

CASE

Curriculum for Agricultural Science Education

Lead and Master Teacher Manual

2019



Table of Contents

Table of Contents.....	2
Definitions	2
Who Makes a Strong CASE Lead Teacher?.....	3
Expectations for Lead Teachers, Master Teachers, and Lead Teacher Coaches	3
Lead Teacher Nominations.....	5
CASE Institutes	5
Lead and Master Teacher Compensation	5
Recognition	6
Application Process	6
Lead and Master Teacher Selection and Placement Process	6
Field Test Institute Selection Process	7
Master Teacher Promotion Criteria and Process	7
Appendix A - Master Teacher Review	8
CASE Lead Teacher Administrative Acknowledgement	9

Definitions

CASE Institute – CASE Institutes are specialized professional development regarding the curriculum of a CASE course. Institutes are 50- to 100-hours of professional development to address the element of instruction expected by teachers of a CASE course.

Host Site Coordinator – CASE Institutes are hosted by a third-party entity, typically a teacher education institution or high school supported by a teacher education institution. Because all logistics and financial responsibility is placed on the host site, a coordinator is named for each site. The Host Site Coordinator is responsible for overseeing all tasks related to the CASE Institute and assisting Lead Teachers with facilitation.

CASE Institute Mentor – CASE staff and Master Teachers are assigned as mentors to assist new Lead Teachers and hosts with institutes. The mentors conduct evaluations of Lead Teacher performance and monitor other aspects of the CASE Institute.

Field Test Institute – New CASE courses go through a field test phase the first year the course is ready for use in the classroom. A Field Test Institute is the same experience as a regular CASE Institute and qualifies the participant for certification. However, additional expectations are placed on the participants regarding feedback of lessons and on-going modifications to materials.

Lead Teacher – Lead Teachers are CASE certified teachers who facilitate the instruction of a CASE Institute. A Lead Teacher must be certified in the course they facilitate and teach the curriculum as designed in their own program for at least one year.

Lead Teacher Coach – Lead Teacher Coaches are experienced Lead Teachers or Master Teachers who are assigned to work with a new Lead Teacher for a CASE Institute. Lead Teacher Coaches work closely with new Lead Teachers to support them in the practical application of CASE Institute facilitation. Coaches employ an iterative, team-based approach to helping new Lead Teachers gain expertise.

Master Teacher – Master Teachers are experienced lead teachers with two or more years of lead teaching experience and two or more CASE certifications. Additional promotion and leadership experiences related to CASE are required. CASE Master Teachers are facilitators of professional development and ambassadors of CASE who serve as a resource for promotion and implementation of CASE in their region.

Who Makes a Strong CASE Lead Teacher?

Passion and a desire to promote student success is the standard for CASE Lead Teachers. A CASE Lead Teacher understand the design principles used in CASE and how the CASE system can elevate their teaching and in turn student performance. CASE Lead Teachers excel in CASE implementation and are chosen to share their experience with peers and other professionals.

Personal and professional qualities of teaching teachers include the following characteristics.

- Organized
- Detail-oriented
- Dedicated to preparation
- Good verbal communicator
- Adequate self-confidence
- Very good listener
- Responsible
- Humble
- Flexible to adapt in non-perfect conditions
- Positive attitude

Teachers can be the worst students. The challenge for a Lead Teacher is to transfer their knowledge and passion for the curriculum to other teachers so participants can enrich their professional careers using CASE. Lead Teachers are not expected to have all the answers or know every possible instructional strategy; rather, Lead Teachers are asked to communicate the value of every aspect of the curriculum and how the lesson design can strengthen learning connections with students while building a strong professional learning community among teachers.

Expectations

Lead Teachers, Master Teachers, and Lead Teacher coaches have a responsibility to their institute participants and CASE to provide high-quality, well-planned professional development representative of CASE intentions. Basic responsibilities follow, but may not be inclusive of all expectations.

Lead Teacher Expectations

Professional Development

- Participate in ongoing professional development
- Remain current with curriculum updates and revisions
- Remain current with course-related software and hardware updates

Program Quality

- Test and evaluate hardware and software as needed
- Pilot and submit comments on new programs or curricula when requested
- Work in collaboration with other professionals to develop and implement instructional material, curricula, and staff development opportunities

CASE Institute Facilitation

- Demonstrate in-depth understanding of the full scope and breadth of the specific CASE course curriculum, CASE pedagogy, and CASE philosophy
- Have subject area expertise and demonstrate excellent communication and instructional methodology skills
- Attend and participate in all CASE Lead Teacher Orientation sessions as offered
- Work collaboratively with an assigned teaching partner to develop effective instructional strategies including specific Daily Plans for the assigned CASE Institute

- Review and practice assigned CASE Institute Activities, Projects, and Problems prior to arriving at the CASE Institute
- Contact CASE Institute Host Site Coordinator before the CASE Institute to determine site needs and answer questions
- Work respectfully and collaboratively with Host Site Coordinator for the good of the CASE Institute and its participants
- Arrive at the CASE Institute site at least one day prior to start date to meet with the Host Site Coordinator, organize teaching materials, and prepare facilities
- Create an instructional atmosphere that is conducive to all learners
- Treat teachers professionally, recognizing individual differences that distinguish one teacher from another, so that instruction can be modified when appropriate
- Team teach the required scope and sequence for the CASE Institute and have physical Activity, Project, and Problem requirements prepared prior to the start of each day
- Assist participants during and outside required hours of instructional time
- Evaluate participant work and performance
- Share equally in the preparation of course material for the CASE Institute
- Share equally in the teaching responsibilities during the CASE Institute
- Share equally in offering evening enrichment sessions for participants
- Share equally in the clean-up and closing of the CASE Institute
- Submit all final documents required by CASE staff
- Be available as a resource for teacher support during the school year
- Serve as an instructional role model for all CASE teachers

Master Teacher Expectations

A CASE Master Teacher has the same expectations placed on their performance as a Lead Teacher. However, a Master Teacher serves additional roles for CASE.

Mentoring and CASE Promotion

- Mentor new Lead Teachers
- Promote and conduct presentations about CASE in their region
- Be a resource for CASE State Leaders and other interested parties in CASE
- Provide feedback to CASE staff related to curriculum and professional development improvements

Lead Teacher Coach Expectations

Lead Teacher Coaches are CASE Lead or Master Teachers who are assigned to work with a new Lead Teacher during a CASE Institute. The goal of this program is to support new Lead Teachers in CASE Institute planning, preparation, and facilitation as well as providing feedback to help new Lead Teachers improve delivery of instruction during the CASE Institute. This process begins at Lead Teacher Orientation while working on lesson planning and continues through the end of the CASE Institute.

A CASE Lead Teacher Coach has the same expectations placed on their performance as a Lead Teacher. However, a Lead Teacher Coach serves as a mentor and coach in CASE facilitation.

Mentoring and Coaching

- Mentor new Lead Teachers during their first year as a CASE Institute facilitator
- Set an example for new Lead Teachers in communication and professionalism when working with Host Sites
- Create an atmosphere of supportive teamwork with their assigned new Lead Teacher during all stages of the CASE Institute, including lesson planning and preparation, communication, facilitation, day-to-day preparation, and cleanup and closing

- Meet with new Lead Teacher daily during the CASE Institute to reflect on what went well, suggest ideas for improvement, and update any planning or facilitation responsibilities for the following day(s)

Lead Teacher Nominations

One of the final tasks for a Lead Teacher is to nominate potential Lead Teacher candidates from their cohort. This peer-selection process aids CASE staff in the identification and pre-screening of quality candidates for Lead Teaching. Information about who makes a strong CASE Lead Teacher should be taken into consideration when choosing nominations. If a potential candidate is passionate about student learning, as well as CASE, and strong in content, but comes across as cocky, overbearing, or inflexible, they may not make a strong Lead Teacher. Alternatively, if a potential candidate meets all the criteria but is young or new to the profession, they may be nominated with the caveat that a year or two of professional growth and experience will be beneficial.

CASE Institute Compensation

Success of CASE Institutes depends on the talent and dedication of Lead and Master Teachers facilitating instruction.

Lead and Master Teacher Compensation

Being a “teacher of teachers” is an honor that defines one’s professional career in education. Although the intangible benefits of professional development for a Lead Teacher is valuable, time away from family, professional skills, and creativity are provided fair compensation.

Each Lead and Master Teacher is compensated by CASE, which is managed by NAAE, at a rate of \$350 per day of face-to-face institute or week of online institute, including the set-up day. Following is a list showing compensation rates based on institute length. Lead Teacher Coaches receive an additional \$350 stipend and Master Teachers receive a \$175 bonus. ARD Master Teachers will earn a full bonus due to the extra certifications and years of experience required to be eligible to teach ARD.

9-day CASE Institutes

9 days @ \$350 = \$3,150

10-day CASE Institutes

10 days @ \$350 = \$3,500

Online CASE Institutes

6 weeks @ \$350 = \$2,350

Fast Track CASE Institutes

3 weeks online plus 6 days = \$2,800

Field Test CASE Institutes

10 days @ \$350 = \$3,500

Free Course Certification (\$800 value)

BriefCASEs

\$350 per day

The rate is set to compensate teachers for their performance during the institute. However, for a Lead Teacher to have a successful CASE Institute and be asked to facilitate future institutes, they must put in sufficient hours of preparation prior to the actual institute (as outlined in previous sections).

All Lead and Master Teachers also receive a \$200 travel stipend to cover incidentals during travel including meals or mileage to and from the home airport, and receive mileage (if driving to the institute) or airfare (if flying to the institute).

If a Lead Teacher does not fulfill the expectations and job description tasks, they may be removed from an institute and replaced with an alternate Lead Teacher. In this situation, the Lead Teacher found delinquent in their duties will forfeit their right for compensation, as they will breach their contract with CASE regarding the facilitation of a complete CASE Institute.

Recognition

CASE staff continues to develop ways to recognize the talents and dedication of Lead and Master Teachers. Financial compensation is insufficient for the talent and effort teachers put into the program. CASE recognizes the commitment of our Lead and Master Teachers and works to provide proper recognition.

The following are a few of the opportunities and efforts CASE has implemented to promote Lead Teacher participation and show appreciation for those who have joined our team:

- Letters of Recognition sent to Lead and Master Teachers' administration
- CASE Lead Teacher Dinner at NAAE Convention
- CASE Lead Teacher name badge ribbon for NAAE Convention
- Shirts and other CASE promotional items
- Listing of name and school on CASE website to promote local and regional recognition

Application Process

Lead and Master Teacher applications are available in late December or early January and the due date is mid-January to early February of each year. The application will solicit the top three CASE Institute choices a candidate applies to teach. CASE staff will try to honor first choice selections if possible. However, other significant factors influence placement of Lead and Master Teachers.

CASE staff tries to match partners according to strengths and personalities and pair novice Lead Teachers with Master Teachers or experienced Lead Teachers.

If an applicant would like to facilitate more than one institute, the applicant can express this in the comment section of the application.

During the application process, all applicants must submit an **Administrative Acknowledgement** with signatures from administrators. The Administrative Acknowledgement can be downloaded **from the CASE website** and is also on the last page of this manual. New Lead and Master Teacher applicants must also submit a letter of recommendation from an evaluating administrator. Three applications for lead teaching are available. Please select the appropriate one from the list below.

- New Lead Teacher
- Returning Lead or Master Teacher
- Applying to be Master Teacher

Lead and Master Teacher Selection and Placement Process

Upon receipt of applications, evaluation data for each applicant is reviewed. CASE staff examine previous CASE Institute reviews as well as performance data from Host Site Coordinators and CASE Institute Mentors. Returning Lead and Master Teachers are also evaluated based on engagement at Lead Teacher Orientation.

The goal of the review process is not to eliminate candidates, but rather to target areas for emphasis in Lead Teacher Orientation, develop strategies to provide support for teacher growth and improvement, and provide the most beneficial teaching partner pairing. However, as competition for teaching positions increases, evaluation data can be a factor in selection.

Selection of applicants for Lead Teaching positions will depend on adequate evaluations and applicant choices for available institutes. CASE staff will try to provide first and second choices to applicants. All new Lead Teachers will be partnered either with a Master Teacher or with an experienced Lead Teacher.

All applicants will be informed of their application status by March 1. Placements and teaching partner assignments may be announced later in March, but will be determined before Lead Teacher Orientation in April. Negotiations will take place to complete the master schedule and CASE Staff will assign some applicants to Alternate status. Upon selection, Lead and Master Teachers and Alternates will be asked to complete forms related to travel logistics for Lead Teacher Orientation. If applicants cannot or choose not to attend Lead Teacher Orientation, the Lead Teaching position will be forfeited.

If applicants have an issue with a potential pairing after the master schedule is released, CASE Staff will work with the applicant to resolve the issue. Assigned teaching partners should do their best to work together with respect and collaboration, and notify CASE staff if a pairing provides undue stress or difficulty. Open communication is important. Some situations may require teaching partners to overcome any personal issues rather than being reassigned.

Field Test Institute Selection Process

Because of the nature of Field Test Institutes, CASE staff selects candidates for Lead Teaching placement. Typically, to qualify as a Lead Teacher of Field Test Institutes, candidates will have participated in the Course Development Meeting and may also have authored content or lesson kernels. Candidates are required to have previous experience teaching in the subject matter as the time between review of field test course materials and the start of the institute may be short.

Master Teacher Promotion Criteria and Process

Master Teacher promotion is not done lightly. CASE is a successful program due to the vision and dedication of many educators. Many foundational ideas and philosophies came from the first CASE teachers who invested time, expertise, and energy into CASE.

A CASE Master Teacher has proven understanding of the content, pedagogy, and design of all aspects of CASE. A Master Teacher promotes CASE on a local, regional, and national stage, articulating the value of CASE and the impact CASE can have in elevating teachers and students in agricultural education programs.

To earn promotion as a CASE Master Teacher, the following criteria must be met:

- Taught CASE according to design in own program for at least two years
- Facilitated instruction of at least two CASE Institutes for two consecutive years
- Served as a Lead Teacher Coach for a new Lead Teacher
- Promoted or represented CASE at a regional or national venue
- Provides continued leadership at the local, regional, or national level for the development and/or implementation of CASE
- Certified in multiple CASE courses
- Has positive Lead Teacher evaluations from CASE Institute participants, mentors, and CASE Staff – or has corrected weakness as pointed out by evaluations
- Interacts positively with CASE Institute participants, Lead Teaching partners, CASE Institute Host Site Coordinators, and CASE Staff

A Master Teacher demonstrates understanding of CASE curriculum and pedagogy. They provide exceptional leadership and promote CASE within their state and region. CASE staff consider Master Teachers to be ambassadors and important resources to call on for critical expertise related to the development of the program. [Appendix A](#) guides Master Teacher Promotion Review when determining promotion of a Lead Teacher to Master Teacher status.

Appendix A – Master Teacher Review

Checklist of Qualifications

	Multiple CASE course certifications
	Facilitated a minimum of two (2) CASE Institutes
	Mentored a new Lead Teacher during a CASE Institute
	Completed Master Teacher Application (Long Form)
	Submitted Letter of Recommendation (requirement of MT application)
	Taught CASE according to design in own program for at least two years (as indicated on the MT application)
	Verification of candidate's promotion activities in regional and national venues
	Verification of leadership activities for development and/or implementation of CASE at local, regional, or national levels
	Has positive Lead Teacher evaluations from CASE Institute participants, mentors, and CASE Staff – or has corrected weakness as pointed out by evaluations (see below)
	Interacts positively with CASE Institute participants, Lead Teaching partners, CASE Institute Host Site Coordinators, and CASE Staff
	Attached copy of a qualitative assessment report conducted by a CASE Institute Mentor of experienced Lead Teacher mentoring a new Lead Teacher
	Verification of understanding CASE design philosophy as indicated by formal evaluation reports from CASE Institute Mentors or CASE Staff (see copies of Lead Teacher Performance Rubric(s) attached)

CASE Certifications

AFNR	ASA	ASP	APT	NRE	APB	FSS	MSA	ESI	ARD

BriefCASE Certifications

ABF

CASE Institute Experience

Year	Course	Site	Role	Mentee (if applicable)

General Comments and Other Observations Related to CASE Activities

1. Promotion of CASE and commitment to project
2. Interaction with CASE Staff, participants, and other Lead Teachers

CASE

Lead Teacher Administrative Acknowledgement

Directions: Please fill out the following form. Be sure to include your personal information, and collect the required signatures. Then, scan this document and have it ready to upload for the CASE Lead Teacher Application process.

Lead Teacher Personal Information

First Name:	<input type="text"/>	Last Name:	<input type="text"/>		
School Name:	<input type="text"/>	School District:	<input type="text"/>		
School Address:	<input type="text"/>				
City:	<input type="text"/>	State:	<input type="text"/>	Zip:	<input type="text"/>

Administrative Section

By signing this document, I acknowledge:

I have read this notification and I recognize the importance of this professional development for my teacher.

I understand the requirements that my teacher must complete leading up to and during the CASE Institute.

I agree to support the teacher by providing the following requirements:

- Release time to travel to Lead Teacher Orientation in the spring
- Release time (if under contract) to participate in the CASE Institute during the summer

I understand that all travel expenses for my teacher's participation will be paid by CASE and will not be a responsibility of my district.

Principal Printed Name:	<input type="text"/>	Superintendent Printed Name:	<input type="text"/>
Principal Email Address:	<input type="text"/>	Superintendent Email address:	<input type="text"/>
Principal Mailing Address:	<input type="text"/>	Superintendent Mailing Address:	<input type="text"/>

*Principal Signature: _____

*Superintendent Signature: _____