriate venue for video and technology vendors would be an Institute's Resource & Technology Room.

In some cases, the workshop presenters need to have travel/accommodations subsidized, in others, ITV providers will negotiate to provide Institutes with free sessions. ITV organizations' sessions **should be used sparingly** -- as not to detract from master teacher-led sessions -- and NEVER in a general session. Two-day Institutes can include a maximum of two non-master teacher presentations.

National sites may also solicit sessions from specialists/educators in related fields, such as multimedia or hands-on science/math. Again, these would need to be pre-approved by Marsha Drummond, National Project Director.