

MASTER TEACHER TRAINING

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MASTER TEACHER TRAINING (SUMMARY)

The National Teacher Training Institute has been at the vanguard of a burgeoning movement to enhance American education with video, the Internet and other technological resources. It is imperative that Master Teachers recognize the scope of the project and their integral role as co-creators of this exciting initiative. Though aimed at teachers, keep in mind that NTTI's ultimate heirs are the students the educators serve.

A master teacher's involvement in a National Teacher Training Institute is multi-faceted. His/her role includes:

- Creating -- with a partner -- at least two video-based and/or Web-based lessons structured according to the NTTI formats (see lesson plan outlines).
- Co-conducting—and team-teaching--NTTI breakout sessions.
- Serving as a post-Institute mentor and/or resource for NTTI participants and a liaison between the station and the local education community.

When recruiting and selecting Master Teachers, it is essential that candidates are fully aware of these responsibilities. Master Teachers need to commit to attending all pre-Institute meetings and to participating in all the activities necessary in the preparation of lessons and workshops.

At the first meeting, the NTTI manager should welcome Master Teachers to this exciting national initiative, reinforcing the Institute's mission and the important role each master teacher plays in its success.

It is crucial that Master Teachers understand that NTTI's focus is to make teachers aware -- and effective users of video (ITV, VOD, and primetime) as well as Web resources and applications in the classroom. While there are obviously content issues attendant to NTTI training, Master Teachers need to be clear that the lessons they develop (and model during their Institute presentations) are vehicles for **conveying video and Web utilization strategies**. For instance, though a Master Teacher team might be modeling a lesson about Louisa May Alcott during the course of their breakout session, the purpose of their workshop is not to teach participants about Louisa May Alcott, nor even about how to teach their students about Louisa May Alcott. **NTTI sessions are meant to show teachers how to enhance their classroom instruction with the strategic use of video, the Internet and other media.** Though participants will obviously come away with lessons they can use or adapt in their own classrooms, **primarily** they are learning about resources and techniques they can extrapolate to any lesson, any content area, and any grade level.

MASTER TEACHER TRAINING (SUMMARY) cont.

At the initial master teacher meeting, a Thirteen/WNET trainer typically acquaints teachers with the NTTI mission, national perspective, and the project's scope and history. The trainer is there to articulate for the Master Teachers NTTI's focus and its lesson and workshop formats and expectations. The Thirteen/WNET NTTI trainer will go over the video and Web utilization techniques that will need to be evinced in both the lesson narratives and the Institute workshops. To facilitate master teacher understanding, the trainer may demonstrate utilization techniques and key components of the NTTI pedagogy. The group will then go over the NTTI lesson models (see lesson outlines) and the lesson development processes. (Ancillary worksheets for lesson development are distributed.)

In addition to the NTTI lesson formats, there is a certain "narrative thoroughness" expected in a NTTI lesson. As the venues for sharing lessons expand, it becomes increasingly important to view the written lesson plans as stand-alone vehicles for training teachers in effective video and Internet utilization. Since most educators who encounter a given lesson will not attend an Institute, it is vital that the lessons convey the strategies within the narrative. In other words, in addition to providing an example of a Focus for Media Interaction, lessons need to indicate that you **are** consciously doing so -- and why. Since NTTI recruits Master Teachers, that is, teachers who bring a certain amount of craft and creativity to their classroom instruction, ask lesson developers to add those non-generic details to their lessons. It is largely in those "details" where a lesson's vigor and efficacy lie. Rather than providing readers with generic lessons that any compilation could provide, NTTI acknowledges the contributions of masterful teachers and in turn offers teachers lessons that are truly student-driven and "teacher-wise."

At the first meeting, the nature and content of a NTTI workshop presentation is articulated. Each NTTI breakout session should include:

- The demonstration of techniques effectively integrating video segments and/or Web resources and applications in a classroom setting. In addition to methodology issues, Master Teachers might include relevant anecdotes, series information, technological "pointers," and classroom management tips.
- The modeling of a lesson, that illustrates how to weave video and hands-on activities into an effective lesson. Some sessions may focus solely on using online resources and applications to enhance curricula.

MASTER TEACHER TRAINING (SUMMARY) cont.

At this first meeting, Master Teachers should become acquainted with the station's video and Internet resources. Superior television series should be pre-selected by the NTTI manager so appropriate tapes and teacher's guides are available for Master Teacher perusal. Master Teachers should then preview relevant videos (at the station or at home) in order to select those they will use in their lessons and breakout sessions. It is important that Master Teachers research series from a variety of grade levels and content areas to give breadth to their selection. For example, a *Reading Rainbow* episode may have visuals perfectly suited to a middle school lesson; teachers could eliminate the audio and provide their own narration -- a key utilization strategy!

Master Teachers should also research dynamic, interactive Web sites (at the station and at home) to choose resources and applications they can incorporate into their lesson plan. As a reminder, all NTTI lessons must contain an Internet-based component. Master Teachers may incorporate the Web into their traditional video-based lessons, or they may choose to create a Web-driven lesson without a video component.

The first meeting should end with dates set for future meetings. A list with all the names, addresses, and phone numbers of the Master Teachers should be distributed as the teachers will probably want to meet teammates between station meetings. Most importantly, firm deadlines need to be set for lesson draft completion. Master Teachers need to be aware that their lessons will undoubtedly go through at least two or three draft revisions before a publishable version is complete. Thirteen/WNET expects to review at least the first draft of one lesson per teacher to ensure they conform to the template, convey utilization strategies, and fulfill all NTTI lesson requirements. This is especially important for first year sites. Please give Thirteen/WNET site liaisons ample time to review and return lessons to assist you with your Master Teacher training.

The second meeting might include an introduction to the station's online service and to further discuss ways in which the Web can be integrated into NTTI lessons and workshop presentations. Second and third meetings are devoted primarily to Master Teacher lesson plan development. Station personnel are on hand to facilitate the screening of tapes, answer questions, troubleshoot, edit lesson drafts, and monitor the diversity of lessons/programming to be used. (To eliminate redundancy of video programming in the lessons/sessions, provide only one copy of a program during lesson plan development. Teams can share the tapes with one another, but should indicate the programs they intend to use as soon as they are identified.)

At the last two meetings, teams should be prepared to present their breakout sessions to NTTI staff and the other teacher teams. **This crucial rehearsal time** enables teams to receive constructive feedback and suggestions from their colleagues and station

MASTER TEACHER TRAINING (SUMMARY) cont.

personnel. These rehearsals allow NTTI managers to steer workshops in the appropriate direction, making sure lessons and information conform to the Institute's model and mission. Site managers may use the *Workshop Presentation Checklist* (see Appendix) to facilitate evaluating Master Teachers' sessions.

At these meetings, all Master Teachers should have an opportunity to practice using VCRs, computers, projection devices, and attendant equipment to ensure smooth and polished presentations at the Institute. The last meeting should also serve to enthuse Master Teachers and prepare them for Institute details. Perhaps most importantly, this final meeting should "rev up" the teachers for their workshop presentations by underscoring their value to the project and their role as public broadcasting liaisons to the education community. They are now advocates for the power and potential of instructional media, and they should go into their breakout sessions prepared to inspire their teaching comrades!

MASTER TEACHER TRAINING STRATEGIES

A. Veteran site managers and Master Teachers concur that the first meeting should focus primarily on:

- the responsibilities of the master teacher
- lesson plan development criteria, expectations, and processes
- getting down to work vis-à-vis teachers getting acquainted with station's ITV, VOD, and primetime resources. Other issues, such as workshop development details and station information, are more usefully covered in subsequent meetings.

B. NTTI lesson development training should cover several key areas:

- define and explain expectations for lesson outline components
- video and Internet utilization strategies to be conveyed in lesson narratives and Institute sessions
- the role and importance of the lessons as **stand-alone training vehicles** for strategic video and Internet utilization. Master Teachers must understand early on that their primary mission is ***to train teachers to effectively use video, the Internet, and other media in classroom instruction.***

The Thirteen/WNET training staff usually covers the aforementioned areas with a combination of several -- if not all -- of the following:

- 1) A mini-lesson demonstrating the strategies
- 2) A **thorough** "going over" of the lesson plan outlines and lesson development checklist
- 3) An exercise where Master Teachers view a short video clip and then devise their own **Focus for Media Interaction, Community Connections, and Cross-Curricular Extensions**, and suggest appropriate interactive utilization strategies. These are areas in lesson drafts that have universally been problematic.

C. As it is a lot of information and responsibility thrown at the teachers all at once, it is a good idea to keep the meeting as tight as possible. By focusing on their role and their charge -- and with a working dinner/lunch -- the meeting need not last over four hours. Thirteen's NTTI staff usually needs about three hours for a training. Typically, Master Teachers get to know each other with an initial round robin introduction and throughout the meeting's discussion and activities.

MASTER TEACHER TRAINING STRATEGIES cont.

D. The tone of the meeting(s) seems to work best when it is jovial but *on task*. Master Teachers are *hired consultants*, and we have a specific agenda and specific requirements which these consultants/writers are hired to execute to our satisfaction.

While we certainly need to communicate our respect and appreciation for their experience and creativity, we need to also make clear that they have been recruited to adhere to NTTI's parameters, standards, needs, and timelines.

THE FIRST MASTER TEACHER MEETING

The first meeting is important for introducing Master Teachers to the NTTI mission and framework. After presentations from NTTI training staff, teams can research video and Web resources. Master Teachers should have the opportunity to preview and possibly borrow videotapes of pertinent programs at this first session. It is important that NTTI managers identify possible series prior to the first meeting and have dubs and series guides available for teachers' use. Ideally, access to computers with online connections should be available.

This initial gathering lays the foundation for the lesson and workshop development process. NTTI trainer(s) articulate the NTTI model, including NTTI lesson plan components. To ensure Master Teachers understand the project's focus and lesson component particulars, a member of Thirteen/WNET's NTTI staff goes over the lesson plan template and discusses lesson plan and workshop expectations. At this initial meeting, it is important that Master Teachers are clear on the purpose of their lessons and workshops: to convey the effective and strategic use of technology in hands-on instruction. Master Teachers are told that their lessons are 50% lesson plan and 50% stand-alone resource utilization training vehicle. At subsequent meetings, local NTTI staff will continue to reinforce the NTTI mission and lesson essentials.

Materials to be distributed at this first session:

- National NTTI Project Summary
- Master Teacher Contact Sheet
- List of Master Teacher Teams and Session Topics
- Meeting Schedule and Agenda
- NTTI Media-Rich Lesson Template
- NTTI Lesson Plan Development Checklist
- Pertinent articles, resource lists (optional)
- Videotape request form(s) (optional)
- Teachers Guides and Curriculum Correlations
- Ancillary material (Important URLs etc.)

LESSON DEVELOPMENT MEETINGS

During the lesson preparation stage, it is imperative the NTTI staff keep tabs on the format and content of Master Teachers' lessons. In the first place, you will want to avoid two teams creating similar lessons, or teams using identical video segments. It is absolutely necessary to review all lesson drafts -- the earlier the better. It is important to give teachers feedback on the first draft so lesson developers can apply input to future drafts and the other lessons. As any problems arise with lesson content or format, the NTTI manager should work with these groups as needed to restructure lessons or direct them appropriately.

Master teacher planning meetings are devoted to developing the video-based hands-on lessons and workshop presentations. The majority of meeting time is set aside for team members to collaborate and to review video programming and Web resources. NTTI staff need to be available throughout the meeting to answer questions, share new information, and to review lessons with the teachers. These sessions are important opportunities for NTTI staff to "nip problems in the bud" and to keep Master Teachers' lessons on track. It may be necessary to reinforce lesson parameters and the project's goals to the group at the start of each meeting.

It is crucial that NTTI managers set firm deadlines for lesson draft submissions. You will need to see a first draft early on in the process in order to redirect any lessons "gone astray." Deadlines for finalized drafts will depend upon each site's schedule. It is a good idea to expect a final draft at the end of the third planning meeting -- perhaps two months after the first meeting.

In any event, **all NTTI managers are responsible for ensuring that Master Teachers' lessons adhere to the model's mission and guidelines.** Managers may choose to use the attached Review Checklist for their use in their lesson review/feedback processes. It is also a good idea to continually reinforce the methodology in all meetings, and to have Master Teachers use the enclosed NTTI Lesson Checklist when they hand in their lesson drafts.

VIDEO UTILIZATION STRATEGIES

1. **Preview** each program carefully to determine its suitability for achieving the lesson's objectives and the students' learning outcomes.
2. Select **Segments** that are most relevant to your lesson topic. Often a program has a great deal of information that cannot be digested at once; in that event, it is useful to show the program in segments so that its content can be more easily understood.
3. Provide a **Focus for Media Interaction** a specific task to complete and/or information to identify during or after viewing of video segments to focus student attention. Teachers introduce the tape segments with a question, things to look for, unfamiliar vocabulary, or an activity that will make the program's content more clear and meaningful. Be sure to follow-up with a discussion or an activity after viewing the segment.
4. Conduct **Introductory and Culminating Activities**. Integrate the video into the overall learning experience by adding an experiential component to the lesson. Activities can be done prior to viewing the segment to set the stage, provide background information, identify new vocabulary words, or to introduce the topic. The activity can be done after viewing to review, reinforce, apply, or extend the information conveyed by the program. Often the video can serve as an introduction or motivator for the hands-on activity to come. Again, relevance is key; all the lesson's components — the video, the Websites, and the activities — should be tied to lesson and curriculum objectives.
5. **Pause** while viewing to check the students' comprehension, ask questions, have students record information, make predictions, analyze what they've seen, examine a chart, formula, or image on the screen more closely, or to draw a diagram. Again, it's important to make the viewing as *interactive* as possible.
6. **Eliminate either the sound or the picture**, if appropriate. For example, a segment may feature outstanding cinematography and/or graphics, but may be accompanied by narration inappropriate for your students. In such cases, turn down the volume and provide your own narration. Another strategy is to eliminate the sound and have your students describe the images they see. Alternatively, you can isolate the soundtrack by covering the monitor, and have your students guess what is happening based on the narration alone.
7. Use **Closed Captioning** for ESL, Literacy and Language Acquisition. Turn down the audio and have the students follow the action by reading along, or leave only the captioned text visible to reinforce vocabulary and improve reading comprehension. Educators can use captioning to improve literacy, build reading fluency, and assist in teaching language skills. Captioned video improves listening and reading comprehension, vocabulary, word recognition, and the overall motivation to read. For those teaching English as a second language, captions can reinforce vocabulary and help students learn expressions and speech patterns not always reflected in written English.

INTERNET UTILIZATION STRATEGIES

Media Prep. Determine suitability for achieving lesson objectives and student learning outcomes. Check to see that the entire site is age appropriate and that links from the site are also age appropriate. Make certain that site content is aligned with the stated goals of the lesson, and analyze the source of the site to assure its legitimacy. Prior to the start of class, visit the site (and all pages that you wish to highlight) for faster downloading of images and graphics during the demonstration.

Provide a Focus for Media Interaction. Provide students with a specific task to complete and/or information to identify during or after interaction with Web sites. Teachers should introduce Web sites with a question, things to look for, unfamiliar vocabulary, or an activity that will make the site's content clearer.

Conduct Introductory and Culminating Activities. Integrate the Internet into the overall learning experience by framing the lesson with experiential components. Activities should be done prior to viewing Web sites to set the stage, provide background information, identify new vocabulary words, or to introduce the topic. An additional activity should be done following Internet use to reinforce, apply, review, or extend the information conveyed by the program. Tasks assigned should be objective, specific, and easy to assess.

Bookmark Sites. Before class begins, bookmark all lesson Web sites on demonstration and workstation computers. This will allow students to easily get to the Web pages that you wish them to see. By clicking with the mouse on "Add Bookmarks" from the "Bookmarks" pull down menu in Netscape Navigator or "Add to Favorites" from the "Favorites" pull down menu in Internet Explorer, the URL (Web address) will be easily accessible from your computer. Teachers may also use Web-based bookmarking utilities such as portaportal.com or backflip.com.

Pause While Examining Web sites. Pause to: check for student comprehension, solicit inferences or predictions, highlight a point; define a word(s), compare to real-life events, have students work online, solve a problem, form a hypothesis, or enhance students' observation and memory skills.

Supervise the Students. The school should have a signed Acceptable Use Policy (AUP) from each student on file. Students should always be monitored while they are on the Internet to make certain they stay "on task" and are not visiting inappropriate or unrelated sites.

Reference Web sites. Make certain students reference both text and images copied or referred to from the Web. Be sure to include the author, title, source, copyright date, and URL.

Copy and Paste. To avoid long printing queues, have students "copy and paste" only those images and text needed to complete an assignment into a word processing document. Show students how to send only one page of a particular Web site to the printer. Teach your students how to reference copyrighted materials.

WORKSHOP DEVELOPMENT SESSIONS

Thirteen/WNET recommends holding a minimum of five master teacher meetings, with the first three primarily devoted to researching, developing, and writing lessons. If five meetings are not possible, much of the lesson development process can be done through e-mail, telephone consultation, and meetings with individual Master Teachers. However, it is MANDATORY that Master Teachers rehearse their workshops together—several times--before the Institute.

The last two meetings -- one of which should be close to the Institute dates -- should focus on Master Teachers' workshop presentations. At these sessions, teams present a condensed version of what they plan to do at the Institute, with NTTI staff and teacher colleagues providing feedback on content, strengths, weaknesses, and presentation skills. Master teacher teams can incorporate this feedback into their final pre-Institute presentation at the last meeting. These sessions are a good time for a station's NTTI staff to reinforce the team teaching concept. Attached is a checklist NTTI staff may find useful in evaluating Master Teachers' performance at workshop rehearsals (see Appendix).

Teams create a list of materials needed for their Institute breakout sessions. Stations can purchase these materials for teachers; we recommend providing Master Teachers with a materials stipend so they can supply their own. Teams should also consider room needs for their workshops, e.g., seating arrangement, lighting, proximity to water source, A/V equipment, blackboards, computer equipment and Internet access, etc.

Teams' simulated workshops may continue into a fifth or sixth session. This last meeting is the final opportunity for teams to hone their workshop presentations and for staff to provide teachers with feedback and suggestions. However, this last meeting should be somewhat celebratory in nature, a sort of "pep rally" for the upcoming BIG EVENT!