

APPENDIX

APPENDIX

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Thirteen/WNET Contact List

Thirteen/WNET

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NTTI MEDIA RICH LESSON TEMPLATE

The following template must be used in the creation of all NTTI methodology-based, media-rich lessons. Include each element of the template in the following order while creating your lesson plan.

Title: Create a descriptive, catchy name for the lesson.

Grade Level: List the lesson's targeted grade levels.

Time Allotment: # and length of class periods needed to complete lesson.

Overview: Provide a brief description of the lesson. Summarize lesson goals and activities.

Subject Matter: List subject areas addressed in the lesson.

Learning Objectives: List specific core-curriculum objectives and student learning outcomes.

Standards: List national or state standards that are addressed in the lesson. Please indicate the source of the standards used in your lesson.

Media Components: List video programs, Web sites, and any multimedia tools used in the lesson. When using video, list program and episode title; when using the Web, list Web site title, URL, a 1-2 sentence description of the site, and any necessary plug-ins. For any other media tools, list title, computer platform and distributor.

Materials: List all outside materials needed to implement the lesson. Include amount needed per student and/or per group of students.

Prep for Teachers: Instruct teachers to bookmark Web sites, load plug-ins, cue videotapes, prepare student materials and any hands-on elements of the lesson.

Note to Teachers:

Your completed lesson plan should read like a script for the lesson. Include as much detail as possible in the body of your lesson.

*When using media, provide students with a **Focus for Media Interaction**, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites or other multimedia elements.*

Introductory Activity: Write a detailed, narrative description of activities, discussions or media integrated exercises that introduce the lesson, direct students to targeted concepts or objectives, and introduce lesson vocabulary.

Divide each component of the Introductory Activity into numbered steps.

Learning Activities: Provide a detailed narrative description of the steps teachers will need to follow in order to successfully facilitate the lesson.

When using video, identify video segments to be used with visual and/or aural cues. Highlight interactive techniques such as appropriate pause points; indicate specific pause points and their rationales. Include activities/discussion used between video segments.

When using the Web, describe procedures for teachers, sequence of surfing events, and background information. Embed Web site titles and URLs into lesson description. Include activities/discussion used between Web sites.

Divide each component of the Learning Activities into numbered steps.

Culminating Activity: Bring closure to the lesson with an activity tied to lesson objectives. A hands-on component is often included here. Hands-on activities are investigative, exploratory lesson components where students reinforce concepts and processes through their own manipulation of data, documents or materials.

Divide each component of the Culminating Activity into numbered steps.

Cross-Curricular Extensions: List cross-curricular activities and interdisciplinary projects that may be generated from the lesson.

Community Connections: Include real-world actions students can take to follow through on lesson concepts. These include activities such as interviews, community-based art projects, performances, portfolios and letter or email writing to relevant government, academic or business personnel. For additional insight into community-based projects, go to the “Making Family and Community Connections” @ <http://www.thirteen.org/wnetschool/concept2class/month9>

Student Materials: Your lesson plan must also include any worksheets, resources or reference materials that will be distributed to students before, during, or after the lesson.



2003-2004 National Teacher Training Institute Lesson Plan Development Checklist

Name _____

NTTI Site _____

Lesson Title _____

Please review your lesson to make sure all of the following statements apply. Check those requirements you feel have been met. Attach this sheet to each lesson draft you submit.

- _____ Lesson is developmentally grade-level appropriate.
- _____ Lesson is interdisciplinary in nature.
- _____ Lesson dynamically integrates utilization of video and/or Internet components.
- _____ Lesson **title** is catchy and descriptive.
- _____ **Grade level** is targeted to no more than 2-3 grades.
- _____ **Time allotment** describes total running time for lesson.
- _____ The **Overview** clearly describes concepts, content, and activities covered in the lesson.
- _____ The **Subject Matter** lists all curricular areas related to the lesson.
- _____ **Learning objectives** begins with the statement "Students will be able to:"
- _____ **Learning objectives** use "action words" to describe assessable outcomes.
- _____ **Learning objectives** parallel activities in lesson narrative.
- _____ **Standards** covered in lesson are listed and Web address for standards is cited.
- _____ **Videos** are listed by series title, episode title, or episode number.
- _____ **Web sites** are identified by title, URL, and 1-2 sentence description.
- _____ **Materials** section includes all necessary materials, divided by class, group, and student.
- _____ The **Prep for Teachers** section advises instructors on steps to complete before starting the lesson.
- _____ The **Prep for Teachers** section concludes with the definition of Focus for Media Interaction.
- _____ **Introductory Activity** includes detailed, non-generic descriptions of instruction and activities.
- _____ A **Focus for Media Interaction** precedes EVERY video or Web utilization.
- _____ The lesson instructs the teacher to check for student comprehension after EVERY video or Web utilization.
- _____ Each **Focus for Media Interaction** supports the **Learning Objectives** of the lesson.
- _____ Video and Web utilization are dynamic and absolutely enhance the lesson.
- _____ **Learning Activity** addresses lesson objectives and explore concepts introduced in Introductory Activity.
- _____ Video clips are listed with visual and auditory cues.
- _____ Instructions for video and Web utilization are clear.
- _____ **Culminating Activity** includes follow-up or reinforcement to concepts covered in the lesson.
- _____ Lesson includes a hands-on exploration where students discover and examine concepts through individual or group activity.
- _____ **Introductory Activity**, **Learning Activity**, and **Culminating Activity** are each divided into numbered steps.
- _____ **Cross-Curricular Extensions** includes a variety of ideas for interdisciplinary ideas and activities.
- _____ **Community Connections** allow students to interact with people, materials, or data beyond the classroom.
Students follow up on the lesson's "real-world" applications.
- _____ **Student Materials** includes handouts or worksheets for the lesson, all of which must be your original work and not copyrighted materials.

Thank you for all of the hard work and careful, creative thought you've put in to your NTTI lesson. Your work will be appreciated by teachers—and students—across America.



SAMPLE
NATIONAL TEACHER TRAINING INSTITUTE
MASTER TEACHER AGREEMENT

On this date, _____, {Station} and contracted NTTI master teacher mutually agree as follows:

The National Teacher Training Institute's sponsors and administrators -Thirteen/WNET, Cisco Systems, Inc., the GE Foundation, and the SBC Foundation (in Nevada, Missouri, and Ohio) and {station} -- grants participation to project Master Teachers in accordance with the terms and conditions of this agreement.

The National Teacher Training Institute and {station} agree to:

- ◆ Provide an honorarium in the amount of ____ to each NTTI master teacher in exchange for his/her participation and attendance in all training/planning activities, and the completion of lessons and workshops meeting the expectations of local and national project administrators
- ◆ (One half of the above amount is to be paid after the signing of this agreement. The remaining half will be paid upon satisfactory completion of the Teacher Training Institute conducted on _____.)
- ◆ Provide training, materials, and resources toward project lesson and workshop development. These include sessions conducted by national and local teacher trainers, the loan of ITV videotapes, teachers guides, and (where applicable) online support
- ◆ Provide ongoing assistance and guidance in NTTI lesson plan and workshop development
- ◆ Execute the final desktop publishing of teacher-developed lessons

The recruited master teacher agrees to:

- ◆ Attend all scheduled training and content development sessions
- ◆ To develop no less than { } media-rich lessons as prescribed by NTTI site manager. As NTTI is national in scope and audience, the undersigned agrees to adhere to the lesson and workshop parameters and goals as defined and set by the National Teacher Training Institute
- ◆ To be fully prepared to model Institute workshop(s) at prescribed pre-Institute rehearsal date(s)
- ◆ To co-conduct training sessions at the Institute on (dates)
- ◆ To serve in a continuing role as a teacher trainer and mentor in his/her school, district or region; to participate in post-Institute follow-up activities as prescribed by {station}

Master teacher signature

NTTI Site Manager



SAMPLE
NATIONAL TEACHER TRAINING INSTITUTE
Master Teacher Application

Name _____ Phone _____

Home Address _____

City/State/Zip Code _____

Email address you check most often: _____

School _____ Phone _____

School Address _____ Fax _____

City/State/Zip Code _____

School District _____ County _____

Grade Level(s) You Teach _____ Subject(s) _____

Please answer the following questions on a separate sheet. For questions 1-5, limit your answers to 100 words or less. Use additional pages as necessary. **Please type your responses.**

1. What experience do you have in lesson and curriculum development? Please detail your experience and content development and writing experience. Attach at least two writing samples (lessons, articles, etc.) you have authored. If you have been published, please include a bibliography of your work.
2. Do you teach across the curriculum? How? Please provide an example.
3. Do you provide hands-on learning experiences for your students? Explain.
4. Have you conducted presentations/workshops for teachers? Include a brief summary of the content, delivery style, and audience make-up.
5. Describe how you currently integrate technology, e.g., video, Internet, software, CD-ROMs, etc., into your classroom instruction.
6. Tell us why you think video (as well other technologies and media) are valuable classroom resources.

In addition, please attach your curriculum vitae. Also include three professional references (name, title, phone).



SAMPLE
NATIONAL TEACHER TRAINING INSTITUTE
Master Teacher Application Cover Sheet

Recognizing a critical need for teacher training and innovative strategies and materials for integrating technology into the classroom, Thirteen/WNET--public television's flagship station serving New York City's tri-state area--created the National Teacher Training Institute (NTTI). Through a "teachers teaching teachers" model, Institutes and project resources give teachers the training and tools needed to strategically integrate media and technology into their classroom instruction. By partnering two of education's most valuable resources -- teachers and technology -- NTTI hopes to help enhance both teaching and learning through the power of television and technology.

NTTI's primary goal is to train educators to creatively and effectively use public television's wealth of instructional television, primetime programming and the Internet to engage and inform their students. Since 1989, the Institute has expanded to include more than 150,000 educators nationwide. As a NTTI Master Teacher, you would be joining a national network of educators committed to enhancing student interest and performance in a wide variety of subject areas.

Master Teacher Roles & Responsibilities

- ◆ Attend master teacher meetings
- ◆ Co-create interdisciplinary plans that incorporate instructional television/technology **according to the national NTTI model**
- ◆ Write and revise lesson plans for publication
- ◆ Co-present workshops at the Institute, which follow the national NTTI model
- ◆ Participate (as needed) as station liaisons to the education community

Selection Process

After a review of written applications, selected applicants will be interviewed and scheduled for a classroom observation. Final decisions will be made in _____.

Deadline:

Return application to:



SAMPLE
NATIONAL TEACHER TRAINING INSTITUTE
Participant Application

Teaching with technology *interactively* is the key of the National Teacher Training Institute (NTTI), now entering into its fourteenth year. During the latter part of July 2004, 250 teachers from throughout the tri-state area will attend NTTI to learn from other teachers how to integrate video and telecommunications into their classroom instruction. Sixteen tri-state Master Teachers have found exceptional ways to use Instructional Television (ITV), PBS primetime programming, Video-on-Demand, and the Internet to explain, motivate, reinforce, and reach students' different learning styles as they try to understand concepts. During the course of the Institute, participants observe and participate in lessons which illustrate, step-by-step, how to teach with technology.

NTTI will be highlighting new technologies that many schools are using to help students learn in a different way. There will also be a keynote speaker who will discuss the role of technology in education.

Several breakout sessions are offered over two days and each participant receives personalized instruction in small groups. The National Teacher Training Institute has reached over 150,000 teachers across the country who have made a difference in the lives of millions of students in twenty-five states. Call 212/560-#\$\$%! if interested in attending.



SAMPLE

2003-2004 National Teacher Training Institute (NTTI)

Participant Application

Faxes NOT accepted.
Please email your application to garvilla@thirteen.org.
Attach additional sheets if necessary.

Completed application must be postmarked by June 15, 2004. Mail to:

The National Teacher Training Institute
Thirteen/WNET
450 West 33rd St.
New York, NY 10001
For more information, call (212) 560-3122.

Check One:

K-5 educator 6-8 educator 9-12 educator media specialist/librarian

Name: _____

Position: _____ Subject(s): _____

School: _____ School Phone: _____

School Address: _____

City/State/Zip: _____

Home Address: _____

City/State/Zip: _____

Home Phone: _____

E-mail: _____

Participation is limited to 250. **The registration fee is \$25.00.** There are no other participant fees. You will be notified regarding your acceptance no later than June 30th, 2004.

Please answer the following questions in a few brief sentences.

How did you find out about the National Teacher Training Institute and are you within Thirteen/WNET's viewing range?

Describe your current use of video in the classroom (if any).

Describe your current use of the Internet in the classroom (if any).

Why are you interested in participating in the National Teacher Training Institute?

Do you teach "across the curriculum?" How? Please provide an example.

Institute participants must have administrative support from their schools. Please have a principal or supervisor sign below to signify support for your participation in NTTI and your post-Institute implementation of training and media-rich instruction.

The undersigned agree to help facilitate the integration of NTTI methods and materials, including supporting participant's training of colleagues and the allocation of a TV and VCR for classroom use.

Principal (or other supervisor)

Date

Circle one:

Session I: July 24 & 25 2004 or Session II: July 26 & 27 2004



SAMPLE PARTICIPANT ACCEPTANCE LETTER

Dear National Teacher Training Institute Applicant:

Good News! You have been selected as a participant in the 2003-2004 National Teacher Training Institute (NTTI), a partnership of (insert your station name here), Thirteen/WNET New York, Cisco Systems, Inc., and the GE Foundation. As a NTTI participant, you will have the opportunity to develop and share strategies and materials for integrating video, the Internet, and other emerging media into your curricula. Each participant will receive Classroom Resource materials, a certificate of participation, and a multitude of useful resource materials. More importantly, you will learn specific strategies that make video and the Internet effective, interactive teaching tools for augmenting students' motivation and performance in all content areas.

Throughout the school year (SITES--fill in with pertinent information, e.g., regional workshops, online support via a local online service, a NTTI newsletter, etc.) will enable participants to stay connected with each other and to the methodology and materials presented. Participants must complete and mail back post-Institute evaluation surveys one month after the Institute.

As a participant, you are expected to serve as a turnkey trainer in your own school and/or district. You are encouraged to share training and materials with other educators in both formal and informal contexts, extending NTTI's reach. As resident instructional media "experts," NTTI participants serve as resource people for colleagues within their own schools/districts.

(Sites should insert here all relevant information concerning NTTI dates, times, location, meals, transportation, parking, directions, and overnight accommodations.)

If you have any questions, please call me at _____. If for some reason you are unable to attend the Institute or perform the turnkey training functions, please call me prior to the Institute. As you indicated in your application, your administrator is aware of your participation in NTTI and we will follow through as necessary after the NTTI to insure ongoing support for your training and implementation activities.

We look forward to seeing you on _____

Sincerely,



NTTI PRE-INSTITUTE CHECKLIST

One month before the Institute

Ensure you have ample number of:

- Binders
- Participant certificates
- Master Teacher certificates

Two weeks prior to the Institute

Check to see you have:

- Any Thirteen-provided binder materials (Project Summary, etc.)
- Evaluation instruments (Pre-Institute, Institute and Post-Institute)
- Submitted your agenda for Director's (Marsha Drummond's) approval

Are you including the following NTTI model components?

- ITV Overview session
- Resource area
- Participants are attending at least three video-based and/or workshops
- Participants are attending at least three master teacher-conducted workshops
- NTTI Teacher Award ceremony
- Mechanisms for distributing and guaranteeing collection of Pre-Institute Evaluations and Institute Evaluation surveys

Five days prior to the Institute

All sites should check to see they have:

- Banners (to be sent from Thirteen/WNET)
- Enough certificates and binders

Post-Institute Follow-up

- Final *narrative* reports to your site liaison (four hard copies *mailed*)
- Five binders to your site liaison (for project archives and funders)
- Pre-Institute and Institute evaluations to Thirteen/WNET
- Send "best lessons" on disk to Marsha Drummond

Sample Agenda NTTI Model “B”



National Teacher Training Institute
The College of New Jersey
Ewing, New Jersey
November 4, 2000
MASTER SCHEDULE

8:00am – 8:45 am **Breakfast and Registration**
Armstrong Hall

8:45 am – 9:30 am **Welcome and NTTI Overview**
Room 136
 All Groups

9:35 am – 11:05 am **Breakout Session #1**

RED Group	YELLOW Group	ORANGE Group
Magnetism: What’s the Attraction? <i>Master Teachers:</i> <i>Robert Redmon</i> & <i>Nancy Miller</i> <i>Room 136</i>	Pressure, Prediction, Precipitation <i>Master Teachers:</i> <i>Chris Ward</i> & <i>Ainsley Adams</i> <i>Room 133</i>	Creating Internet-Based Lessons <i>Master Teachers:</i> <i>Dory Marcus</i> & <i>Alex Sabatino</i> <i>Room 156</i>

11:10 am – 12:40 pm **Breakout Session #2**

RED Group	YELLOW Group	ORANGE Group
Pressure, Prediction, Precipitation <i>Master Teachers:</i> <i>Chris Ward</i> & <i>Ainsley Adams</i>	Creating Internet-Based Lessons <i>Master Teachers:</i> <i>Dory Marcus</i> & <i>Alex Sabatino</i>	Magnetism: What’s the Attraction? <i>Master Teachers:</i> <i>Robert Redmon</i> & <i>Nancy Miller</i>

<i>Room 133</i>	<i>Room 156</i>	<i>Room 136</i>
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12:45 pm – 1:45 pm **Lunch**
31 South – Faculty Dining Room

1:50 pm – 3:20 pm **Breakout Session #3**

RED Group	YELLOW Group	ORANGE Group
Creating Internet-Based Lessons <i>Master Teachers: Dory Marcus & Alex Sabatino</i> <i>Room 156</i>	Magnetism: What's the Attraction? <i>Master Teachers: Robert Redmon & Nancy Miller</i> <i>Room 136</i>	Pressure, Prediction, Precipitation <i>Master Teachers: Chris Ward & Ainsley Adams</i> <i>Room 133</i>

3:20 pm – 3:30 pm **Closure and Evaluation**
Room 136
 All Groups



Master Teacher Rehearsal Worksheet

While your Master Teachers are rehearsing their team-taught workshops for the Institute, it may be helpful for you or other “observers” to use this handy checklist to assess their work.

- | | | |
|---|---|---|
| 1. Does the Master Teacher (MT) team introduce themselves and their lesson? | Y | N |
| 2. Is reference made to the location of the lessons in the binder, CD-Rom, or online? | Y | N |
| 3. Are lesson objectives for students shared? | Y | N |
| 4. Are state and/or national standards mentioned? | Y | N |
| 5. Are presentation objectives for the participants shared? | Y | N |
| 6. Are participants reminded to focus on strategies, not content? | Y | N |
| 7. Is focus placed on a meaningful integration of technology? | Y | N |
| 8. Introductory Activities | | |
| A. Are they motivational? | Y | N |
| B. Do they cause participants to ask questions? | Y | N |
| C. Do they set the stage for the lesson? | Y | N |
| D. Is their purpose explained to the participants? | Y | N |
| 9. Focus for Media Interaction | | |
| A. Is it made clear why the media (video or Internet) is being used? | Y | N |
| B. Is the rationale/need for the focus stated? | Y | N |
| C. Are participants given a task or responsibility while viewing media? | Y | N |
| 10. Learning Activities | | |
| A. Is a FOCUS FOR MEDIA INTERACTION given before EVERY video segment and Web site? | Y | N |
| B. Was the integration of video/Internet equipment smooth? | Y | N |
| C. Which video utilization strategies are modeled in the lesson? | | |
| a. Memory feature | Y | N |
| b. Short segments from various programs | Y | N |
| c. REWIND and REPLAY | Y | N |
| d. Pause | Y | N |
| e. Slow motion | Y | N |
| f. Eliminate audio | Y | N |
| g. Eliminate picture | Y | N |
| h. Active students tasks (i.e., raise your hand) | Y | N |
| i. Student providing narration | Y | N |
| j. Are rationales given for strategies and pause points? | Y | N |
| k. Do questions encourage higher level thinking? | | Y |
| N | | |

I. Do MT's avoid talking over video narration?	Y	N
11. Culminating Activities		
A. Is a clear connection made between Learning Activities and Culminating Activities?	Y	N
B. Do activities include hands-on manipulation of materials and processes?	Y	N
12. Are highlights of the Cross-Curricular Extensions mentioned?	Y	N
13. Are highlights of the Community Connections mentioned?	Y	N
14. Are instructional uses for other technologies highlighted?	Y	N
15. Presentation Assessment		
A. Was video or the Internet an INTEGRAL part of the presentation?	Y	N
B. Did the MT's make the use of technology look easy?	Y	N
C. Was mention made of ITV's adaptability across grade levels?	Y	N
D. Were hands-on activities or demonstrations part of the lesson?	Y	N
E. Was a connection made between addressing various learning styles and the use of interactive video, the Internet, and hands-on activities.	Y	N
F. Were the MT's enthusiastic about their lesson, the video, NTTI, etc.?	Y	N
G. Did MTs share anecdotes about the use of NTTI methodologies in class?	Y	N
H. Did MTs actually DO their lesson, rather than talk about what they would do?	Y	N
I. Were the presenters adaptable and flexible to participant responses?	Y	N
J. Did MTs refer to NTTI lesson format and strategies in handouts or posters?	Y	N
16. Team Teaching		
A. Did the Master Teachers share responsibility for the presentation?	Y	N
B. Did the lesson presenter allow the lesson commentator to explain NTTI strategies?	Y	N
C. Did the lesson commentator share a brief explanation of each section of the lesson?	Y	N
D. Did the lesson commentator share the rationale for most of the strategies?	Y	N
E. Did the presenters talk over each other?	Y	N



**National Teacher Training Institute
Status Report
2003-2004**

In order to assist in tracking NTTI's national activities, each site is responsible for submitting four status reports, due to Marsha Drummond at the New York NTTI office on the following dates: **September 16, 2002; January 15, 2004; May 15, 2004;** and **July 15, 2004.**

Please complete as much information on this form as possible each time you submit a status report. We suggest that you save all of your status reports, and simply "add on" information as it becomes available and new status report deadlines approach.

NTTI Site _____

NTTI Site Manager _____

Master Teacher Training Date _____

Number of Master Teachers Trained 2003-2004 _____

Number of Schools represented by Master Teachers _____

Institute Date	Institute Location (i.e., "Pritchard Middle School, Evanston, IL)	# of Participants	# of schools represented by Participants

Total # of NTTI lesson plans your station has online _____

Total # of new lesson plans your station has put online since last report _____

Titles and URLs of new NTTI lessons posted online

Traffic at the NTTI Area of Your Station's Web Site

Month	Total Unique Views	Total Page Views
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
July		
August		

Most popular online lesson titles on your site and their URLs:

Results of polls/other online developments:

Local funding developments--Have you gained local sponsorship or major donations for your NTTI since your last report? From whom and what have you received?

Has there been any press/media coverage of your NTTI? If so, where and when?

Have you received reports of turnkey training workshops led by NTTI alumni? If so, where and when did it take place, and how many people were trained?

Please provide any NTTI “success stories” or anecdotal evidence of the impact NTTI is having in your community.



Thirteen/WNET NTTI Staff Institute Evaluation Form

Host Station: _____

Institute Site: _____

Institute Dates: _____

of participants (a minimum of 100): _____

DID THE INSTITUTE FEATURE:

_____ An Overview Session, which addressed the station's educational resources, ITV programming, online components, and national NTTI Web site?

_____ Two days of professional development for educators, or one day with clearly outlined follow-up opportunities?

_____ Breakout sessions that were truly team-taught?

_____ Clear presentations of NTTI strategies and methodology?

_____ NTTI strategies posted in each classroom?

_____ NTTI methodology lessons which featured either a) video and Internet utilization, or b) Internet utilization?

_____ Each participant attending a minimum of three NTTI Methodology Workshops?

_____ Methodology lessons in which EACH component of the written lesson plan is addressed?

_____ 50% Math and Science-Based Breakout Sessions?

_____ Clear display of the NTTI logo in all Institute materials, handouts, name tags, agendas, etc.?

_____ Pre-Institute Surveys and Institute evaluations completed at the Institute?

_____ Dispersal of Premiums?

_____ Binders with a minimum of twenty original lesson plans?

_____ Binders with letters of support/endorsement from community members, national leaders, and Thirteen/WNET staff.

_____ Binders that point the way to the NTTI National Web Site?

- Lesson plans in the binder feature all national funders' logos?
- A request of participants to train their colleagues in their own schools and districts?
- A Resource Area, with free information and products for teachers?
- A Teacher of the Year Award Presentation?
- Certificates for Master Teachers and Participants?
- Door prizes, and an efficient, creative way to distribute them?

On the whole, I would rate this Institute as:

- Outstanding Very Good Right on Target Average
- Spotty Below Average Not So Hot A Disaster

Please list some of the strengths of this Institute (what should the site manager maintain for next year)?

Please list some of the areas of improvement for this Institute (what should the site manager strengthen next year)?

Did the manager create a sense of occasion for the Institute? How?

Please list any additional comments below.