

**MEET THE TEACHERS ROUNDTABLE:
CONNECTING FUTURE TEACHERS
WITH ROLE MODEL TEACHERS**

**Planning Handbook
Second Edition**

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– J.D., J.K.

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This handbook is available in pdf format on the Internet: <http://www.lacteonline.org>.

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PREFACE

Why have a Meet the Teachers Roundtable?

College students considering a career in teaching have experienced good teachers and not-so-good teachers. Naturally, they aspire to be in the first category. When pre-service K–12 science and mathematics teachers were asked what would help them reach this goal, they said they wanted to see how to teach math and science well, to get in touch with outstanding math and science teachers, and to visit the classrooms of those teachers. A Meet the Teachers Roundtable event fulfills those requests by connecting future teachers with role model teachers in an intimate setting. At this event prospective teachers participate in exemplary hands-on math and science lessons, learn how to present these lessons, and make appointments to visit the classrooms of the role model teachers. The word “Roundtable” in the event’s name reflects the fact that the teachers present their lessons to small groups of eight or nine future teachers at round tables. Ordinarily, teachers would present exemplary lessons in a classroom or conference setting. The small roundtable grouping, a trademark feature of this event, enables the future teachers to interact on a more personal level with the role model teachers.

By having ten to twelve teachers from K–12 at the Roundtable, up to 100 students can sample lessons from a variety of grade levels. As such, this approach offers an advantage over having a single teacher come to a future teachers club meeting or to a methods class. In addition, this event connects more students with more role model teachers than could be accomplished through several visits by individual teachers.

Future teachers attending the Meet the Teachers Roundtable attest to its value.

I learned so much today! I learned how to get students motivated and involved (hands-on). I received great examples of both science and math units. The teachers were friendly, informative, and overall, excellent examples of how teachers should teach and act in a professional setting.

I learned that education has changed so much from when I was in grade school. There's more hands-on exercises in math and science which is a good way for students to see the concept being presented. It also helps them retain the information better.

It was nice to have a variety of grade levels since I am still unsure of the grade level I would like to teach. I liked that even though I wasn't able to attend every lesson - I could still get a lesson plan.

I met teachers that will help in the future when I start teaching and I got good ideas and ways to teach kids to have fun and learn at the same time.

Although our Meet the Teachers Roundtable focuses on the preparation of pre-service K–12 teachers in science and mathematics, this event can serve as a model for similar programs for future teachers of any discipline.

Changes in this edition of the Planning Handbook include:

- ◆ expanded coverage of the registration process
- ◆ a new method for gathering permission to take photos or videos to streamline the check-in process
- ◆ a new information sheet for participants containing "Tips for Attending Meet the Teachers Roundtable"

- ◆ a revised time schedule for the event which increases the length of the hands-on lessons to 30 minutes
- ◆ new letters for inviting role model teachers to participate, with different versions for teachers who have or who have not participated previously
- ◆ updated conference planning timeline, sample forms and letters, budget, press release and newsletter article

We further note that this second edition of the Planning Handbook is available in pdf format for downloading from the Internet: <http://www.lacteonline.org>. We hope that the improvements in this edition will better assist college faculty planning a similar Roundtable event.

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INTRODUCTION

The new millennium found the State of California facing a critical teacher shortage with a total projected shortfall of 250,000 K–12 teachers during its first decade (see Appendix A). This shortage was anticipated in part because of demographic factors such as a rapidly increasing student population and a large number of teachers approaching retirement age. Another major factor was the phasing in of a legislated reduction in class size down to a maximum of 20 students per classroom. As this edition of the planning handbook goes to print, the local and national teaching shortage appears to be easing in these down economic times. According to a February 10, 2003 *Los Angeles Times* article, the relative stability of teaching makes the profession attractive to people losing their jobs or worrying about their future in hard hit fields such as technology or business management. More aggressive recruitment campaigns, pay hikes for teachers and new accelerated alternative credential programs are also helping to bring new faces to the teaching profession. However, the very high attrition rate for new teachers is still cause for concern. In addition, there continues a particularly urgent need for qualified math and science teachers. In those areas little has changed since 1996 when the National Commission on Teaching and America's Future reported that in California about one-half of math teachers and nearly one-third of science teachers lacked a major or a minor in their subject. This means that today's students are not getting the science and math foundation they will need to take their place in the technology-based economy of the 21st Century.

The Los Angeles Collaborative for Teacher Excellence (LACTE), funded by the National Science Foundation for years 1995-2000, was one project which addressed the need to better prepare future teachers in science and mathematics. This collaborative of five four-year colleges and universities and five community colleges focused on improving the education of prospective teachers through changes in course content and pedagogy and by providing pre-professional experiences related to teaching. Each year, nearly 500 college students participated in LACTE pre-professional activities such as field trips, student group meetings for future teachers, internships, and math and science conferences.

Two of the most successful activities originated by LACTE were the Meet the Teachers Roundtable and the Future Teachers Conference. These events, which have been successfully institutionalized, continue to provide college students with encouragement to consider a teaching career, give them an accurate picture of K–12 teaching, and connect them with role model teachers. The Future Teachers Conference is a one-day event focusing on the skills and information needed to navigate the credential process, land an initial teaching job, and be successful in the first year in the classroom. The Meet the Teachers Roundtable is a half-day event where prospective teachers participate in exemplary hands-on math and science lessons, learn how to present these lessons, and make appointments to visit classrooms of the role model teachers. Planning either one of these events is not an insurmountable task. A small group of dedicated individuals can accomplish it. This handbook describes how to plan a Meet the Teachers Roundtable and reflects the experience gained during six years of hosting the event annually.¹ The handbook is divided into four sections:

- I. Documentary View of the Meet the Teachers Roundtable
- II. Getting Started
- III. Details of the Planning Process
- IV. Appendices (Planning Timeline, Sample Letters and Forms, Press Release)

¹The authors have written a similar handbook for planning a Future Teachers Conference. Both handbooks are available on the Internet: <http://www.lacteonline.org>.

The Roundtable event has proven to be a valuable pre-professional experience for future teachers. Comments from participants indicate that they find experiencing hands-on lessons and connecting with role model teachers in an intimate setting very worthwhile.

I feel great knowing that I can call these teachers for future resources and for observations. They were all very helpful and encouraging.

I learned that there are fun and easy ways to experience hands-on activities with children. There were a lot of ideas that were shared to help present these activities in the classroom.

I found interesting ways to teach math and science using experiments and exciting manipulatives. The DNA jewelry helps to really understand and visualize the DNA structure.

Talking with the teachers about the role that they play while students are doing these activities was very valuable. For example, being able to step back and not tell the student what to do and letting them make decisions.



I. DOCUMENTARY VIEW OF THE MEET THE TEACHERS ROUNDTABLE

The goal of a Meet the Teachers Roundtable is to enable future teachers to take part in several exemplary hands-on math and science lessons for K–12, learn how to present those lessons, and make appointments to observe in the classrooms of role model teachers. The following schedule gives a documentary view of the event.

7:30 AM The planning committee arrives at the host institution to check that the room is arranged as requested. The room is large with a stage at one end from which the teachers will make their initial self-introductions. The microphone and sound system are set up on stage with a row of chairs for the teachers. One hundred chairs are arranged theater-style in front of the stage. Twelve round tables to be numbered 1 through 12, each with eight chairs, sit along the two sides of the room. Two rectangular tables at the back of the room, one for registration and the other for coffee and muffins, complete the set-up. Committee members post signs directing participants from parking to the registration area, locate and post signs to restrooms, label the round tables with large numbers, and organize the registration table for student and teacher check-in.



8:30 AM Coffee and muffins arrive along with a few early participants. Teacher check-in begins. Teachers receive their table assignments and a packet of materials. Table assignments are made according to grade level with the lowest grade level positioned at Table 1 in order up to the highest grade level at Table 12. This arrangement makes it easy for the students to locate the lessons for the grade levels they hope to teach.

8:45 AM Registration begins. Pre-registered students check in and receive a packet of materials, including the agenda and program for the day and announcements of upcoming events. On-site registrations are accepted, as space permits, for a higher registration fee, even though pre-registration was strongly recommended.

9:30 AM Welcoming remarks. One member of the planning committee, usually an individual from the host institution, acts as moderator by requesting everyone's attention and asking them to be seated in front of the stage. The moderator acknowledges the planning committee members who are present and describes the purpose of the Roundtable. Then the moderator instructs the student participants to look into their packets and to take out the list of teacher presenters in preparation for the upcoming introductions. The moderator briefly describes how the Roundtable event will proceed: First, there will be introductions by the teachers. After the introductions there are three half-hour time slots for participants to experience hands-on math or science lessons offered at the roundtables. At the end there will be time to visit with any of the teachers.



9:35 AM Teacher Self-Introductions. The teachers, seated on the stage, take turns introducing themselves, describing their school (whether it is private, public, or a magnet school), and summarizing the hands-on lesson they will be presenting. The introductions begin with the teacher assigned to Table 1 and proceed in order to the teacher from Table 12. Then the teachers move to their tables as the "moderator" explains to the students how to move to the roundtable of their choice. The students have been given color-coded name tags dividing them into three groups. Each group will have first choice for one of the three sessions. They are encouraged to be open to experiencing activities designed for grade levels above and below what they plan to teach. If a table is filled when they arrive, they will have to choose another. After three sessions they will have time to connect with any of the teachers they missed earlier.

9:45 AM The students move to the table of their choice. After 25 minutes the moderator again rings the bell to announce there are 5 minutes for the lesson to wrap-up and for the students to sign-up for a classroom visit, if they wish. Five minutes later the moderator announces the lesson is over and indicates which color-group of nametags has priority in table choice for the second session.



10:20 AM Another bell signals the start of the second hands-on session. After 25 minutes the moderator again rings the bell to announce there are 5 minutes for the lesson to wrap-up and for the students to sign-up for a classroom visit, if they wish. Five minutes later the moderator announces the lesson is over and indicates which color-group of nametags has priority in table choice for the third session.

10:55 AM Another bell indicates the third hands-on session begins.

11:30 AM After the third hands-on session students visit additional tables to talk with other teachers and perhaps make appointments to visit their classrooms. The moderator reminds students to turn in their evaluation forms before they leave. Also, students are told that, should they find they are unable to keep one of the appointments, professional courtesy dictates that they call the school to inform the teacher. Everyone is thanked for their participation. Members of the planning committee position themselves at the doors with boxes to collect the evaluation forms.

12 NOON Planning committee members pack up leftover materials and remove signs. The Roundtable event is over.

II. GETTING STARTED

The Planning Committee

A committee of three to five college faculty will suffice for planning the Roundtable event. If the event is going to focus on particular disciplines (for example, science and mathematics), there should be representation from those fields on the planning committee. Members who have connections with K–12 teachers and who can identify excellent role model teachers are indispensable. Therefore, an ideal Roundtable Planning Committee will have faculty from education and from the focus subject areas.

Initial Questions to Address

Once the planning committee is formed, the members should consider the set of questions found below. Clarifying these issues at the outset will make the planning process go more smoothly. Here is the list of questions, followed by a discussion of each.

What are the objectives for the Roundtable event?

Is the Roundtable event going to focus on particular disciplines?

Who will the audience be?

Where will the Roundtable event be held?

When will the event be held?

How many participants will the event be able to accommodate?

How long is the planning process?

What will the event cost?

What secretarial assistance is available?

What are the objectives for the Roundtable event?

There are several related objectives. The event should enable the future teachers to:

1. participate in exemplary lessons at a variety of grade levels in an intimate setting,
2. learn from the teachers how to present these lessons to school-age children, and
3. have the opportunity to make appointments to visit the classrooms of these role model teachers.

Is the Roundtable event going to focus on particular disciplines?

Since a major goal of the original LACTE project was to improve elementary and secondary teacher preparation programs in the disciplines of science and mathematics, the Meet the Teachers Roundtable event was designed to focus on these two subject areas. It connected prospective teachers with role model science and mathematics teachers at a variety of grade levels. However, this event could be expanded to include additional disciplines (for example, language arts) or could focus on a single discipline depending on local needs.

Who will the audience be?

The audience can be students from one or more universities, colleges and community colleges. It can include students already committed to a teaching career or students just considering one. The event can focus on teaching at either the elementary level or the secondary level or both.

Where will the Roundtable event be held?

Typically it would be held on a college campus, but other sites, such as a school or school district facility, are possible. Since the space and layout of the site will affect other planning decisions, arrangements should be made early. Issues to consider include whether the event will be held in a single large room or whether there will be a separate room for each teacher's lesson. The availability of parking is another consideration. See page 7 (Making Arrangements with the Host Institution) for additional details of site arrangements.

When will the event be held?

A Saturday morning is ideal for several reasons. It minimizes conflicts with regular classes, parking will be less of a problem, and classroom teachers are generally available then. Students are more willing to give up a half-day of their weekend than a whole day. The Roundtable event should avoid school holiday weekends, breaks, and weekends before final exams. Also consider the K–12 school calendar.

By altering the scope and size of the event, it could be held at the end of the school day with three willing teachers at their school site. Other scheduling options, such as holding the event in the late afternoon or early evening, can also be considered.

How many participants will the event be able to accommodate?

Take into account the size of the potential audience and the available space. Eight or nine students is an optimal size group to participate in a hands-on lesson and to interact with a role model teacher. An 8-foot round table is ideal to accommodate this size group in an intimate setting, but a rectangular table will do. A Roundtable event for 100 students will require twelve tables and twelve teachers.

How long is the planning process?

The planning process takes about three months, although it may be necessary to reserve the facility six or more months in advance. It can take up to six weeks to obtain commitments from enough role model teachers and publicity should begin at least six weeks before the event. The planning committee will find that making a list of target deadlines helps to keep them on schedule. See Appendix B for a sample planning timeline.

What will the event cost?

There will be some unavoidable costs for duplication of publicity, registration and packet materials and for postage. These can usually be borne by one or more of the participating institutions. Offering to reimburse teachers for the materials they use in their hands-on lessons is essential as a professional courtesy. Other Roundtable event costs will depend on what, if any, food is served and whether or not the teachers are paid a stipend. A Roundtable event for 100 students with twelve role model teachers each receiving a \$25 gift certificate and where coffee and muffins are served will cost approximately \$1000. The decision to fundraise or charge a registration fee will depend on available resources. A \$10 registration fee will reduce the number of "no-shows" and can help finance the event. See pages 12 and 13 for various budget options.

What secretarial assistance is available?

Secretarial assistance for preparing an advertising flyer, registration materials and the packet materials, processing the pre-registrations, and preparing the summary evaluation report is quite helpful. This can require up to 40 hours of secretarial time or student assistance.

III. DETAILS OF THE PLANNING PROCESS

Selecting the Host Institution

Any college or university with a teacher preparation program would benefit from hosting this event. Often, if a department or individual faculty member requests the use of facilities, there is no rental fee charged. Determine what the host institution can provide in the way of support staff, facilities and equipment, what fees will be charged, and whether refreshments must be ordered from the host institution's food service provider.

Financing the Roundtable Event

The cost of the Roundtable event is primarily a function of the number of participants. The cost can range from \$5 to \$25 per participant. Depending how frugal the budget is, charging a registration fee can finance a portion or all of the cost of the event. Other potential funding sources include the participating institutions, corporations, professional teaching organizations, educational supply companies, publishing companies, and grant agencies. Various budget options are provided on pages 12 and 13.

Making Arrangements with the Host Institution

Room(s)

A single large open room or auditorium works well for the Roundtable event. Having a stage or raised platform at one end is especially useful for the welcoming remarks and introduction of the teachers. Placing large 8-foot round tables each with eight or nine chairs around the perimeter of the room provides an ideal workspace for the teachers to present model lessons. If round tables are not available, rectangular tables can be used. Allow sufficient room for students to move easily from table to table between lessons. Chairs arranged in theater-style in front of the stage can provide seating for the students during the introductions. If there is not room for additional seating during the introductions, participants can initially take seats at the tables provided for the lessons. A room with a capacity of 400 in theater-style seating easily accommodates 100 students and twelve tables for lessons in the configuration just described. This layout and the small group size at each table keep the noise level down so that one lesson does not interfere with another. Sometimes lessons require access to outdoor space, so try to obtain a first floor room with easy access to the outside.

Being in a single room offers several advantages. It allows students to move quickly from one lesson to the next. This shortens the length of the entire event. All the teachers are easily accessible to the participants during the final portion of the morning. Having everyone together creates positive energy and excitement in the room. However, there are two disadvantages to this configuration. It increases the ambient noise and one teacher cannot darken the whole room for his or her presentation. This event could run successfully in a typical conference style with each teacher's lesson being presented in a separate room. This would necessitate modifying the schedule to allow for additional time between the lessons.

Equipment

Order chairs and tables for the introduction, the lessons, registration and refreshments. A microphone or sound system is helpful for the welcoming remarks and initial introductions. Mail or email a Teacher's Information Form (see Appendix D) to the teachers to find out what equipment or other needs they have. Inform the teachers at the outset of any restrictions (for example, the room cannot be darkened for one teacher's lesson since other lessons are

proceeding in the same room). Special requests received in the past have included: being able to use masking tape on the walls, an easel with a large pad of paper, access to water, a stretch of empty floor space about 15 feet long and 6 feet wide, access to the outdoors for part of the lesson, and an overhead projector.

Parking

Check on the availability of parking for the students and the teachers. Find out if the teachers may park nearby to unload any equipment. Obtain directions to the host institution and maps indicating the locations of parking and registration to mail to participants and teachers as part of their confirmation information.

Food

Arrange for food, if any. Early arrivals (especially the teachers) appreciate coffee and muffins during registration. Some institutions have exclusive contracts with their food service provider, so inquire about restrictions before ordering food from an outside caterer. Arrange for trash cans.

Publicity

Inquire if the host institution can provide some assistance with publicity, a photographer for the event, or an article in a campus publication. About four weeks before the event contact local newspapers if press coverage of the event is desired.

Helpers

Some campuses have student service organizations whose members can help with registration and assist the teachers with carrying materials for their lessons. A few student participants can be given free registration in return for help provided during registration.

Other details

Know the locations of the nearest restrooms. Make sure the restrooms will be cleaned and restocked before the event. Inquire about the location of the nearest telephone. Find out if the host institution provides an on-site manager for the facility. Obtain a phone number to call on the morning of the event in case there are problems with locked doors, the way the room is set-up, or the equipment. Know how to contact campus security. Make sure that campus safety officers and the information booth staff at the entrance of campus know about the event.

Finding the Teachers

It is essential that one or more members of the planning committee have connections with K–12 teachers and can identify excellent role models for the focus disciplines. Typically, faculty supervising student teachers or faculty providing professional development to teachers have these sorts of connections. Keep a balance among grade levels (elementary, middle school and secondary), the focus disciplines (for example, math vs. science), and ethnic and gender diversity when extending the first round of invitations. Continue to strive for balance and diversity as the Roundtable program fills up. Take into account the students'



teaching goals. Normally, many more students intend to teach elementary school, so it is appropriate to offer more lessons for K–8 than 9–12 if the event spans K–12.

Since the Roundtable event is somewhat unique, the invitation letter (see Appendix C) or phone call to teachers requesting their participation will have to include a description of the event, its purpose, and specific information about exactly what the teacher is expected to do. For example, the teacher is expected to present a 30 minute lesson three times to small groups of prospective teachers and to allow any of them to sign-up for a classroom visit. Since the teachers are asked to open their classrooms to visitors, offer to contact their principal to explain the Roundtable event.



Advertising the Meet the Teachers Roundtable

Prepare an announcement of the Roundtable event to put on campus bulletin boards. Post these in areas frequented by prospective teachers, in rooms where future teacher clubs meet, and on bulletin boards in the school of education or teacher preparation program offices. Prepare flyers (with a tear-off registration form) announcing the Roundtable event for distribution about six weeks prior to the event. Include the name of the event, day, date and time, location, the K–12 schools represented, and the registration form in the flyer (see Appendix D). Make announcements and distribute flyers in classes taken by prospective elementary school teachers as well as in focus discipline classes. Send flyers to other institutions if a wider pool of participants is desired. Mail or email flyers to students in future teachers clubs and to previous Roundtable event participants.

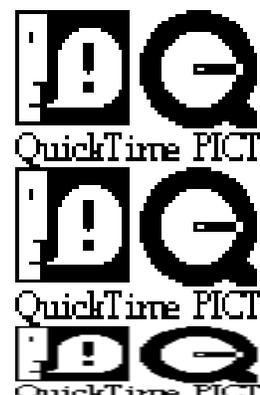
Organizing the Registration Process

Pre-registration

The registration form (see Appendix D) should include the name of the event, the day, the date, the time, location, registration fee (if any), how to pay it, and where to return the completed form. It should request the following information from students: name, address, phone, email, fax, current college/university, teaching interest, gender (optional), ethnicity (optional), and a signature granting permission to be photographed. Students should send the completed registration form to a central location that will handle the pre-registration process. The deadline for pre-registration should be scheduled at least one week before the event. Send a confirmation letter (see Appendix C), "Tips for Attending the Meet the Teachers Roundtable" information sheet (see Appendix C), directions to the event, campus map and parking information to registered participants as the registration forms are received. To encourage pre-registration, impose a higher late or walk-on registration fee. If exceeding capacity is a concern, include a statement in the advertising flyer that on-site registrations will be accepted only if space is available.

Checking In at the Roundtable Event

The registration area should be ready for students and teachers about an hour before the event. Separate check-in tables for students and teachers will facilitate the process. Request a copy of each teacher's handouts at check-in to create a resource library for future teachers.



Have sharpened pencils available for those who come without writing implements. At the time of check-in, participants receive Roundtable event packets and name tags. If any teachers or participants have not given permission to take photographs, videotapes, or any other media, get their signatures at check-in (see Documenting the Event with Photos or Video below).

Preparing Roundtable Event Packets

Packets for Students

Each student receives a folder which includes:

- Roundtable event agenda (see Appendix D)
- Program information for each teacher (see Appendix D):
Name and school, lesson title and topic, grade level, table number
- Welcoming letter: "Dear Participant" (see Appendix C)
- 2 pieces of blank paper (or a tablet if budget allows)
- Student's evaluation form (see Appendix D)
- Flyers announcing upcoming events

Packets for Teachers

Each teacher receives a folder which includes:

- Roundtable event agenda (see Appendix D)
- Program information for each teacher (see Appendix D):
Name and school, lesson title and topic, grade level, table number
- Welcoming letter: "Dear Teacher" (see Appendix C)
- 2 pieces of blank paper (or tablet if budget allows)
- Teacher's evaluation form (see Appendix D)
- Letter of commendation request form (see Appendix D)
- Reimbursement for materials request form (see Appendix D)

Documenting the Event with Photos or Video

There are several reasons to document the event with photos or video. These include: post-event publicity, sending photos along with the thank you letter to teachers, and publicizing and seeking funding for next year's event. At a minimum, designate one member of the planning committee as a roving photographer for the day. If the budget allows, hire a photographer or videographer. It is essential to have attendees give permission to be photographed or videotaped by signing the registration form. Teachers also need to give permission and their signatures are requested on the Teacher's



Information Form (see Appendix D).

Evaluating the Roundtable Event

Roundtable planning committee members will want to know how effective the event was in meeting its goals. Questions to be answered by an evaluation include:

- Did the students experience exemplary lessons?
- Did they learn how to present these lessons?
- Did they make appointments to visit classrooms?

Were the teachers' expectations for the event met?
What can be done to improve the event?

Responses on the student and teacher evaluation forms (see Appendix D) serve as one indicator of the success of the event. The evaluation forms are included in the packets. After the last hands-on session, the moderator reminds students to turn in their evaluation forms before they leave. Members of the planning committee position themselves at the doors with boxes to collect the evaluation forms.



Comments from participants:

Overall I think this was a great event. I joined two activities that were conducted outdoors. Actually experiencing creative ideas like this in action and the results obtained was a very valuable experience for me.

Very helpful ideas, ways to present lessons to students in an interesting manner. This roundtable gave a lot of opportunity to get a feel for what's going on out there in different schools. I really loved it.

This has been one of the best workshops that I have attended regarding education...because we were able to take part in the activities rather than sit and listen to speakers and how they do it. I also liked the time that this was set-up for. I am much more likely to come to something like this because all-day workshops seem too long for Saturdays since (we) students are busy. I just felt that I got a lot more out of this.

I really like the idea of the camera out of a Quaker oats container! I think that kids would love this project! By doing a hands-on activity, students realize that light doesn't bend and that pictures are taken upside down! I also like the idea of using M&M's to learn about probability - this way kids can relate math to every day activities!



Comments from teachers:

I thoroughly enjoyed presenting. I enjoyed the enthusiasm of the "new" teachers.

I actually expected less so I was pleasantly surprised. It was organized and flowed nicely. You brought in high caliber teachers and the students seemed genuinely excited.

The people who came to my group were very inquisitive. They did a great job with the project. This event is an excellent experience.

Great to interact with "potential" teachers - would love to do this again.



Preparing the Budget

A registration fee can offset a portion of the cost of the Meet the Teachers Roundtable. The budget should include enough money to provide a complimentary registration for any deserving student who cannot afford the registration fee. Consider the following items when preparing the budget.

Coffee and muffins	\$2.00-5.00 per person
Gift certificates or stipends for the teachers	\$25.00-100.00 per teacher
Materials reimbursement	\$10.00 per teacher
Student and teacher roundtable event packets	\$2.00 per person
Duplicating (flyers, registration forms and letters)	\$0.50 per person
Postage	\$0.50 per student \$1.00 per teacher

Optional Items

Souvenirs (T-shirts or tote bags)	\$7.00 per person
Tablets	\$1.00 per person
Film and developing costs	\$50.00
Photographer or videographer	\$400.00 or more

Sample Budgets -- 100 participants and 12 teachers

ITEM	LOW BUDGET	HIGH BUDGET
Coffee and Muffins	\$230	\$ 575
Pencils		\$ 25
Duplicating, Postage	\$300	\$ 300
Teachers' Gift Certificate or Stipends	\$300	\$ 1200
Teachers' Materials Reimbursement	\$120	\$ 120
Film and Developing	\$50	
Photographer/Videographer		\$ 500
Souvenirs		\$ 780
Tablets		\$ 100
Total	\$1000	\$3300
Percentage of Cost Covered by \$10 Registration Fee	100 %	30 %

Completing Post-Event Tasks

During the week following the event, send thank you letters to the role model teachers. If possible, include a photo of each teacher presenting his or her Roundtable lesson. Promptly process paperwork for stipends and reimbursement for teachers' expenses. Send a letter of commendation to the principals of those teachers who requested one (see Appendices C and D for sample letters and forms.) Within two weeks after the event prepare a summary evaluation report and gather together forms, letters, sample packets and the list of teachers in a notebook to assist in planning next year's event.

IV. APPENDICES

APPENDIX A:

Fact Sheet on K–12 Education in California in 2001

APPENDIX B:

Planning Timeline

APPENDIX C:

Sample Letters

Invitation Letter to Teacher (version 1 - not a previous participant)

Invitation Letter to Teacher (version 2 - for a previous participant)

Confirmation Letter to Teacher (for use with Invitation Letter - version 2)

Confirmation Letter to Registered Participants

Teacher's Thank-You Letter

Teacher's Commendation Letter

Letter for Student's Packet

Letter for Teacher's Packet

APPENDIX D:

Sample Forms

Flyer and Registration Form

Teacher's Information Form

Request for Letter of Commendation

Materials Reimbursement Form

Sample Agenda

Sample Program

Student's Evaluation Form

Teacher's Evaluation Form

APPENDIX E:

Sample Press Release and Newsletter Article

APPENDIX A: Fact Sheet on K–12 Education in California in 2001

Fact Sheet on K–12 Education in California for 2001

K–12 STUDENTS

Over 6,000,000 students in the State.
Over 1,600,000 students in Los Angeles County.

Almost 1/4 are Limited English Proficient in the State.
About 1/3 are Limited English Proficient in Los Angeles County.

High school graduation rates in the mid-60%, decreasing from about 70% ten years ago.

Students of color now comprise over 64% of K–12 student population.

TEACHERS

State of California

Over 300,000 K–12 teachers in the State.
About 30,000 new hires are needed each year in the State.
Needs more qualified teachers - up to 250,000 in the next decade.
Produces about 34,000 teachers with preliminary credential each year.
Loses about 5000 teachers to retirement each year.
Loses about 14,000 teachers to attrition each year.

Currently, the shortfall is met by teachers with Emergency Permits - granted to anyone with a degree *in any subject* and a passing grade on the CBEST test:

34,000 Emergency Permits issued for 2000-01 school year (about 11% of the state's teacher workforce)
27,000 Emergency Permits issued for 1998-99 school year
28,000 Emergency Permits issued for 1997-98 school year
22,000 Emergency Permits issued for 1996-97 school year

State Teacher Retention Rates for New Teachers:

94% retention after 1st year
90% retention after 2nd year
87% retention after 3rd year
84% retention after 4th year

County of Los Angeles

15,000 teachers hold emergency permits (about 20% of the county's teacher workforce).
27 of the 78 Los Angeles County school districts have more than 20% of their staff on Emergency Permits.
15 of the 78 Los Angeles County school districts have 100 individuals on Emergency Permits.

There is a particularly urgent need for:

Math Teachers - Nearly 1/2 lack adequate subject background.
Science Teachers - About 1/3 lack adequate subject background.

Sources: California Department of Education: <http://www.cde.ca.gov>
California Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
Education Data Partnership: <http://www.ed-data.K12.ca.us>

APPENDIX B: Planning Timeline

Planning Timeline

Three to Six Months or More Ahead

- Answer the initial planning questions
- Select the date for the Roundtable event
- Select the host institution and reserve the room(s)

Twelve Weeks Ahead

- Identify role model teachers to contact by phone, mail or email (keeping in mind balance between grade levels, focus disciplines, and ethnic and gender diversity)
- Divide the task of contacting potential role model teachers among planning committee members
- Decide if there will be a registration fee and the amount
- Set a pre-registration deadline
- Determine the pre-registration process
- Develop a publicity plan
- Arrange for room set-up, including chairs, tables, sound system

Eight Weeks Ahead

- Send confirmation letter (with information sheet to be returned) to role model teachers who have agreed to participate
- Continue contacting potential role model teachers until the program is filled (keeping in mind balance between grade levels, focus disciplines, and ethnic and gender diversity)
- Draft flyer with tear-off registration form to advertise the Roundtable event

Six Weeks Ahead

- Finalize list of teachers
- Send confirmation letter (with information sheet to be returned) to any additional teachers who have agreed to participate
- Distribute flyer with tear-off registration form to advertise the Roundtable event

Four Weeks Ahead

- Make arrangements with caterer for coffee and muffins
- Contact teachers who have not returned their teacher information forms
- Arrange for special equipment needs of teachers
- Call principals to explain the event, if teachers so requested
- Publicize widely to students

- Mail directions and parking information to pre-registered students
- Find photographer and videographer, if used
- Contact local newspapers for press coverage (optional)

Two Weeks Ahead

- Confirm arrangements for coffee and muffins
- Draft evaluation forms
- Draft program, agenda, and welcoming letters for the packets
- Buy nametags and pencils; sharpen pencils

One Week Ahead

- Prepare Roundtable event packets
- Make signs
- Pre-registration closes
- Prepare nametags for teachers and planning committee members
- Color-code blank nametags for student participants

One Week After the Event

- Send thank you letters to teachers
- Process paperwork for stipends and reimbursement for teachers' expenses
- Send letter of commendation to principals, if requested by teachers

Two to Three Weeks After the Event

- Prepare summary evaluation report
- Compile handouts obtained from teachers for a resource library
- Gather together forms, letters, sample packets, list of teachers in a notebook to assist in planning next year's event

APPENDIX C: Sample Letters

Invitation Letter to Teacher (version 1 - not a previous participant)
Invitation Letter to Teacher (version 2 - for a previous participant)
Confirmation Letter to Teacher (for use with Invitation Letter - version 2)
Confirmation Letter to Registered Participants
Tips for Attending Meet the Teachers Roundtable
Teacher's Thank-You Letter
Teacher's Commendation Letter
Letter for Student's Packet
Letter for Teacher's Packet

Invitation Letter to Teacher (version 1 - not a previous participant)

Date

Dear Potential Participant in the "Meet the Teachers Roundtable:"

We are seeking teachers of math and science to participate in the "Meet the Teachers Roundtable" to be held at Loyola Marymount University on March 16, 2002. The purpose of this event is to help future teachers make connections with good role models for the teaching of mathematics and science. The college students you would meet at the Roundtable are in a teacher preparation program at a Los Angeles area institution of higher education. The Roundtable is intended to provide them experience with hands-on math and science lessons on March 16 followed by an opportunity for classroom observation of other math and science activities.

The program will begin promptly at 9:30 am in St. Robert's Auditorium on Loyola Marymount's campus. The teachers will each have two minutes to introduce themselves and their schools, briefly giving information such as type of school (magnet, public, private, ...), location, grade level, and type of hands-on activity they will be presenting. This will take place in a panel discussion-type format. Then each teacher will move to one of 12 large round tables at edge of the auditorium and the students will select the teacher they wish to see. (Each table will have seating for 8 or 9 students.) There will be 30 minutes to participate in a hands-on activity and to sign up with the teacher at a time mutually convenient to visit the teacher's classroom. Then the students will shift to a second teacher and later to a third teacher for two more 30-minute activities and sign-up opportunities. Lastly there will be 15 minutes where the students can talk briefly with other teachers and perhaps sign up for a visit to another classroom, but no additional hands-on activities. This will run from 9:30-noon, following registration with coffee and muffins from 8:45-9:30. Here is the agenda for the morning:

8:45 am	Registration and Coffee and Muffins
9:30 am	Welcoming Remarks
9:35 am	Teacher Self-Introductions
9:45 am	First Hands-On Activity
10:20 am	Second Hands-On Activity
10:55 am	Third Hands-On Activity
11:30 am	Students Visit Other Roundtables
Noon	Roundtable Ends

So, we are asking that you prepare to present a 30 minute hands-on lesson three times to a group of at most 9 students each time, and that you have an "appointment book" of days and times between March 16, 2002 and the end of the school year for those students who wish to sign-up to visit your classroom.

We are able to offer a \$75 stipend and reimbursement for your materials (although we are required to have an original receipt for your expenses). Please reply by email (email address) or phone (phone number) or US mail to me at the address below by February 8, 2002 to let me know if you are interested in participating in this event. I will then send you a Confirmation Letter and Teacher's Information Form with further details. If you have any questions, please do not hesitate to contact me.

Your gift of your time and expertise to our future teachers would be most appreciated.

Sincerely yours,

Roundtable Planning Committee Member
Address
Phone
Email

Invitation Letter to Teacher (version 2 - for a previous participant)

Date

Dear Previous Participant in Meet the Teachers Roundtable:

Planning is underway for the fifth annual Meet the Teachers Roundtable event designed to bring future teachers together with role model teacher to participate in exemplary math and science lessons. It will be held at Loyola Marymount University on Saturday, March 16, 2002 from 9:00 AM until 12 noon. As a previous presenter, we want to offer you the opportunity to participate again this year. The program will be essentially the same as previous years. We still ask that you prepare to present your 30 minute lesson to three small groups of future teachers and be able to open your classroom to them as potential visitors. We are able to offer a stipend of \$75 and of course are able to reimburse for materials and duplicating if you provide us with original receipts. Your expertise and willingness to share your experience with future teachers is essential to the success of this program.

Please reply by email (email address) or phone (phone number) or US mail to me at the address below by February 8, 2002 to let me know if you are interested in participating in this event this year. I will then send you the Confirmation Letter and Teacher's Information Form.

Sincerely yours,

Roundtable Planning Committee Member

Address

✂-----

I will present at MTR March 16, 2002

I am unable to present at MTR March 16, 2002

Send me the Confirmation Letter and Teacher's Information Form by US mail to the name and address below:

Name:

Address:

I prefer to get the Confirmation Letter and Teacher's Information Form by email, my email is:

Confirmation Letter to Teacher

Date

Teacher's Name

Address

Dear Participant in the "Meet the Teachers Roundtable:"

Thank you for agreeing to participate in the "Meet the Teachers Roundtable" to be held at Loyola Marymount University on March 16, 2002. The purpose of this event is to help future teachers make connections with good role models for the teaching of mathematics and science. The college students you will meet at the Roundtable are in a teacher preparation program at a Los Angeles area institution of higher education. The Roundtable is intended to provide them experience with hands-on math and science lessons on March 16 followed by an opportunity for classroom observation of other math and science activities.

The program will begin promptly at 9:30 am in St. Robert's Auditorium on Loyola Marymount's campus. The teachers will each have two minutes to introduce themselves and their schools, briefly giving information such as type of school (magnet, public, private, ...), location, grade level, and type of hands-on activity they will be presenting. This will take place in a panel discussion-type format. Then each teacher will move to one of 12 large round tables at edge of the auditorium and the students will select the teacher they wish to see. (Each table will have seating for 8 or 9 students.) There will be 30 minutes to participate in a hands-on activity and to sign up with the teacher at a time mutually convenient to visit the teacher's classroom. Then the students will shift to a second teacher and later to a third teacher for two more 30-minute activities and sign-up opportunities. Lastly there will be 15 minutes where the students can talk briefly with other teachers and perhaps sign up for a visit to another classroom, but no additional hands-on activities. This will run from 9:30-noon, following registration with coffee and muffins from 8:45-9:30. Here is the agenda for the morning:

8:45 am	Registration and Coffee and Muffins
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10:55 am	Third Hands-On Activity
11:30 am	Students Visit Other Roundtables
Noon	Roundtable Ends

So, we are asking that you prepare to present a 30 minute hands-on lesson three times to a group of at most 9 students each time, and that you have an "appointment book" of days and times between March 16, 2002 and the end of the school year for those students who wish to sign-up to visit your classroom. We suggest that you plan to arrive at St. Robert's Auditorium between 8:30 am and 9:00 am on Saturday, March 16, 2002 to allow time for setting up any materials at your roundtable before the program starts. A campus map with directions to the university and parking information are enclosed.

We are able to offer a \$75 stipend and reimbursement for your materials (although we are required to have an original receipt for your expenses). To facilitate our preparations, we ask that you return the enclosed Teacher Information Form by date (see Appendix D). If you have any questions, please do not hesitate to contact me.

Your willingness to give of your time and expertise to our future teachers is most appreciated.

Sincerely yours,
Roundtable Planning Committee Member

Enc.: Teacher's Information Form
Campus Map

Confirmation Letter to Registered Participants

Date

Registered Participant

Address

Dear Registered Participant,

This letter serves to confirm your registration for the Meet the Teachers Roundtable on March 16, 2002 at Loyola Marymount University. At this event you will have the opportunity to participate in exemplary hands-on math and science lessons and learn how to present these lessons. You can also make appointments to visit the classrooms of the role model teachers. Enclosed you will find a campus map with parking information and directions to Loyola Marymount University. We have also enclosed an information sheet entitled "Tips for Attending Meet the Teachers Roundtable."

You are free to park in the Drollinger Parking structure noted on the campus map. There will be signs directing you to the registration area located in St. Robert's Auditorium (refer to campus map). Please arrive in time to register between 8:45 AM to 9:30 AM so that you will not miss any of the scheduled events we have planned. The Roundtable program will start promptly at 9:30 AM and will end by noon.

We anticipate a capacity audience of 100 future teachers. If, as the date draws near, you should find that you can not attend the Roundtable, please notify our office by fax, mail or telephone, so that we may give another future teacher a chance to attend. We will refund your preregistration fee only if you cancel before March 8, 2002.

Thank you for your interest in this event sponsored by Loyola Marymount University!

Sincerely,

Roundtable Planning Committee Member

Address

Phone

Fax

Email

Enc.: Campus map

"Tips for Attending Meet the Teachers Roundtable" Information Sheet

TIPS FOR ATTENDING MEET THE TEACHERS ROUNDTABLE

1. Allow plenty of travel time to arrive at the event during the registration period.
2. After you have checked in at the registration table, read the materials in your packet. Pay close attention to the program and decide which lessons are your first choice, second choice, and third choice.
3. If you arrive after the Roundtable starts, proceed immediately to the registration area, check in, and quickly find an available seat.
4. If the table at your first choice of lesson is full, proceed to your next choice.
5. Take notes during each lesson and collect materials provided by the teachers.
6. If you are attending Meet the Teachers Roundtable with a friend, attend different lessons so you can share information and materials. Plan to meet after the event and discuss what you have learned. When collecting papers during the lessons, try to get extra copies so that you may share them with your friends.
7. If you don't get a chance to ask a teacher a question during the lesson, you can go back after the third lesson to ask your question.
8. When you return home, take time to type a summary of each lesson for your files using both the notes you took and the materials provided by the teachers. Share this information with other future teachers.
9. You will have an opportunity to make an appointment to visit the classrooms of any of the teachers. Bring your calendar to the Roundtable to facilitate making an appointment and write the teacher's school phone number in your calendar.
10. If you are unable to keep an appointment to visit a teacher's classroom, professional courtesy dictates that you call to inform the teacher before the scheduled appointment time that you will not be coming.

Teacher's Thank-You Letter

Date

Teacher

Address

Dear Teacher's Name,

I am writing on behalf of the Math and Science Teacher Preparation Committee of Loyola Marymount University to thank you for participating in the Meet the Teachers Roundtable. The purpose of the Roundtable was to help future teachers make connections with good role models for the teaching of mathematics and science. The ninety-five future teachers who attended the Roundtable found all the presentations interesting and informative. Here is a sampling of their comments:

I learned that math & science aren't really that boring. You can make any subject fun & exciting, and that makes the student want to learn.

I got a lot of great ideas. I really got a feel for my future. Thanks!

The manipulation of objects and materials that engender critical thinking was emphasized in all the activities. Methods for teaching that are experiential and that extend beyond textbooks were also highlighted.

I love getting practical ideas for my future classrooms. I appreciated the diversity of ideas and the willingness of the teachers to answer questions.

What I enjoyed most was the passion the teachers had in teaching. Also, the conversation in the "reality" of teaching. The opportunity to ask questions and converse was fantastic.

The success of an event like this depends upon individuals, like you, who are willing to take time from their busy schedules to share their enthusiasm for teaching math and science. Such assistance is essential to the success of a teacher preparation program. Thank you for being such a wonderful role model for these future teachers.

You should receive your stipend and, if requested, reimbursement check within two weeks. (Note: They may come in separate mailings.)

Again, thank you.

Sincerely,

Roundtable Planning Committee Member

Teacher's Commendation Letter

Date

Principal or Supervisor

Address

Dear Principal or Supervisor,

I am writing on behalf of the Math and Science Teacher Preparation Committee of Loyola Marymount University to acknowledge the participation of TEACHER'S FULL NAME in the Meet the Teachers Roundtable. The purpose of the Roundtable was to help future teachers make connections with good role models for the teaching of mathematics and science. The ninety-five college students who attended the Roundtable are preparing for a career teaching math and/or science.

Enclosed you will find a copy of the day's agenda and a program listing the teachers who participated. Teacher's First Name most generously donated his/her time on Saturday, March 16, 2002 to give the students hands-on experience with Session Title. The evaluations we received indicated that students found all of the presentations interesting and informative. Here is a sampling of their comments:

I learned that math & science aren't really that boring. You can make any subject fun & exciting, and that makes the student want to learn.

The manipulation of objects and materials that engender critical thinking was emphasized in all the activities. Methods for teaching that are experiential and that extend beyond textbooks were also highlighted.

I love getting practical ideas for my future classrooms. I appreciated the diversity of ideas and the willingness of the teachers to answer questions.

What I enjoyed most was the passion the teachers had in teaching. Also, the conversation in the "reality" of teaching. The opportunity to ask questions and converse was fantastic.

The success of an event like this depends upon individuals, like Teacher's First Name, who are willing to take time from their busy schedules to share their enthusiasm for teaching math and science and to serve as role models for future teachers. The Math and Science Teacher Preparation Committee of Loyola Marymount University strongly commends him/her for serving as such a positive role model for these future teachers.

Sincerely,

Roundtable Planning Committee Member

Enc.: Roundtable Agenda
Roundtable Program

Welcome to "Meet the Teachers Roundtable"

March 16, 2002

Dear Participants,

It is our pleasure to welcome you to the fifth annual "Meet the Teachers Roundtable" sponsored by the Math and Science Teacher Preparation Committee of Loyola Marymount University.

The purpose of the day is to help you, our future teachers, make connections with good role models for the teaching of mathematics and science. As you participate in the today's activities, consider how these experiences might be useful in your future classroom. Also think about how they relate to various math or science content or methods classes.

Be open to experiencing activities designed for grade levels above and below what you plan to teach. Knowledge of content and methods appropriate to other levels can inform your future teaching in many ways.

Today, we invite you to be not only a college student and future teacher, but a "kid again." Wonder, question, explore, ... and have fun!!!

Enjoy Your Meet the Teachers Roundtable.

Roundtable Planning Committee

Welcome to "Meet the Teachers Roundtable"

March 16, 2002

Dear Teacher,

It is our pleasure to welcome you to the fifth annual "Meet the Teachers Roundtable" sponsored by the Math and Science Teacher Preparation Committee of Loyola Marymount University. We are so grateful that you are willing to take time to share your expertise with future teachers from the LA area.

The purpose of the day is to help our future teachers make connections with good role models, such as yourself, for the teaching of mathematics and science. We hope that you will find your participation rewarding and energizing.

In addition to your stipend and reimbursement for materials, we would be delighted to write a letter of commendation to your principal describing your participation in this event. If you would like us to do so, please fill out the enclosed form.

Thank you so much for helping make this day a success.

Sincerely,

Roundtable Planning Committee

APPENDIX D: Sample Forms

Flyer and Registration Form

Teacher's Information Form

Request for Letter of Commendation

Materials Reimbursement Form

Sample Agenda

Sample Program

Student's Evaluation Form

Teacher's Evaluation Form

Loyola Marymount University

presents the

Fifth Annual "Meet the Teachers" Roundtable

Meet Teachers From Los Angeles Area Schools

Experience Their Hands-on Math and Science Lessons

Make an Appointment to Visit Their Classrooms

WHEN: Saturday, March 16, 2002

WHERE: Loyola Marymount University - St. Roberts Auditorium

TIME: Registration Check-in, Coffee and Muffins at 8:45 am
Roundtable starts promptly at 9:30 am
Ends at Noon

HOW: Space is limited!! Reserve your space!! DEADLINE: March 7, 2002.

Return the form below with a check or money order for \$10.00 payable to [contact information]. A map with directions to campus and parking information will be sent to you in March. If you do not receive this information by mail by March 13, 2002, please call [phone number] to confirm receipt of your registration.

✂-----

Name: _____ email: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____ College/University attended: _____

Meet the Teachers Roundtable is an innovative program designed to enhance the preparation of future teachers. Photographs, videotapes and other media may be used to assess and document this program. Please sign below indicating your acknowledgement and consent.



Signature

Teacher's Information Form

Teacher's Information Form

Please return by email or US mail to: Roundtable Planning Committee Member by [Date].

Your Name: _____ Social Security No.: _____

Mailing Address (for your stipend) if different than the school address below:

Email:

School name: _____ School phone: _____

School Information (public, private, magnet, ...):

School Address:

Grade level(s) you teach: _____ Special Subjects (circle one): Math Science Both

For the program, please provide a Title of Hands-on Activity you plan to present:

For the program, please provide a one or two sentence Description of Hands-on Activity you plan to present:

Any special needs for your activity? (The lights will remain on in the room because of the other Roundtable activities going on simultaneously.)

On the day of the Roundtable there will be a form for you to fill out if you want a letter of commendation sent to your principal after the Roundtable. In addition, would you like for me to contact your principal before the Roundtable to explain this program and alert him or her that you would be offering future teachers a chance to visit your classroom? Yes/No

If yes, please provide your principal's name and phone number:

<p>Meet the Teachers Roundtable is an innovative program designed to enhance the preparation of future teachers. Photographs, videotapes and other media may be used to assess and document this program. Please sign below indicating your acknowledgement and consent.</p> <p> _____</p> <p style="text-align: center;">Signature</p>
--

Request for Letter of Commendation

Math and Science Teacher Preparation Committee
Loyola Marymount University
Meet the Teachers Roundtable
March 16, 2002

Request for Letter of Commendation Form

I would like LMU to send a letter about my participation to:

Supervisor's Name:

Title:

School:

Mailing Address:

My Name:

Turn this form in on the day of the Roundtable or mail or fax to:

Roundtable Planning Committee Member
Address
Fax

Materials Reimbursement Form

Math and Science Teacher Preparation Committee
Loyola Marymount University
Meet the Teachers Roundtable
March 16, 2002

Materials Reimbursement Form

Please attach ORIGINAL receipts.

Reimbursement Amount Requested: _____

For (indicate materials):

Make the check payable to (Name): _____

Mailing Address:

Return this form along with the original receipts by mail to:

Roundtable Planning Committee Member
Address

"Meet the Teachers Roundtable"
Loyola Marymount University
St. Robert's Auditorium
March 16, 2002

Agenda

- 8:45 am** **Registration and Coffee and Muffins**
- 9:30 am** **Welcoming Remarks**
- 9:35am** **Teacher Self-Introductions**
- 9:45 am** **First Hands-On Activity at Roundtable of Your Choice**
- 10:20 am** **Second Hands-On Activity at Roundtable of Your Choice**
- 10:55 am** **Third Hands-On Activity at Roundtable of Your Choice**
- 11:30 am** **Visit Other Roundtables**
- Noon** **Roundtable Ends - Thank you for participating!**

Please turn in your evaluation form.

Note to Students: If the roundtable of your choice is filled, please move to another roundtable. Be open to experiencing activities designed for grade levels above and below what you plan to teach. You will be able to connect with any teacher at 11:30 am.

Sponsored by the Math and Science Teacher Preparation Committee
Loyola Marymount University

"Meet the Teachers Roundtable"
Sponsored by the Math and Science Teacher Preparation Committee
Loyola Marymount University - St. Robert's Auditorium
March 16, 2002

Table #1

Grade/Subject:	K science	School:	School name
Teacher:	Teacher's name		School address
Phone:	School phone		

Activity: *Using Our Senses*

Make homemade slime to investigate the physical and chemical changes of matter by the senses of smell, sound, taste and touch.

Table #2

Grade/Subject:	1st math	School:	School name
Teacher:	Teacher's name		School address
Phone:	School phone		

Activity: *Tetrahedral Kites*

Explore the dynamics of the tetrahedron kite.

Table #3

Grade/Subject:	3 rd -4 th math	School:	School name
Teacher:	Teacher's name		School address
Phone:	School phone		

Activity: *Hands-On Multiplication and Division*

See how to teach or reinforce multiplication and division facts using a variety of manipulatives.

Table #4

Grade/Subject:	4 th -5 th math	School:	School name
Teacher:	Teacher's name		School address
Phone:	School phone		

Activity: *Long Division with Base 10 Blocks*

Learn how to use base 10 blocks to introduce long division.

Table #5

Grade/Subject:	5 th -6 th math	School:	School name
Teacher:	Teacher's name		School address
Phone:	School phone		

Activity: *The Emperor's New Clothes: Cut Outs*

Students will cut paper to create scenes from the *Emperor's New Clothes*. They will create symmetrical movements and write about the symmetry of the paper cuts.

Table #6

Grade/Subject:	6 th math	School:	School name
Teacher:	Teacher's name		School address
Phone:	School phone		

Activity: *Algebra Quilts*

Applying simple algebra skills to the beauty of quilts allows students to see basic concepts visually.

[OVER]

Table #7

Grade/Subject: 5th science School: School name
Teacher: Teacher's name School address
Phone: School phone

Activity: How Germs Spread

Simulate how shaking hands with flour spreads germs that otherwise would be unseen.

Table #8

Grade/Subject: middle school science School: School name
Teacher: Teacher's name School address
Phone: School phone

Activity: Flower Dissection

Doing dissections is not only easy and fun but it allows the kids to touch and feel the parts of a flower for more concrete learning.

Table #9

Grade/Subject: K-8 science School: School name
Teacher: Teacher's name School address
Phone: School phone

Activity: Building Electrical Circuits

Explore the basics of electricity with the help of simple materials.

Table #10

Grade/Subject: 6-8 math School: School name
Teacher: Teacher's name School address
Phone: School phone

Activity: Road Test

Experience slope in a visual and kinesthetic way in this real world application to graphing.

Table #11

Grade/Subject: 9-12 science School: School name
Teacher: Teacher's name School address
Phone: School phone

Activity: Bears in the Forest

Look at limiting factors on a population of black bears while play the role of "bears" collecting food.

Table #12

Grade/Subject: 9-12 math School: School name
Teacher: Teacher's name School address
Phone: School phone

Activity: The Magic of Student Discovery and other stuff

Help your students learn to think for themselves and be curious about their world.

Table #13

Grade/Subject: 6th & 9-12 math/special ed School: School name
Teacher: Teacher's name School address
Phone: School phone

Activity: Throwing Paper

Data collected by throwing paper - with and without folds - leads to a lesson in basic statistics and questions about why folded paper flies as it does.

Student's Evaluation Form

Math and Science Teacher Preparation Committee
Loyola Marymount University
Meet the Teachers Roundtable - March 16, 2002

STUDENT PARTICIPANT EVALUATION - Please turn in after the Roundtable!!

1. What new experiences/information/best practices for teaching mathematics and science did you encounter today?

2. On a scale of 1 - 5, please rate how worthwhile attending this event was

1 2 3 4 5

1 = waste of time

5 = very valuable

3. How many appointments did you make for classroom observations? _____

4. What grade levels are these appointments for? _____

5. Any other comments/suggestions?

Teacher's Evaluation Form

Math and Science Teacher Preparation Committee
Loyola Marymount University
Meet the Teachers Roundtable - March 16, 2002

Please hand in at the Roundtable or mail to [Roundtable Planning Committee Member]
or fax to [fax number].

TEACHER EVALUATION - Please turn in after the Roundtable!!

1. Were your expectations met for today's event (check one) ?

_____ completely _____ for the most part _____ partially _____ not at all

Explain:

2. At this point, would you be interested in participating again in a similar event?

_____ yes _____ maybe _____ no

3. How many appointments did you make with students for classroom
observations? _____ (approximately)

4. Any other comments/suggestions?

APPENDIX E: Sample Press Release and Newsletter Article

Sample Press Release

February 15, 2002
For immediate release

FUTURE K – 12 MATH AND SCIENCE TEACHERS MEET ROLE MODEL TEACHERS
Prospective teachers of science and mathematics in the greater Los Angeles area are invited to a special event, Meet the Teachers Roundtable, for future science and mathematics teachers to be held on Saturday, March 16, 2002 from 9:00 AM to 12:00 noon at Loyola Marymount University.

At this event prospective teachers will participate in exemplary hands-on math and science lessons, learn how to present these lessons, and make appointments to visit the teachers' classrooms. The word "Roundtable" in the event's name reflects the fact that the teachers present their lessons to small groups of eight or nine future teachers at round tables. The small roundtable grouping is a novel feature of this event which enables teachers to interact on a more personal level with the future teachers.

Thirteen teachers will present lessons such as "Using Our Senses" for kindergarten, "Building Electrical Circuits" for fourth grade, "How Germs Spread," for fifth grade, "Algebra Quilts" in sixth grade, and "Bears in the Forest" for ninth grade, and "Throwing Paper" for special ed in senior high.

Advance registration is requested by March 7, 2002. A \$10 registration fee will be charged and includes coffee and muffins and all materials. Interested students should contact Dr. Jackie Dewar at Loyola Marymount University.

Teachers Meet Future Teachers at Roundtable

Ninety-nine prospective math and science teachers from Los Angeles area colleges and universities attended the fifth annual "Meet the Teachers Roundtable" hosted by Loyola Marymount University, March 16, 2002. The gathering provided an opportunity for student to experience hands-on activities developed for a wide range of grade levels by thirteen local K–12 teachers. Participants also discussed various issues related to presenting these lessons in the classroom, and were able to make appointments to actually visit the classrooms of many of the presenters.

After coffee and muffins and some welcoming remarks by Jackie Dewar, from the Math and Science Teacher Preparation Committee of Loyola Marymount University, the thirteen role model teachers had the opportunity to introduce themselves and to describe briefly the activity that each would be presenting. When this was completed, the students divided up and visited one of the thirteen tables placed around St. Robert's Auditorium to participate in the activities and to talk to the teachers. After about half an hour, the students moved to another table and so on throughout the morning.

The list of presentations reflected a wide range of grade levels and topics: [Teacher's name] from [Name of School] presented a kindergarten science lesson on using your senses. At table two, [Teacher's name] from [Name of School] presented a 1st grade math and science lesson on tetrahedral kites. Next to him was [Teacher's name] from [Name of School] with a 3rd grade activity on using manipulatives to reinforce multiplication and division facts. Next came [Name of Teacher] from [School] demonstrating a 4th/5th grade lesson on using base ten blocks to introduce long division. At table five, we found students exploring symmetry while cutting paper to create scenes from *The Emperor's New Clothes* under the guidance of 5th grade [Teacher] from [School]. Next to her [Teacher] from [School] used the beauty of quilts to show how he helps 6th grade students "see" basic algebra concepts.

Continuing around the room, table seven had [Teacher] from [School] with a 5th grade science lesson designed to show how germs spread. At table eight, [Teacher] from [School] demonstrated a middle school science activity on dissecting flowers, and next to her, [Teacher] from [School] used simple materials to explore the basics of electricity in a lesson adaptable across the K–8 curriculum.

At table ten [Teacher] from [School] showed how her junior high school students experience slope in a visual and kinesthetic way, while table eleven's teacher, [Teacher] from [School], took her students outside the auditorium to look at what limits a population of bears. At the next table a geometry teacher, [Teacher] from [School], described how his high school students write their own geometry textbook. Finally, we found [Teacher] from [School] leading a math and science lesson designed for special ed students that involved collecting data generated by throwing paper - with and without folds - and investigating why folded paper flies the way it does.

The schedule allowed the future teachers to participate in three lessons, and as the roundtable came to a close, many of them were seen moving from table to table to pick up materials on additional lessons.

On their evaluations participants said how much they enjoyed experiencing the hands-on lessons and talking one on one with the teachers about many issues relating to teaching careers.

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