



"A growth mindset is the belief you can develop abilities."

-Carol Dweck

Lead and Master Teacher Manual

2025

"Who dares to teach must never cease to learn."

-John Cotton Dana



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Definitions

BriefCASE – Specialized professional development for shortened CASE courses or modules (9-18 weeks). BriefCASEs range from five hours to three days. BriefCASEs do not have participant check-offs for certification.

CASE State Leaders – State leaders are liaisons between the local state programs and CASE 4 Learning. Each state has three state leaders serving on the CASE Advisory Committee, providing feedback to CASE. These partners represent state staff, post-secondary education, and secondary education.

CASE Institute – CASE Institutes are specialized professional development for full-year CASE courses. Institutes are five to eight days of professional development to address the element of instruction expected by teachers of a CASE course. CASE Institutes require participant check-offs for certification.

Check-Offs – A list of deliverables for participants to complete at a CASE Institute to obtain certification. BriefCASEs do not have check-offs.

Course Development Meeting – An initial meeting to develop course concepts and performance objectives for new CASE courses. Parties attending include CASE, teachers, and subject matter experts.

Dashboard – A window in MyCASE with permissions set for CASE Host Site Coordinators and Lead Teachers to access pertinent information for planning PD events.

Daily Plans – A document that Lead Teachers use to prepare and implement a BriefCASE or CASE Institute. CASE builds the foundational plan, including materials, timing, and notes for APP delivery. Lead Teachers are expected to build upon these plans, document notes, and share them with CASE two weeks before the event.

Event Finalization Form – A form completed by Lead Teachers at the conclusion of a BriefCASE or CASE Institute. Information captured includes recommendations for future events, LT nominations, and notice of any uncertified participants.

Host Site Coordinator – CASE professional development events are hosted by a third-party entity. Hosts can be post-secondary, high school, or teacher associations. Because all logistics and financial responsibility is placed on the host site, a coordinator is named for each site. The Host Site Coordinator oversees all tasks related to the CASE Institute/BriefCASE.

Host Site Coordinator Timeline – A guide for host tasks for their events and what to do before, during, and after the event.

Hybrid – Hybrid events incorporate both in-person and virtual professional development. Some hybrid events have mandatory follow-up virtual meetings. Others do not.

Field Test – New CASE courses go through a field test phase the first year the course is ready for use in the classroom. A Field Test 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 on lessons and ongoing modifications to materials.

Lead Teacher (LTs) – Lead Teachers are CASE-certified teachers who facilitate a BriefCASE or 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. LTs annually attend a Lead Teacher Orientation for continued professional development.

Lead Teacher Orientation (LTO) – LTO is an annual professional development event aimed at the continual development of CASE Lead Teachers. Some time is allotted for Lead Teacher partners to plan their BriefCASE/CASE Institute. The LTO for CASE Institutes is a multi-day, in-person venue. Lead Teachers facilitating BriefCASEs attend a one-day virtual venue. LTs attending the full-day training are exempted from the virtual event.

Lead Teaching Timeline – A guide for LT tasks for their events and what to do before, during, and after the event.

National Council for Agricultural Education (The Council) – The Council serves as a common meeting ground for agricultural education and represents organizations and entities representing students, teachers, teacher educators, state leaders, alumni, industry, and government. CASE is an initiative of The Council.

Master Teacher – Master Teachers are experienced lead teachers with three 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 the promotion and implementation of CASE in their region.

Scope and Sequence – A framework or schedule that overviews the content of a BriefCASE or CASE Institute.

Virtual – Virtual PD events are facilitated via synchronous and asynchronous virtual delivery.

Contractor Expectations

Who Makes a Strong Lead Teacher?

LTs are hired as part-time contractors and serve as an extension of the National Council for Agricultural Education (The Council) and CASE. CASE is a curriculum initiative of The Council. CASE employees and contractors are hired by The Council.

Passion and a desire to promote student success are the standards for CASE Lead Teachers (LTs). An LT understands CASE pedagogical design principles and how the CASE model elevates teaching and, in turn, student performance. They 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.

- Follows a team mission and vision
- Organized
- Detail-oriented
- Dedicated to preparation
- Good verbal communicator
- Self-confident
- Good listener
- Responsible
- Humble
- Flexible
- Problem solver
- Positive attitude

Teachers can be the worst students. The challenge for a Lead Teacher is transferring their knowledge and passion for the curriculum to other teachers so participants can enrich their professional careers using CASE as a curricular tool. Lead Teachers are not expected to have all the answers or know every possible instructional strategy; rather, Lead Teachers are asked to facilitate CASE lesson design and implementation as written. LTs enrich PD events with extra instructional strategies – but these are not the focal point of a CASE Institute or BriefCASE. This balance between technical skills, APP instruction, and instructional strategies builds a strong professional learning community among teachers.

Expectations

Lead Teachers and Master Teachers have a responsibility to their 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 revisions and material changes

Program Quality

- Submit course revisions for curriculum and PD materials as the need arises

CASE Facilitation

- Demonstrate an in-depth understanding of the full scope and breadth of the specific CASE 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 Activities, Projects, and Problems prior to arriving at Lead Teacher Orientation
- Contact the Host Site Coordinator before the event to determine site needs and answer questions.

- Work respectfully and collaboratively with the Host Site Coordinator for the good of the CASE Institute and its participants
- Create an instructional atmosphere that is conducive to all learners
- Treat teachers professionally, recognizing individual differences that distinguish one teacher from another so instruction can be modified when appropriate
- Team teach the required scope and sequence and have materials prepared prior to the start of each day
- Assist participants during and outside required hours of instructional time
- Evaluate participant work and performance with the course Check-Off (CASE Institutes only)
- Share equally in the following:
 - Preparation of course materials
 - Teaching responsibilities
 - Offering optional evening enrichment sessions for participants
 - Clean-up and closing of the event
 - Submit all final documents required by CASE
 - Be available as a resource for teacher support during the school year
 - Serve as an instructional role model for all CASE teachers

CASE Institute or BriefCASE Arrival

Arrive at the CASE Institute or BriefCASE site prior to the start date to meet with the Host Site Coordinator, organize teaching materials, and prepare facilities.

- Two days before Day One (event starts Monday, arrive Saturday) – CASE Institutes
- One day before Day One (event starts Monday, arrive Sunday) – SGE and other applicable BriefCASEs (starting in the morning or lengthier travel)
- Morning of Day One– BriefCASEs (starting mid-day with short travel – local LTs)

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 during their first year – creating an atmosphere of supportive teamwork during all stages of the CASE event
- 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 related to curriculum and professional development improvements

Event Finalization

The event is not over until the following tasks are completed:

- Communicate uncompleted certifications to CASE
- Complete the *Event Finalization Form*
- Nominate prospective Lead Teachers
- Provide honest and helpful feedback for the host

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 in identifying and pre-screening quality candidates for Lead Teaching. Information about who makes a strong CASE Lead Teacher is considered when choosing nominations. If a potential candidate is passionate about student learning, as well as CASE, and strong in content but comes across as overconfident, 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 would be beneficial.

Lead Teacher Evaluations

Modeling pedagogy while practicing andragogy is a hard balance. Lead Teacher evaluation is based on multiple factors. First are participant surveys. Surveys are distributed to participants through emails and/or an LMS platform to complete. Next, Lead Teachers are evaluated using the [CASE LT Coaching Guide](#) (see Appendix A). All LTs, regardless of years of experience, have room to grow. Host Site Coordinators, CASE, and lead teaching partners use the coaching guide as a tool to help teachers grow as CASE facilitators. CASE does not keep these documents on file but encourages teachers to store them locally as they grow professionally.

Contractor Resources

The success of CASE PD events depends on the talent and dedication of Lead and Master Teachers facilitating instruction.

Contractor 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 are valuable, time away from family, professional skills, and creativity are provided fair compensation.

Lead Teacher Compensation

Each Lead and Master Teacher is compensated by CASE, which is managed by The National Council for Agricultural Education, at a rate of \$400 per day (\$350 instruction + \$50 prep) of instruction. Prep time, including pre-event setup, is pro-rated into the daily rate. This ensures equitable compensation for the planning and setup required across BriefCASEs and CASE Institutes. Examples of rates are shown in Figure 1.

BriefCASEs	CASE Institutes
1 day x \$400 = \$400	5 days x \$400 = \$2,000
2 days x \$400 = \$800	6 days x \$400 = \$2,400
3 days x \$400 = \$1,200	7 days x \$400 = \$2,800
	8 days x \$400 = \$3,200

Figure 1. Compensation

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

Lead Teacher Replacement

If a Lead Teacher does not fulfill the expectations and job description tasks, they may be removed from a PD event and replaced with an alternate Lead Teacher. This can occur leading up to or during the CASE Institute or BriefCASE. In this situation, **the Lead Teacher found delinquent in their duties forfeits their right for compensation**, as they are in breach of contract with the National Council for Agricultural Education (The Council) regarding the facilitation of a complete CASE BriefCASE or CASE Institute.

Master Teacher Honorarium

Master Teachers are recognized annually at LTO. During the application process, they must complete one of the following deliverables to receive their honorarium (\$175 value).

- CASE promotional workshop (unpaid)
- Assisting CASE preservice event (unpaid)
- Mentoring a new LT in the previous year

Travel Expenses

CASE pays for travel, meals, and incidentals for CASE contractors in three formats – TravelPerk (travel agency for airfare), travel stipends, and travel vouchers.

TravelPerk – Airfare

Starting in 2025, CASE pays directly for airfare via a travel agency, TravelPerk. Lead Teachers are responsible for booking their airfare on a timely basis (6-8 weeks in advance at minimum). Additionally, Lead Teachers should contact TravelPerk for any travel changes (flight cancellations, etc). Information on TravelPerk is available on the MyCASE dashboard (starting February 2025).

Travel Vouchers

Lead teachers submit their travel vouchers to the *Events/Operations Coordinator* upon completion of the event. Travel vouchers only expense for mileage to and from the CASE Institute or BriefCASE from your home – up to the cost of a flight. CASE does not reimburse schools for the use of school vehicles. Mileage to/from an airport or during your PD event is supplemented via travel stipends. Travel vouchers are listed in the *Lead Teacher General Dashboard* on MyCASE. Include your signature on the document and submit it as a PDF document. Final travel expenses are due within two weeks of event finalization. Contractor payments are processed after the receipt of travel vouchers. Contractors leading multiple events should separate expenses into separate travel vouchers relative to each PD event. The following vouchers are linked in the *Lead Teacher General Dashboard*:

- *BriefCASE Travel Voucher*
- *CASE Institute Travel Voucher*
- *Lead Teacher Orientation Travel Voucher*

Travel Stipends

Travel stipends are paid to contractors within two weeks of event finalization. These come in a check or ACH deposit, similar to lead teacher stipends. Travel stipends reimburse teachers for various incidental expenses. Lead Teachers do not need to collect receipts or itemize – this is a flat rate stipend. Table 1 outlines the expenses paid for via a travel stipend.

- **Note:** BriefCASEs using local lead teachers who do not travel may not include a travel stipend.

Table 1. LT Travel Expenses

TravelPerk	Travel Voucher	Travel Stipend	Travel Stipend/Event
<ul style="list-style-type: none"> • Airfare • Customer support for flight issues 	<ul style="list-style-type: none"> • Mileage (up to the cost of flight) for in-person events 	<ul style="list-style-type: none"> • Mileage occurred during the event or to/from the airport • Baggage fees • Meals during travel • Evening meals not included with participant registration • Other incidentals 	<ul style="list-style-type: none"> • ABF BriefCASE – \$100 • AgX BriefCASE – \$200 • AHVS BriefCASE – \$200 • SGE BriefCASE – \$230 • CASE Institutes – \$400

Recognition

CASE 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 provides 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:

- Free attendance to Lead Teacher Orientation, with a professional development certificate
- CASE Lead Teacher name badge ribbon for NAAE Convention
- CASE Lead Teacher meal or reception at NAAE Convention
- Shirts and other CASE promotional items
- Listing of name and school on the CASE website to promote local and regional recognition

Application Process

Lead and Master Teacher applications are available in November through mid-January to early February of each year. Applicants for CASE Institutes select availability. There are significant factors that influence the placement of Lead and Master Teachers, including:

- Pairing of LT strengths and personalities
- Proximity to host (preference is given to facilitators that are close to the host)
- Matching Master Teachers with new Lead Teachers
- Timing to allow applicants to facilitate multiple events, if desired

During the application process, all applicants must submit an **Administrative Acknowledgment** with signatures from administrators. New Lead and Master Teacher applicants must also submit a letter of recommendation from an evaluating administrator. Four applications for lead teaching are available. Please select the appropriate one from the list below.

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

Lead and Master Teacher Selection and Placement Process

Upon receipt of applications, CASE coordinators review evaluation data for each applicant. CASE examines previous Lead Teacher evaluations and feedback from Host Site Coordinators.

The review process is used 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.

Lead Teacher selection is based on adequate evaluations and available institutes. CASE tries to provide first and second choices to applicants. All new Lead Teachers are partnered with a Master Teacher (some exceptions may arise).

All applicants are informed of their application status and placement by February 15th. Lead Teacher Orientation is held in the spring. Annually, more quality applications are submitted than positions available.

If applicants have concerns about a potential pairing after the master schedule is released, CASE works with the applicant to resolve the issue. Assigned teaching partners should do their best to work together with respect and collaboration and notify CASE 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.

Master Teacher Promotion Criteria and Process

Promotion to Master Teacher is done with careful review. 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 a proven understanding of CASE's content, pedagogy, and design. 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.

Master Teacher Promotion Criteria

- Taught CASE according to design for at least three years
- Facilitated at least three CASE Institutes
- 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
- Interacts positively with CASE participants, Lead Teaching partners, CASE Host Site Coordinators, and CASE

A Master Teacher demonstrates an 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. Refer to [Appendix B](#) to learn how CASE promotes a Lead Teacher to Master Teacher status.

CASE Contacts

General PD Questions or Issues

For general PD Questions, contact the following individuals.

- CASE Institutes – John Bergin, Curriculum Director, john.bergin@case4learning.org
- BriefCASEs – Tiffany Zwegardt, CASE Coordinator, tiffany.zwegardt@case4learning.org
- Travel Vouchers or Payments – Chelsea Bowen, Events and Operations Coordinator, chelsea.bowen@case4learning.org

Course/PD Specific Questions

CASE is a curriculum initiative. Each member of our small team manages CASE curriculum and answers PD questions. For course-specific questions, such as material questions, contact our subject matter experts.

- Carl Aakre, CASE Director, carl.aakre@case4learning.org
 - Ag Research and Development (ARD)
- John Bergin, Curriculum Director, john.bergin@case4learning.org
 - Environmental Science Issues (ESI)
 - Food Science and Safety (FSS)
- Tiffany Zwegardt, CASE Coordinator, tiffany.zwegardt@case4learning.org
 - Introduction to Ag, Food and Natural Resources (AFNR)
 - AgXplore Middle School (AgX)
 - Animal Health and Veterinary Science (AVHS)
 - Ag Business Foundations (ABF)

- Josh Day, CASE Coordinator, josh.day@case4learning.org
 - Ag Power and Technology (APT)
 - Small Gas Engines (SGE)
 - Ag Equipment Maintenance and Technology (AEMT)
 - Natural Resources and Ecology (NRE)
 - ARAT NSF Project
- Jen Russell, CASE Coordinator, jennifer.russell@case4learning.org
 - Agricultural Science – Animal (ASA)
 - Agricultural Science – Plant (ASP)
 - Animal and Plant Biotechnology (APB)

MyCASE Dashboards

CASE uses dashboards in MyCASE. When logging into MyCASE, a series of dashboards appear for CASE Lead Teachers and Host Site Coordinators, as shown in Figure 2. Lead Teachers and Host Site Coordinators not receiving access to their appropriate dashboards should contact the *Curriculum Director*.

Lead Teacher General Dashboard

The *Lead Teacher General Dashboard* contains information pertinent to all Lead Teachers, including:

- *Event Finalization Form*
- *Lead Teacher Nomination Form*
- Travel vouchers
- Lead Teacher timelines
- Participant contact information
- Lead teacher contact list and schedule
- *Lead Teacher Orientation* information
- *CASE Lead and Master Teacher Manual*
- *Daily Plan Submission Form*
- Participant certification policies and forms

Content Lead Teacher and Host Dashboard

Lead Teachers and Host Site Coordinators obtain PD-specific information here. For example, ASA LTs and hosts only have access to ASA materials. All parties can view pertinent information for the specific roles of both groups.

Facilitating CASE

- Daily Plans
- Scope and Sequence
- PD Materials list by APP
- Example participant letter
- Check-Off requirements (for CASE Institutes Only)
- Course Team Agenda (LTO)

Hosting CASE

- Host Materials List and Budget
- Print binder
- Supplemental Printing Documents
- Ordering forms (Virtual PD)

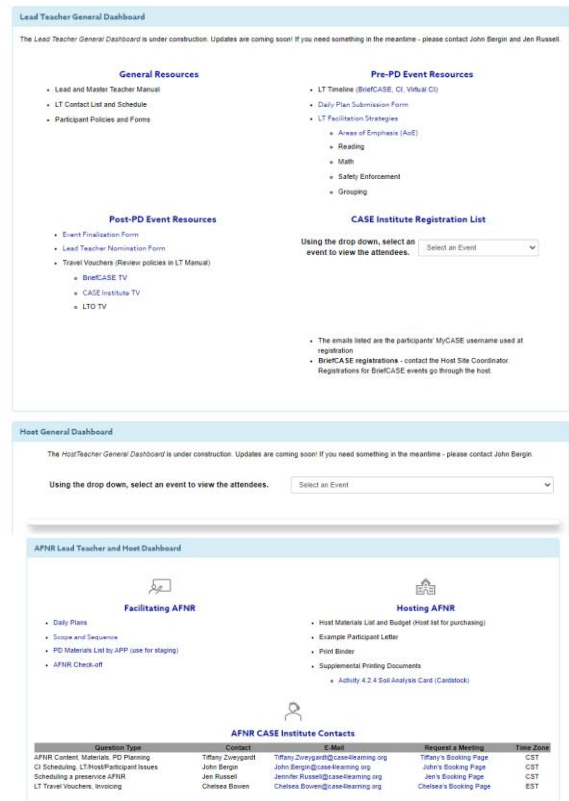


Figure 2. CASE Dashboards

Host General Dashboard

- CASE Institute Planning Checklist
- BriefCASE Planning Checklist
- CASE Host Site Coordinator Manual
- Participant certification policies and forms

Curriculum Development

Field Test Selection Process

Because of the nature of Field Tests, CASE selects candidates for Lead Teaching placement. Typically, to qualify for Lead Teaching Field Tests, candidates have participated in the Course Development Meeting and may also have authored content or performance objectives. Candidates are required to have previous experience teaching in the subject matter as the time between the review of field test course materials and the start of the institute may be short. Strong preference is given to candidates with prior Lead Teaching experience and multiple CASE certifications.

What is a Field Test?

The introduction of a new CASE 4 Learning course requires several steps. After course development, the curriculum is field-tested to check for appropriateness, accuracy, and flow.

In addition, field-testing a course provides an opportunity to validate the course and to inform the curriculum designers about potential areas of concern missed during the development stages.

Each field test comprises 20 teachers who agree to teach the course following the draft curriculum and provide feedback for necessary changes. Teachers and schools that agree to field-test a course are acknowledging their awareness of the *Field Test Conditions*.

Field Test Conditions

1. The course is in draft format during the time of the field test. CASE 4 Learning staff has edited the curriculum under the review of a course development committee and sub-committee of lead teachers. Based on feedback from field test sites, CASE 4 Learning will revise the curriculum during the field test time. Teachers receive access to the final course materials upon publishing.
2. All participants provide feedback to support the final revision process.
3. All teachers who will teach the new course must complete a CASE Field Test Institute for the new course before piloting the curriculum in their classrooms.
4. Teachers participating in a field test are listed in the *Acknowledgments* section of the final publication.

Appendix A – CASE LT Coaching Guide

Facilitating Inquiry-Based Learning

Areas with Room for Improvement	Criteria	Areas that Meet or Exceed Expectations
	<p>Teacher Role The LT models what it looks like to be genuinely curious and presents themselves as learning alongside their participants. They model the critical thinking skills of a scientist, technician, engineer, or agribusiness employee.</p>	
	<p>Questioning The LT poses open-ended questions to help participants connect curriculum concepts to prior learning.</p>	
	<p>Response to Inquiry The LT is flexible and attentive to participants' changing needs and interests.</p>	
	<p>Participant Engagement Participants are engaged and actively curious. Engagement may spark additional questions for future lessons or discovery.</p>	

Teaching Adults

Areas with Room for Improvement	Criteria	Areas that Meet or Exceed Expectations
	<p>Andragogy Adult learners are respected and treated like adults. The LT engages self-directed learners in an environment of mutual respect and collaboration. The LT incorporates technical skill development as the foundation of their APP instruction.</p>	

CASE Ambassador

Areas with Room for Improvement	Criteria	Areas that Meet or Exceed Expectations
	<p>Staying True to the CASE Model The LT teaches the APPs as designed, understanding they are the main delivery model of the curriculum product. The LT also:</p> <ul style="list-style-type: none"> • Models <i>Areas of Emphasis</i> • Showcases the curricular spiraling and scaffolding of course concepts • Highlights scaffolding through APP modalities 	
	<p>Professionalism The LT dresses appropriately for their role as a facilitator and based upon the course activities. Acceptable attire ranges from business to casual attire. CASE branding should be worn when available. Professional language and behavior are expected at all times.</p>	
	<p>Communication The LT communicates early and often with the CASE Host Site Coordinator, CASE, and participants. Guidelines for communications are documented in the <i>LT Planning Timeline</i>.</p>	
	<p>Organization The LT prepares before the event in accordance with the <i>LT Planning Timeline</i>. During the event, the LT prepares materials in advance and tests samples/equipment prior to the APP.</p>	
	<p>Safety The LT models personal safety through material handling, equipment use, and wearing PPE. CASE Institutes and BriefCASEs should model a culture of safety.</p>	

Resources

Harvard Graduate School of Education. *Inquiry-driven teaching and learning: A general rubric.*
Project Zero. <http://www.pz.harvard.edu/sites/default/files/Inquiry%20Rubric%20EN%20-%20Jul2020%20FINAL.pdf>

Name _____ Event _____



Appendix A – CASE LT Coaching Guide

Facilitating Inquiry-Based Learning

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	<p>Teacher Role The LT models what it looks like to be genuinely curious and presents themselves as learning alongside their participants. They model the critical thinking skills of a scientist, technician, engineer, or agribusiness employee.</p>	
	<p>Questioning The LT poses open-ended questions to help participants connect curriculum concepts to prior learning.</p>	
	<p>Response to Inquiry The LT is flexible and attentive to participants' changing needs and interests.</p>	
	<p>Participant Engagement Participants are engaged and actively curious. Engagement may spark additional questions for future lessons or discovery.</p>	

Teaching Adults

Areas with Room for Improvement	Criteria	Areas that Meet or Exceed Expectations
	<p>Andragogy Adult learners are respected and treated like adults. The LT engages self-directed learners in an environment of mutual respect and collaboration. The LT incorporates technical skill development as the foundation of their APP instruction.</p>	

CASE Ambassador

Areas with Room for Improvement	Criteria	Areas that Meet or Exceed Expectations
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	<p>Professionalism The LT dresses appropriately for their role as a facilitator and based upon the course activities. Acceptable attire ranges from business to casual attire. CASE branding should be worn when available. Professional language and behavior are expected at all times.</p>	
	<p>Communication The LT communicates early and often with the CASE Host Site Coordinator, CASE, and participants. Guidelines for communications are documented in the <i>LT Planning Timeline</i>.</p>	
	<p>Organization The LT prepares before the event in accordance with the <i>LT Planning Timeline</i>. During the event, the LT prepares materials in advance and tests samples/equipment prior to the APP.</p>	
	<p>Safety The LT models personal safety through material handling, equipment use, and wearing PPE. CASE Institutes and BriefCASEs should model a culture of safety.</p>	

Resources

Harvard Graduate School of Education. *Inquiry-driven teaching and learning: A general rubric*. Project Zero. <http://www.pz.harvard.edu/sites/default/files/Inquiry%20Rubric%20EN%20-%20Jul2020%20FINAL.pdf>

Appendix B – Master Teacher Review

Checklist of Qualifications

	Multiple CASE course certifications
	Facilitated a minimum of three (3) CASE Institutes
	Mentored a new Lead Teacher during a CASE Institute
	Completed Master Teacher Application
	Submitted Letter of Recommendation (requirement of New MT application)
	Taught CASE according to design in own program for at least three years (as indicated on the MT application)
	Verification of candidate's promotion activities in regional and national venues
	Verification of leadership activities for the development and/or implementation of CASE at local, regional, or national levels
	Has positive Lead Teacher evaluations
	Interacts positively with CASE Institute participants, Lead Teaching partners, CASE Host Site Coordinators, and CASE
	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	AEMT	ARD

BriefCASE Certifications

ABF	AgX	SGE	AHVS

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, participants, and other Lead Teachers

Appendix C – Lead Teacher Timeline CASE Institute

Before Lead Teacher Orientation (LTO)

Complete	Item	Deliver To
	Book Travel to LTO <ul style="list-style-type: none"> Book flight via TravelPerk 	Events and Operations Coordinator
	Meet with Lead Teaching partner (virtually) <ul style="list-style-type: none"> Introduce yourselves! Copy Daily Plans from the course LT and Host Dashboard (MyCASE) Split teaching responsibilities (APPs, Areas of Emphasis) 	N/A
	Meet with Host Site Coordinator (virtually) <ul style="list-style-type: none"> Review classroom/lab/shop facilities (walk-through) Discuss travel arrangements Discuss lodging Share pertinent contact information (cell phone) Add host to Google Classroom 	

Two Months Before CASE Institute

Complete	Item	Deliver To
	Book Travel to CASE Institute <ul style="list-style-type: none"> Book flight via TravelPerk Aim to arrive when designated in <i>Lead Teacher and Master Teacher Manual</i> (different between events) 	Events and Operations Coordinator

During Lead Teacher Orientation (LTO)

Complete	Item	Deliver To
	Sign and Submit Contractor Paperwork <ul style="list-style-type: none"> Contract Schedule B W-9 (if different) ACH Deposit Form (if different) 	Events and Operations Coordinator
	Submit Daily Plans, including: <ul style="list-style-type: none"> Notes Who is completing which APP? Note: Planning for a CASE Institute is a continual process and is ongoing after LTO. 	<i>Daily Plan Submission Form</i> in Lead Teacher General Dashboard
	Schedule a Follow-up Meeting with Host Site Coordinator <ul style="list-style-type: none"> Discuss orientation, agenda, scope and sequence, materials, speakers, etc 	
	Send Initial Email to Participants <ul style="list-style-type: none"> Who is sending letters? Send the initial letter (use the templated letter from the course LT and Host Dashboard (MyCASE) as a start Note: Participants already have a MyCASE account-they used it when registering for a CI 	
	Travel Voucher <ul style="list-style-type: none"> Submit upon arrival at home Review criteria in <i>Lead Teacher and Master Teacher Manual</i> 	Events/Operations Coordinator

Ongoing

Complete	Item	Deliver To
	Planning <ul style="list-style-type: none"> • Proper preparation prevents poor performance • Review APP changes • Reach out to the respective coordinator for content changes, questions, etc. • Practice APPs or technical skills as necessary 	
	Host Communication <ul style="list-style-type: none"> • Check emails and communicate with hosts • Forward questions to your respective coordinator as necessary 	
	Participant Communication <ul style="list-style-type: none"> • Follow up if you have not heard from participants • Follow up as Orientation, CASE Institutes approach • Submit new information to late-registrations 	

Orientation

Complete	Item	Deliver To
	Google Classroom <ul style="list-style-type: none"> • Help participants access Google Classroom with a personal G-mail account 	
	MyCASE <ul style="list-style-type: none"> • Ensure participants can access MyCASE • Participants already have a MyCASE account-they used it when registering for a CASE Institute • Participant MyCASE usernames are the emails reported in your <i>Lead Teacher General Dashboard</i> 	Issues? Submit to Events/Operations Coordinator
	Pework <ul style="list-style-type: none"> • Communicate prework requirements pertinent to your CASE Institute 	

At CASE Institute Event

Complete	Item	Deliver To
	Arrive at CASE Institute <ul style="list-style-type: none"> • Meet with hosts and identify logistics • Set up materials, supplies, and classroom • Identify any missing materials • Test all technology (Vernier, A/V, Wi-Fi, etc.) 	
	During CASE Institute Event <ul style="list-style-type: none"> • Facilitate <i>optional</i> social or evening activities (remember participants may choose a different hotel for personal reasons) • Clean and organize space/materials • Meet with Host Site Coordinator and co-LT to evaluate and reflect • Review participant check-offs in Google Classroom • Set up and prepare for the next day • Facilitate absentee agreements • Notify CASE ASAP of issues, no-shows, etc 	
	Last Day In-Person (Hybrid events) <ul style="list-style-type: none"> • Clean up facility/supplies before leaving host-site • Review virtual plans 	
	Last Day – Overall <ul style="list-style-type: none"> • Finalize participant check-offs in Google Classroom • Closing ceremonies/awards (if desired) • Facilitate CASE PD Evaluation Survey (Google Classroom) 	

After the CASE Institute (How do I get paid?)

Complete	Item	Deliver To
	Event Finalization Form <ul style="list-style-type: none"> • Form found in <i>Lead Teacher General Dashboard</i> • Submit names of uncertified participants • Upload .csv file from Google Classroom Gradebook • Provide good feedback for CASE, Hosts, etc • One form per LT pair 	
	Lead Teacher Nominations <ul style="list-style-type: none"> • Form found in <i>Lead Teacher General Dashboard</i> • Review criteria in <i>Lead Teacher and Master Teacher Manual</i> • Each LT can submit nominees 	
	Travel Voucher <ul style="list-style-type: none"> • Review criteria in <i>Lead Teacher and Master Teacher Manual</i> 	Events/Operations Coordinator

Appendix D – Lead Teacher Timeline Virtual CASE Institute

Before Lead Teacher Orientation (LTO)

Complete	Item	Deliver To
	Book Travel to LTO <ul style="list-style-type: none"> • Book flight via TravelPerk 	Events and Operations Coordinator
	Meet with Lead Teaching partner (virtually) <ul style="list-style-type: none"> • Introduce yourselves! • Copy Daily Plans from the course LT and Host Dashboard (MyCASE) • Split teaching responsibilities (APPs, Areas of Emphasis) 	N/A
	Meet with Host Site Coordinator (virtually) <ul style="list-style-type: none"> • Share pertinent contact information (cell phone) • Discuss shipments to participants • Add host to Google Classroom 	

During Lead Teacher Orientation (LTO)

Complete	Item	Deliver To
	Sign and Submit Contractor Paperwork <ul style="list-style-type: none"> • Contract • Schedule B • W-9 (if different) • ACH Deposit Form (if different) 	Events and Operations Coordinator
	Submit Daily Plans, including: <ul style="list-style-type: none"> • Notes • Who is completing which APP? • Note: Planning for a CASE Institute is a continual process and is ongoing after LTO. 	<i>Daily Plan Submission Form</i> in Lead Teacher General Dashboard
	Follow-up Meeting with Host Site Coordinator <ul style="list-style-type: none"> • Discuss orientation, agenda, scope and sequence, materials, speakers, etc 	
	Send Initial Email to Participants <ul style="list-style-type: none"> • Who is sending letters? • Send the initial letter (use the templated letter from the course LT and Host Dashboard (MyCASE) as a start • Note: Participants already have a MyCASE account-they used it when registering for a CASE Institute 	
	Travel Voucher <ul style="list-style-type: none"> • Submit upon arrival at home • Review criteria in <i>Lead Teacher and Master Teacher Manual</i> 	Events/Operations Coordinator

Ongoing

Complete	Item	Deliver To
	Planning <ul style="list-style-type: none"> • Proper preparation prevents poor performance • Review APP changes • Reach out to the respective coordinator for content changes, questions, etc. • Practice APPs or technical skills as necessary 	
	Host Communication <ul style="list-style-type: none"> • Check emails and communicate with hosts • Forward questions to your respective coordinator as necessary 	
	Participant Communication <ul style="list-style-type: none"> • Follow up if you have not heard from participants • Follow up as Orientation, CASE Institutes approach • Submit new information to late-registrations 	

Orientation

Complete	Item	Deliver To
	Google Classroom <ul style="list-style-type: none"> • Help participants access Google Classroom with a personal G-mail account 	
	MyCASE <ul style="list-style-type: none"> • Ensure participants can access MyCASE • Participants already have a MyCASE account-they used it when registering for a CASE Institute • Participant MyCASE usernames are the emails reported in your <i>Lead Teacher General Dashboard</i> 	Issues? Submit to Events/Operations Coordinator
	Pework <ul style="list-style-type: none"> • Communicate prework requirements pertinent to your CASE Institute • Discuss <i>Participant Prep</i> document related to your course • Work with hosts to verify shipments • Discuss local items 	

At CASE Institute Event

Complete	Item	Deliver To
	Space Setup <ul style="list-style-type: none"> • Set up materials, supplies, and classroom • Review supplies in PD box (from host) • Set up sensors, local supplies, classroom supplies by day and APP • Test all technology (Computer, cameras, Vernier, A/V, Wi-Fi, etc.) 	
	During Virtual CASE Institute Event <ul style="list-style-type: none"> • Clean and organize personal space/materials • Meet with Host Site Coordinator and co-LT to evaluate and reflect • Review participant check-offs in Google Classroom • Set up and prepare for the next day • Facilitate absentee agreements • Notify CASE ASAP of issues, no-shows, etc 	
	Last Day – Overall <ul style="list-style-type: none"> • Finalize participant check-offs in Google Classroom • Closing ceremonies/awards (if desired) • Facilitate CASE PD Evaluation Survey (Google Classroom) 	

Appendix E – Lead Teacher Timeline BriefCASEs

One Month Before BriefCASE

Complete	Item	Deliver To
	Book Travel to BriefCASE <ul style="list-style-type: none"> Book flight via TravelPerk (if necessary) Aim to arrive when designated in <i>Lead Teacher and Master Teacher Manual</i> (different between events) 	Events and Operations Coordinator
	Sign and Submit Contractor Paperwork <ul style="list-style-type: none"> Contract Schedule B W-9 (if different) ACH Deposit Form (if different) 	Events and Operations Coordinator
	Meet with Lead Teaching partner (virtually) <ul style="list-style-type: none"> Introduce yourselves! Copy <i>Daily Plans</i> from the course LT and Host Dashboard (MyCASE) Split teaching responsibilities (APPs, Areas of Emphasis) 	
	Meet with Host Site Coordinator (virtually) <ul style="list-style-type: none"> Review classroom/lab/shop facilities (walk-through) Discuss travel arrangements Discuss LT lodging, participant hotel block Share pertinent contact information (cell phone) Discuss agenda, scope and sequence, materials, speakers, etc 	
	Submit Daily Plans, including: <ul style="list-style-type: none"> Notes Who is completing which APP? Note: Planning for a CASE Institute is a continual process and is ongoing after LTO. 	<i>Daily Plan Submission Form</i> in Lead Teacher General Dashboard
	Send Initial Email to Participants <ul style="list-style-type: none"> Send the initial letter (use the templated letter from the course LT and Host Dashboard (MyCASE) as a start Work with hosts – they have participant contact information 	

At BriefCASE

Complete	Item	Deliver To
	Arrive at BriefCASE <ul style="list-style-type: none"> Meet with hosts and identify logistics Set up materials, supplies, and classroom Identify any missing materials Test all technology (Vernier, A/V, Wi-Fi, etc.) 	
	During BriefCASE <ul style="list-style-type: none"> Register participants using provided registration link (need MyCASE accounts) Clean and organize space/materials Meet with Host Site Coordinator and co-LT to evaluate and reflect Set up and prepare for the next day Notify CASE ASAP of issues, no-shows, etc 	
	Last Day – Overall <ul style="list-style-type: none"> Facilitate CASE PD Evaluation Survey (Link posted in content LT and Host Dashboard) 	

After the BriefCASE (How do I get paid?)

Complete	Item	Deliver To
	Event Finalization Form <ul style="list-style-type: none"> • Form found in <i>Lead Teacher General Dashboard</i> • Submit names of uncertified participants • Provide good feedback for CASE, Hosts, etc • One form per LT pair 	
	Lead Teacher Nominations <ul style="list-style-type: none"> • Form found in <i>Lead Teacher General Dashboard</i> • Review criteria in <i>Lead Teacher and Master Teacher Manual</i> • Each LT can submit nominees 	
	Travel Voucher <ul style="list-style-type: none"> • Review criteria in <i>Lead Teacher and Master Teacher Manual</i> 	Events/Operations Coordinator

Appendix F – LT Administrative Acknowledgment

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 (LT) 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 professional development for teachers. I understand the requirements that my teacher must complete leading up to and during the CASE event as a trainer of teachers.

I verify that my teacher is in good standing with the school administration, teachers, and governing body.

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

- Release time to travel to Lead Teacher Orientation in the spring (CASE Institutes)
- Release time (if under contract) to participate in the CASE Institute and/or BriefCASE

I understand that all travel expenses for my teacher's participation are reimbursed to the teacher by CASE and are **not** the 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:
