

Welcome to the 2002-03 National Teacher Training Institute

This classroom binder is your guide to the implementation and utilization of video and the Internet in the classroom in all areas of the curriculum. As a participant in the National Teacher Training Institute (NTTI), you are joining a growing network of trained educators throughout the country who are using instructional video and technology in their teaching.

The NTTI staff and master teachers have carefully developed resources that will assist you in producing your own media-rich lesson plans as well as in planning your own NTTI workshop in your school. We have also included exemplary media-rich lesson plans for you to use, get ideas from, or share with other educators.

The NTTI binder is a teaching tool for your classroom as well as a resource to be shared widely with your colleagues. We want you to suggest NTTI ideas to other teachers and to become an advocate for using educational television effectively and efficiently in the classroom. The NTTI information you share will act as a catalyst, initiating and inspiring the expansion of television and technology in the classroom.

Be intrigued, challenged, and informed...and remember, have fun!

The 2002–03 National Teacher Training Institute (NTTI) Project Summary

America's schools are on a critical path to integrate technologies into classroom instruction and curricula as quickly as possible. States, districts, and individual schools are increasingly making media and technology in the classroom a priority. Though more and more technologies are finally making their way into schools, few teachers have received the training needed to successfully integrate these resources in their instruction. In the scramble to capitalize upon the educational power of media and technology, teachers have too often been left out of the mix.

National Teacher Training Institute (NTTI) Fills National Need

— Now in its thirteenth year, the National Teacher Training Institute is the largest and most distinguished national professional development program developed and sustained by public broadcasting. Created by Thirteen/WNET in New York City, NTTI remains in the vanguard of public television's efforts to help teachers harness the power of technology and use it as a tool to teach more effectively. The project has continued to expand to respond to education reform initiatives, new technologies, emerging media, and national teaching standards in all curriculum areas. *To date, NTTI has trained over 150,000 teachers and impacted millions of students nationwide.* For 2002–03, NTTI will directly train over 5,000 K–12 teachers in the methodology of NTTI, and indirectly, through turnkey training, reach another 50,000 teachers with the interactive pedagogy.

The Model — NTTI is a collaborative professional development project partnering public television, education, and business in an effort to provide teachers with the strategies and resources they need to strategically integrate television and technology into curricula. At over twenty-six sites across America, public television stations conduct training Institutes where locally-recruited master teachers model the use of video and Internet technologies within the context of a variety of engaging lessons. *During its year-long program, NTTI provides a constellation of resources at workshops on site at individual schools, at district learning centers, and at PBS studios nationwide, reaching hundreds of teachers at each of the participating public television sites' Institutes.* Participants are given opportunities to work in small, cooperative learning groups, engage in hands-on activities, and experience teaching strategies they are encouraged to utilize in their classrooms to enhance student participation and performance.

NTTI advances an interactive teaching methodology in which video and telecommunications merge with hands-on activities to enhance critical thinking, motivate student learning, and sharpen students' perceptual skills. Public television's wealth of educational programming provides students with vivid demonstrations of content from all curriculum areas. Tied to real world settings and contexts, video and Internet resources help make the connection between curricula and students' own lives and futures. Video is also adept at presenting students with a range of diverse role models working in these fields.

The NTTI model is based on *teachers teaching teachers*. Locally-recruited "master teachers" develop media-rich lesson plans with hands-on classroom activities based on their various curricula. These master teachers then go on to conduct hands-on training at each Institute, modeling strategies for effectively weaving technology into substantive and student-driven curricula. The high caliber of NTTI's master teachers is demonstrated by the awards and recognition that many of them receive in their school districts, states, and nationally — including State Teacher of the Year Awards and Presidential Teacher of the Year designations.

Standards-Based — The Institute follows the K–12 standards set by such groups as the United States Department of Education, New York State Education Department, the National Academy of Sciences, the International Society for Technology in Education, the National Council of Teachers of Mathematics, the National Council for Teachers of English, and the National Center for History in the Schools. It is critical to prepare teachers in the effective use of technology to support reform-minded teaching objectives such as interdisciplinary learning and real world problem-solving. NTTI’s master teachers work with their core state and local curricula at each grade level, starting with the basics and moving through advanced levels of study. NTTI participants learn to use video and Internet resources to explain, motivate, reinforce, and reach students’ different learning styles as they grapple with various curriculum concepts.

Partnerships — NTTI also emphasizes the importance of partnerships between the public television station and the educational leadership in its state and community. Many NTTI sites have created strong partnerships with their state departments of higher education, with colleges of education at local universities in their regions, and with local or state chapters of teacher professional organizations. Thirteen/WNET has also established an affiliation with the Rensselaer Polytechnic Institute for graduate credit for NTTI teachers nationwide.

Turnkey Training is also a cornerstone of the project. Each Institute’s participants graduate from their local NTTI armed with a new methodology and an NTTI Classroom Kit Binder full of lesson plans created by master teachers as well as other technology resource materials. All teachers selected to participate are requested, as a condition of their acceptance, to agree to share what they have learned with at least ten colleagues. NTTI graduates continue to serve as liaisons between their local station and area educators by returning to their schools and districts to train colleagues, exponentially impacting many more educators. Beyond the thousands of educators attending these NTTI workshops, the project reaches thousands of additional teachers through a range of projects and services.

Results — A multi-instrument evaluation designed by Columbia University’s Teachers College has been an important part of an ongoing analysis of the Institute’s effectiveness. Consistent evaluation findings show that NTTI’s methodology increases students’ interest and performance and attending teachers’ professionalism:

- *90 percent* of the teachers said their students learned and retained more when video was used in the lesson;
- *85 percent* found that students were more engaged in subjects when instructional television was part of the curriculum;
- *80 percent* believed the Institute’s methods have significantly improved their classroom instruction; and
- In keeping with the project’s turnkey training mission, *94 percent* of Institute participants shared information and materials with other teachers while *70 percent* went on to formally conduct hands-on training in their schools and districts.

Reaching Thousands of Teachers Nationwide — To reach as many educators as possible, NTTI has developed a range of training tools to support program graduates and those teachers unable to attend an Institute. These include: a professional development CD-ROM, lesson compilation books, and NTTI Online at www.thirteen.org/edonline/ntti, providing information about the project, its sites, services, strategies, and a searchable lesson database of 200 K–12 lessons. NTTI also has a national Technology in Education Awards Program, allowing each of the twenty-six sites to recognize an educator who has creatively integrated technology into their instruction with a \$1,000 grant.

Thanks to NTTI’s ongoing efforts, thousands of educators across the country are using video and technology to transport their students into the 21st century. Teachers are using video as a magic carpet out of the classroom into the middle of a rainforest to learn about biomes, into a computer animation to illustrate cosines, and onto a rocket ship to the moon to teach the physics of thrust and gravity. As one master teacher put it, “Unless students are plugged into appropriate uses of technology, they will be unplugged from their futures.”

In 2002–03, over twenty-six public television stations will participate in NTTI. The project’s partner sites (some of whom conduct multiple Institutes statewide) are:

- Blue Ridge Public Television, Roanoke, VA
- Community Idea Stations, Richmond, VA
- Idaho Public Television
- KCPT, Kansas City, MO
- KERA/KDTN, Dallas, TX
- KLRN, San Antonio, TX
- KNPB, Reno, NV
- KOCE, Huntington Beach, CA
- KQED, San Francisco, CA
- KRMA, Denver, CO
- Louisiana Public Broadcasting
- Maine Public Broadcasting
- Maryland Public Television
- Montana Public Broadcasting
- Nashville Public Television
- Oregon Public Broadcasting
- South Carolina ETV
- Think TV Network, Dayton, OH
- Thirteen/WNET, New York, NY
- Utah Education Network
- WCNY, Syracuse, NY
- WDCN, Nashville, TN
- WGBY, Springfield, MA
- WPBA, Atlanta, GA
- WSIU, Carbondale, IL
- WSRE, Pensacola, FL
- WVIZ, Cleveland, OH
- WVPT, Harrisonburg, VA

Dear Institute Participants:


Welcome to the 13th season of the National Teacher Training Institute. You are a special group of educators chosen to be leaders in our effort to integrate television and technology into math and science instruction.

Education has always been primary on Thirteen's priority list, and our National Teacher Training Institute specifically addresses the critical need in this country to increase our students' interest and proficiency in utilizing technology across all subject areas.

The National Teacher Training Institute has achieved nationwide recognition, and from the beginning has held the wholehearted support of leading educators in the tri-state area.

You, our teachers, are the linchpin. With the Institute's help, you can use the incredibly powerful tools of television and the Internet to make curriculum come alive in the classroom. I hope this will be a professionally enriching experience for you - one that you can share with your colleagues to build a network that extends beyond school and district lines.

Wishing you great success,

A handwritten signature in black ink that reads "Bill Baker". The signature is written in a cursive style with a large, sweeping initial "B".

Master Teachers

Ainsley A. Adams is an associate professor at the Pace University School of Education. Adams has been an NTTI Master Teacher for the past twelve years, and has been a Master Teacher for SUNY Purchase's Summer Leadership Institute since its inception. Adams is also the Science Consultant for the IBM-sponsored Child Care Council of Westchester, Inc. Adams holds a B.A. and M.A. from Fordham University, and an M.P.S. in Special Education from Manhattanville College. In June 1998, Adams was awarded the Excellence in Education award by radio station WFAS "for his devotion to the children of Westchester." Adams was named "The Journal News Golden Apple Teacher of the Year for 1999." In June 1999, Adams received the Education Award from The Rodney Abrams Institute for Youth Development. In February 2000, as part of Westchester County government's program through the Westchester County African-American Foundation, Adams received the Cecil H. Parker Award for his innovative use of television to foster education.

Joy Barnes-Johnson is a nine-year veteran teacher who has served the Montclair Public Schools as a science resource teacher on special assignment with the middle school magnet grant and as a physical science/chemistry teacher at Montclair High School. She is currently working as a Science Assessment Specialist with Educational Testing Service (ETS). Johnson has studied current brain research as applied to classroom practice and is planning to pursue doctoral studies in Urban Education, Science Education, and Policy. Johnson has presented at several meetings, most recently at the 2000 National Middle School Association meeting. She authored an ERIC document entitled "In-Site Insight" describing professional development in Montclair. Johnson is also the 2001 recipient of the Montclair Concerned African-American Parents' Dreamkeeper's Award for Teaching Excellence. This is Johnson's second time serving as a NTTI Master Teacher.

Cynthia Jackson is currently working as a teacher of Human Anatomy and Physiology and Biology at The Browning School in Manhattan. She has been teaching for 15 years in Tennessee, Georgia, and New York. While in Georgia, Jackson served as a science department coordinator in Clayton and Henry County High Schools. She was able to develop and conduct workshops in the areas of Reading to Learn, Practical Lab Experiments on a Shoestring Budget, and Involving the Multiple Intelligent Student in a Science Classroom. She has also sponsored several state participation Science Olympiad Teams in Georgia. Jackson was named the Tandy Technology Scholar by the Tandy Corporation in 1994 and has been selected to appear in Who's Who for Educators for the last 10 years. Mount Zion High School awarded Jackson with an Outstanding Educator Award in 1995. She has also presented at the Georgia Science Teachers Association Convention and the National Science Teacher's Convention. The presentation was entitled, "Teaching National Standards with Humor." Prior to The Browning School, Jackson taught Regents science courses, served as department coordinator, program chairperson, and various other administrative functions at The Young Women's Leadership School in Manhattan. While teaching at The Young Women's Leadership School, she was able to complete a two-year theatre program at the American Academy of Dramatic Arts. This degree has certainly allowed Jackson to teach students to expand their imaginations to enjoy science once again. She has recently been featured in a new book about The Young Women's Leadership School written by Karen Stabiner called All About Girls. This is Jackson's second year serving as an NTTI Master Teacher.

Adrienne Kupper is currently the American Musicals Project Manager at The New-York Historical Society. Kupper also taught English, writing, journalism, and world religions at All Hallows High School. Prior to that, she worked as a theatre educator with such institutions as The New Victory Theater, Urban Writes at the American Place Theatre, the Blue Heron Arts Center, and Manhattan Theatre Club. She is a graduate of New York University's Program in Educational Theatre, and this is her second year as a Master Teacher with NTTI.

Dory Marcus is the Technology Support Teacher for the Summit Middle School in Summit, NJ. In addition to providing hardware and software support, Marcus works with students and teachers to integrate Internet and software-based resources into curricular areas. As a member of the district's Technology Committee, she provides staff development training in the use of technology at all levels. Marcus is also involved in efforts to incorporate distributed video resources in the school's technology rich environment. Outside of Summit Middle School, Marcus has recently completed her M.A. in Educational Technology Leadership at George Washington University. This is her fourth year as a Master Teacher.

Nancy Miller is a teacher of earth science and chemistry at Montville Township High School in Montville, New Jersey. Miller has a B.S. in Secondary Education from Mansfield University in Pennsylvania. Miller was named a Radio Shack Teacher Scholar Awardee for 2000. She also served as a Woodrow Wilson Fellowship Scholar for the 2000 Environmental Science program at Princeton University. Miller has participated in the NTTI for ten of the past thirteen years. This is the eighth year she has presented as an NTTI Master Teacher and is very happy to be with us again.

Janine Polla Werner has been teaching English for twelve years on the junior high school, high school, and adult levels. She is currently the assistant principal of the humanities at The High School for Arts and Business in Corona, where she supervises the English, history, ESL, and foreign language departments. Werner has worked as a staff developer for the Queens High School Superintendent's Office and has extensive experience in creating interdisciplinary lessons and incorporating technology into the humanities. This is Werner's second year as a NTTI Master Teacher.

Robert S. Redmon is the K-12 Visual and Performing Arts Curriculum Coordinator for the Newton Public School District in Newton, New Jersey. He has been teaching Computer Technologies for twelve years. Robert is currently the advisor for the Technology Student Association. This past May, Redmon received his Masters Degree in Special Education from East Stroudsburg University and is planning to further his education in the field of elementary and secondary education with a focus on Administration. Redmon has received various public and private grants and awards for his work in the area of technology education. In 1999, Redmon was nominated for and selected for Who's Who of American High School Teachers. Redmon co-authored an article that was published in "Technology Best Practices in America's Schools," highlighting seamless integrated curriculum teaching practices, technology education, and alternative scheduling schemes. Redmon's forte is in the areas of Computer Aided Design (CAD), Digital Imaging, Desktop Publishing, and Video Editing and Design. This is Redmon's seventh year affiliated with and serving as a NTTI Master Teacher.

Alexander Sabatino, Jr. has been teaching mathematics and computer science to grades 7-12 for twenty-one years and is currently teaching at Dr. Alfred M. Franko Middle School in Mount Vernon, NY. Besides preparing eighth graders for regents and new state exams, he is busy restructuring the district's Middle Schools, training staff to develop Internet lessons, improving the district Web site, and being treasurer of the Franko PTA. Recently, he authored the WebPage project with Pace University called The Search for Uhuru I, (www.csis.pace.edu/schools/mv/asabatino/huru1.html), an interactive, interdisciplinary Internet lesson using space exploration activities. He has presented The Search for Uhuru I, at district workshops and the regional conference of the association for teachers of Mathematics of New York City. Prior to teaching in Mount Vernon, he taught at Seward Park High School on the Lower East Side of Manhattan where he also served as computer coordinator and co-director of theater productions. At Seward Park, he created and coached a nationally recognized computer team. Mr. Sabatino was named a Tandy Technology Scholar by the Tandy Corporation in 1995 and won awards from the National Endowment for the Humanities and New York State Regents. In 1992, the United Federation of Teachers inducted him into their Scholars' Circle in recognition of dedication to the pursuit of learning. This is Mr. Sabatino's fourth year as a NTTI Master Teacher.

Thomas Beard Trocco is a second year NTTI Master Teacher and a member of Thirteen/WNET's Educational Services Advisory Committee. Trocco recently joined Ventures Education Systems as Vice-President and Chief Educational Officer. VESC is an educational company that provides on-site, sustained professional development and proven educational solutions for improved learning, performance, and achievement for students in K-12. Prior to that, he was Content Manager for eNEST, the web resource of the New Educator Support Team, a joint project of the New York City Board of Education, the United Federation of Teachers, and New York Networks for School Renewal. Trocco has also served as Vice-President for Information and Technology for Edison Schools, Inc. and worked with teachers in fifty-nine schools in thirteen states. Trocco's classroom teaching experience includes teaching high school science (A.P. biology, biology, chemistry, and environmental science) in New York City for sixteen years. For the work he and his students completed in genetics computer simulations, Trocco was awarded the Tandy Technology Scholars Prize in 1995. Trocco earned a B.S. in biology from CCNY and a Masters in Physical Anthropology from Hunter College, where Trocco studied titi monkeys in the Peruvian Amazon. Trocco lives in Brooklyn with his wife, son, and daughter.

Angela Villegas has been a Teacher of the Deaf for twelve years for the New York City Board of Education. She has been a Master Teacher for 5 years and is an elected officer of Thirteen/WNET's Educational Services Advisory Committee. In 1998, she was a finalist for the Presidential Award for Excellence in Math and Science Teaching. She was awarded Teacher of the Year by NTTI in 1997. She was the recipient of the 1995 Bright Lights Award for Distinguished Teaching in Math and Science. Villegas holds a B.F.A. from New York Institute of Technology, a post-baccalaureate degree in Art Education from the School of Visual Arts, and a M.S. in Deaf Education from CUNY's Hunter College. Villegas has led workshops for her colleagues on the integration of art in the curriculum and the interactive use of instructional television in the classroom.

National Teacher Training Institute 2002–03 Staff

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Marsha Drummond is National Project Director for the National Teacher Training Institute (NTTI). Drummond has been with the national project since 1996, and works with over twenty-six public television affiliates to train teachers and plan their regional Institutes. She writes project training and promotional materials, conducts presentations for education and media professionals across the country, consults on lessons and workshop development, and develops Web-based lessons and other content for Thirteen's Internet venues. Prior to joining Thirteen, she worked first as a schoolteacher at PS 135 in Brooklyn, NY, and then served as staff developer in technology. She holds a B.A. in Creative Writing/English from San Francisco State University and a M.A. in Creative Writing/English from the City University of New York.

Brigitte Magar Matsuoka

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Brigitte Magar Matsuoka Director, Educational Technologies and Executive Producer, Thirteen Ed Online, is responsible for developing and overseeing new educational technology opportunities. She is also in charge of the development, production and distribution of online formal and informal education projects at Thirteen/WNET New York. She is the head of Thirteen Ed Online, the division of Thirteen's Web site devoted to education, which includes sections for teachers, students and parents/caregivers. Matsuoka's recent projects include **Concept to Classroom**, an eleven-part workshop series on major issues in education reform that just received an Award of Excellence 2001 from Technology and Learning Magazine. Other recent projects include the award-winning **What's Up in the Environment?**, an interactive science project with live mentors and classroom projects; the companion Web site to a post 9/11 three-part series for the PBS **In the Mix** series, **The New Normal**, that carefully and subtly works with teens to reflect on racism, a series of mini-courses called **Learning Modules** for **PBS Teacherline**; and **Standards in Action**, a course for K-6 math teachers that has recently been licensed to Pace University for their graduate school

of education. Previously, she worked at Teachers College, Columbia University as an instructor, online content and tool developer, and K-12 consultant. She has worked with teachers for the past eight years to integrate technology into their classrooms. Matsuoka is also an Emmy recipient and worked for eight years in television production before moving into new media. She has a Masters Degree in Communications, Computing, and Technology in Education from Teachers College, Columbia University.

Mark Wier is Deputy Director of Educational Development at Thirteen/WNET New York, where he is charged with raising funds to sustain and develop Thirteen's local and national educational initiatives. Prior to joining Thirteen, he worked as Director of Development at Brooklyn Center for the Performing Arts and in development at The New York City Public Library and Museum of the City of New York. In addition to his fundraising experience, Wier has guest lectured at Brooklyn College's Arts Administration program and has served as an Adjunct Professor at the College of New Rochelle, where he taught courses including *Exploring the Arts in New York City* and *New York City as a Cultural Environment*. Wier received his B.A. in philosophy and music from the State University of New York at Binghamton, and his M.A. in non-profit management from the University of Wisconsin-Madison.

Sandra Sheppard, is an award-winning producer and media executive with over 15 years of public television management experience. Sheppard is spearheading the station's growth in children's and family media through original programming and co-productions. She is the Executive Producer of **Cyberchase**, a groundbreaking math mystery series that premiered as a daily strip on PBS KIDS in January 2002. She also produced an "enhanced television" project that is being broadcast nationwide and was a 2002 national Emmy finalist. Ms. Sheppard is also producing a variety of significant projects for children and families. **FREEDOM: A History of US**, a 16-part series hosted/narrated by Katie Couric, will air nationally on PBS beginning January 12, 2003. **In The Mix: The New Normal**, a three-part PBS special, will explore the ways teens have reacted to and dealt with the impact of September 11th. She also developed the Emmy Award-winning **What's Up?** series and **Ethical Choices**, and she oversees ZOOM Local/National, an initiative to brand **Zoom** locally through customized broadcast,

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Web content, outreach and promotion. Sheppard also has played a key role in Thirteen's successful National Teacher Training Institute for Math, Science, and Technology (NTTI), serving as executive producer for distance learning courses, including the Emmy Award-winning *Internet in Action*. Working in partnership with PBS, Ms. Sheppard is the executive producer of the standards-based professional development projects *PBS Mathline* and *PBS Scienceline*. She served as project director for Project *Prism* and *Science, Simply Amazing* and executive producer of *Just Think*, *The Thinking Curriculum* and *Schools in for Summer*. Sheppard secured major grants to develop multi-media initiatives that promote reform in math, science, technology, and language arts education including: *PBS Teacherline*, *Beyond the Canon*, *Standards In Action*, and *Learning Science through Inquiry*.

Christopher W. Czajka

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Chris Czajka is the Associate Director of the National Teacher Training Institute (NTTI), managing the execution of the national project at 26 sites across the country, and working with site managers to plan their local events. Czajka also develops educational materials, presentations, and lesson plans based on current and upcoming broadcast productions. In addition to his work with NTTI, Czajka also served as a Historical Consultant for Thirteen's smash-hit series **Frontier House**. Prior to working at Thirteen, Czajka developed and managed the educational outreach and teacher training initiatives at The New Victory Theater, a project of The New 42nd Street, the non-profit company charged with the revitalization of New York City's Times Square. Czajka has been a guest lecturer at New York University. He has also taught at Arizona State University and the Idyllwild School for Music and the Arts in Idyllwild, California. A produced playwright and award-winning serial novelist, Czajka holds a B.S. in Performance Studies from Northwestern University, and an M.F.A. in Theater for Young Audiences from Arizona State University.

Traci Osterhagen

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Traci Osterhagen, Training Specialist, presents workshops on the integration of video and Internet standards-based lesson plans to NTTI Master Teachers across the country. Osterhagen also serves as a site liaison for the national project and manages the Institute evaluation process. Prior to working Thirteen, Osterhagen served one year as a humanities teacher at The Young Women's Leadership School of East Harlem, New York. Osterhagen worked

for five years for Volusia County Schools, Florida as the integration coordinator and English teacher for New Smyrna Beach High School Medical Academy, and four years as a seventh grade language arts teacher at Silver Sands Middle School, where she was elected 1999 Teacher of the Year. During her time in the classroom, Osterhagen focused on cross-curricular integration, School-to-Work initiatives, and applied learning programs. Osterhagen holds a B.A. in English and M.Ed. in secondary English Education from the University of Florida.

CJ Catanese, Training Specialist, focuses on organizing and managing National Teacher Training Institute (NTTI) workshops in New York City. In addition to designing and executing workshops on-site in New York City schools, Catanese also assists with NTTI's national initiatives and program-specific initiatives. Prior to working at Thirteen, Catanese was a Content Editor at Virage, Inc., creating and implementing streaming video strategies for clients including ABC News, Major League Baseball and Citibank. For three years Catanese served as Associate Producer on WNYC Radio's award-winning *New York Kids*, working closely with students, teachers and schools throughout New York City. Catanese helped develop the Museum of Television and Radio's annual Radio Festival where he managed the first three such events. In addition to running the yearly Festival, Mr. Catanese also booked and managed over 300 live remote broadcasts from the museum's radio studios. Mr. Catanese holds a B.S. in Business Administration from the University of Richmond.

Lara Garvilla recently joined the NTTI staff as the administrative assistant. Garvilla assists with the planning and execution of professional development workshops as well as distribution of information and materials to affiliate stations for national events. Prior to working at Thirteen, she was the assistant director at The North Fork Early Learning Center, in Mattituck, NY. Garvilla also worked with both the membership and corporate development at Thirteen/WNET while pursuing her degree. She holds a B.A. in Art History from Fordham University.

Toni Schefflin is Manager of Instructional Television Programming at Thirteen/WNET. She is responsible for the evaluation, acquisition and scheduling of 165 Instructional Television (ITV) series which Thirteen broadcasts each school year and for the online ITV streaming and downloading resource

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of 12,000 instructional video clips. As Editor of both the ITV Handbook and the ITV Calendar, Scheflin oversees the publication and dissemination of these 40,000 printed materials to every school in the tri-state area. Other responsibilities include overseeing the Educational Services Advisory Committee (ESAC), teaching usage of the new online service United Streaming, and hosting screenings and special events for educators. Scheflin has taught painting and has a B.A. in Art Education from the University of Miami.