



Teacher of Teachers Model Teaching Week Toolkit

*Everything you need for a successful Model Teaching Week as
Teacher of Teachers*

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MODEL TEACHING WEEK

A Week-long Workshop Developed by Susan Kovalik & Associates
(Basic format designed for 50 participants)

Change is seldom easy. It seems much more possible when those involved share a clear picture of what it is they are trying to achieve. Model Teaching Week, an intensive and often magical five day workshop, provides those pictures of how the parts and pieces of *Highly Effective Teaching* work together in the classroom. It is the *being-there* for HET.

For each group of 50 participants, a multi-age classroom of local students is teamed with an experienced HET teacher. While that teacher creates an HET classroom experience for the students, an SKA Associate provides the information and tools required for teachers to move into Stages 2 and 3 of the *HET Classroom Stages of Implementation*. Participants alternate between observing in the HET classroom and attending sessions with the Associate. This expands their professional knowledge base along with their capacity to provide bodybrain-compatible learning opportunities. Participants have daily opportunities to debrief with the HET teacher and one time to interview the students near the end of the week.

Goals for the week include:

- Recognize the development of responsible citizens
- Label bodybrain-compatible strategies in action
- Observe the planning and creation of an enriched environment
- Experience the impact of conceptual curriculum based on a *Being There* site
- Study the seamless integration of social/political action within the context of the *Being There*
- Identify and integrate State Standards and basic skills within conceptual curriculum

Specific content for the week emphasizes using community locations as the starting point for creating “Slice of Life” curriculum that is integrated conceptually. Skills that are often the target of standardized measures are taught in relation to the real-life location and topic under study. The yearlong theme and its essential construction are introduced as tools for creating integrated curriculum. Participants write key points and inquiries that become the backbone of a component of study. The usefulness of learning an individual’s basic temperament based on the work of Keirse and Bates is evident as participants learn about their own temperament and its impact. Perhaps most important of all, new pictures of what is possible create vivid mental images and become tools to guide the conversation and to sustain progress.

Required texts:

- ◆ *Exceeding Expectations: A User’s Guide to Implementing Brain Research in the Classroom* by Susan Kovalik with Karen Olsen, 2003, fifth edition (replaces *ITI: The Model*)
- ◆ *Your Personal Handbook for Implementing the HET Model, Stage One and Stage Two* by Karen D. Olsen

There is no substitute for a being there experience.

OVERVIEW OF STAFF PROCEDURES

STEPS FOR SK&A:

- 1) Arrange booking and obtain details of situation (where feasible, the Associate who provided the Overview and/or BBB will be asked to provide the Model Teaching Week experience) **Note:** Associate input on staffing for a Model Teaching Week is welcome, and needs to be given directly to Debora Schweikl, Professional Development Liaison at the SK&A office. Debora makes all contacts with Associates about specific jobs to be contracted. Our goal is to meet the needs of our clients.
- 2) Establish contact person in the school or district
- 3) Contract with Associate and share necessary information
- 4) Send to contact person: Associate bio, workshop description, parameters of group size, equipment needs, preferred room arrangements, copies of Books for Educators catalogs, etc.
- 5) Send to Associate: background information on any prior work done by SK&A in the school or district and/or give the Associate the name(s) of Associates who have previously done work in the school or district so the Associate can make direct contact
- 6) Arrange for ordering of necessary number of *HET* books for participants:
Exceeding Expectations—Elementary
Your Personal Handbook for Implementing the HET Model—All
- 7) Make any special requests, such as handouts, in a timely manner to allow for their selection and preparation
- 8) Arrange for access to lamps, plants, and basic supplies (markers, push pins, etc.)

STEPS FOR ASSOCIATE:

Before the Assignment

- 1) If you are TS for your own district, some of the following requirement/procedures will not apply to you-e.g., travel/meal/lodging expenses
- 2) Communicate with contact person by telephone, letter, or email to obtain description of the community, participants, and any special needs or expectations. Keep a record of these communications. Use the background information to determine your willingness to provide services there. Our goal is to meet or exceed client expectations and a good match between Associate and school is important.
- 3) Sign and return contract, or call SK&A with any questions, concerns, or difficulties
- 4) Make arrangements for flight, lodging, and ground transportation
- 5) Well in advance of assignment, mail originals of supporting handouts to be copied and prepared for distribution
- 6) Plan to spend much of the day before training setting up the classrooms for students and the teachers so that they model both brain-compatible and clutter-free environments
- 7) Specifically share expectations for the week with your SK&A colleagues using the Lifelong Guidelines as a format (what does each look, sound, and feel like)
- 8) Work with contact person to identify adult and student *being there* sites
- 9) Bring items to help decorate teaching area and model a brain-compatible environment (LG/LIFESKILLS posters, chimes, Multiple Intelligences posters, etc.)
- 10) Bring practical examples of products, processes, and results related to HET implementation. For example: picture of environment, procedures book, etc.
- 11) Students will be in attendance Tuesday-Friday, 8 a.m. – 12 p.m.

Some of the following information may not apply to you if you are TT or TS for your own district. Examples would include travel/lodging/meal expenses.

Day of Assignment

- 1) Arrive early to check site, arrangements, equipment
- 2) Honor C.U.E. The goal is to present the information as Creatively as possible, in a way that is Useful to the participant and creates an Emotional bridge.
- 3) Use Lifelong Guidelines and LIFESKILLS
- 4) Actively involve participants and encourage regular processing
- 5) Retain all receipts for expenses incurred
- 6) To the extent possible, create a bodybrain-compatible environment and set of experiences, a *being there* for participants with the bodybrain-compatible components
- 7) Count and label with your name any personal books you take for display
- 8) Set clear expectations regarding lunch—SK&A alone? With anyone from site? Location? Time to return?
- 9) Introduce yourself to the school secretary, if applicable
- 10) Determine arrangements for copying materials for yourself and for or by participants during the week
- 11) **Have an ongoing conversation with contact person/school administrators so that next steps can be openly discussed and planned.**

After the Assignment

- 1) Submit expense voucher prepared per SK&A request
- 2) Send copies of participant evaluation forms to SK&A
- 3) Send SK&A the Presentation Completion form to be filed to help provide consistency and recommendations for next steps
- 4) Send follow-up letter to contact person with copy to SK&A
- 5) In addition to the follow-up letter, make a personal call to the contact person several weeks later to obtain feedback and encourage specific planning for next steps
- 6) Advise SK&A if site is ready to schedule additional training
- 7) Write personal thank-you notes to school support staff that assisted, had extra work as a result of the week, etc.

LETTERS, CONTRACTS, AND REPORTS

This Toolkit provides Associates with:

- 1) Examples of communications between the associate, office, contact person, students, and parents.
- 2) Samples of forms which Associates will complete and turn in to the office. Contact Debora Schweikl, Professional Development Liaison, for electronic originals to complete and submit. Whenever possible completed reports should be sent electronically to dschweikl@thecenter4learning.com
- 3) Written description of Model Teaching Week.