


DRAWER 4: SECTION 4

TOOLS FOR DESIGNING AGENDAS

- **TOP Study Tours**

- Study Tours FAQ
- TOP's Photo Collage PowerPoint (**available online**) 

- **Reflections and Evaluations**

- Educator Lesson Evaluation (**available online**) 
- Facilitator Workshop Evaluation
- Participant Workshop Evaluation
- Sample Whole Group Reflection

STUDY TOUR FAQ (2014)

1. AM I ELIGIBLE TO APPLY?

Eligible applicants include the following from the United States and Canada: Social Studies teachers (grades K-12), Social Studies methods professors, curriculum coordinators, principals/assistant principals and applicable States' Department of Education employees.

2. HOW DO I APPLY?

Follow the instructions on the TOP website: download the application form and use the latest Adobe Acrobat Reader software to open and complete the form.

3. WHEN IS THE APPLICATION DEADLINE? HOW LONG MUST I WAIT TO BE NOTIFIED?

The 2014 application deadline is February 3. Application packets must be postmarked on or before this date. Notification letters will be mailed by April 1 at the latest.

4. HOW MUCH DOES THE STUDY TOUR COST?

TOP pays for most expenses through the support of its partners. TOP pays for most domestic and international transportation fees, hotel accommodation fees, two meals per day while abroad (usually breakfast and dinner), and any mandatory study tour related fees, such as museum entry fees, etc.

TOP pays neither for domestic nor for international airline baggage fees when incurred.

TOP does not pay for passport/visa renewal fees.

TOP does not pay for incidental hotel costs, including but not limited to long-distance telephone service, Internet service (WiFi), Pay-Per-View, laundry service, mini bar, etc.

Each participant will have her or his own hotel room.

A refundable deposit is required upon acceptance. The deposit amount for 2014 participants is \$350.00 USD. Deposit refund depends on the successful completion of the items listed in **question 8** of this FAQ.

5. WHEN DO THE STUDY TOURS TAKE PLACE?

The study tours are two weeks in length and take place during the summer months. The specific tour dates are listed at the top of the application form. Applicants are encouraged to select as many of the applicable dates as possible.

6. IS KNOWLEDGE OF THE GERMAN LANGUAGE A REQUIREMENT?

Since TOP caters to American and Canadian educators of social studies, knowledge of the German language is NOT a requirement. German language educators wanting to travel to Germany are encouraged to contact their nearest Goethe-Institut for scholarship opportunities.

7. HOW CAN I IMPROVE MY CHANCES OF BEING SELECTED?

Your application can be enhanced with the inclusion of a completed TOP Lesson Evaluation Form (pages 35-36) after teaching at least one lesson from either the *Let's Explore*

Modern Germany or *Germany In Focus* instructional strategy guides.

We ask that applicants document the workshops they have led on the résumé (CV) portion of their application form. One way to gain workshop leadership experience is by leading a TOP workshop.

The application review committee reads applicants' essays very carefully. It is recommended that someone proofread your essay before submission. It is also recommended that you reference current events in your first essay. Finally, you be as specific as possible when describing how you will follow through with your post-tour responsibilities in the second essay.

8. WHAT IS THE CATCH?

This is a study tour. In fact, there is not much free time during the two weeks abroad. We ask that all participants come willing to engage, to learn, and to be able to absorb a lot of information during a fun, yet mentally and sometimes physically intense two weeks in Germany.

Upon returning from Germany, every participant is required to 1) write "something new" such as a "unit of learning" consisting of one or more lessons and 2) conduct one TOP workshop at the local, district, state, regional, or national level by May 1, 2015. The "unit" may consist of any "Germany-related" lessons of your choosing.

9. JUST HOW "PHYSICALLY INTENSE" ARE THE STUDY TOURS?

While groups travel long distances by plane, train, or bus, participants must sometimes walk distances of several miles per day. Punctuality is paramount, so walking briskly is sometimes necessary.

Participants are also responsible for their luggage at all times. This can be especially challenging when embarking/disembarking trains. Elevators and escalators are also not omnipresent, so navigating stairways with luggage can be problematic for even the most experienced travelers. In addition to walking, groups may take one (optional) bicycle tour. Alternative arrangements will be made for participants with disabilities.

The nature of summer weather in Germany, from hot to cold temperatures to frequent rain can sometimes pose unique challenges to some travelers.

10. WHAT WILL THE ITINERARY LOOK LIKE?

The emphasis will be on modern German issues, relating especially to the political system, economy, culture, education, and environmental sustainability. Additional themes of note include the legacy of the Holocaust, German unification, and European integration.

TOP LESSON EVALUATION FORM

A Companion to the Instructional Strategy Guides

PART 1 (Please complete one form for each specific lesson used.)

NAME:

E-MAIL:

SCHOOL:

CITY, STATE, ZIP:

GRADE LEVEL(S) / SUBJECT(S) TAUGHT:

PART 2

Which Instructional Guide was used?

Let's Explore Modern Germany

Germany in Focus

Focus Area & Lesson Used:

Start Date of Lesson Taught (DD/MM/YYYY):

Preparation Time Needed (Approx Hours):

Actual Lesson Time Needed (Class Periods):

Class Size (Number of Students):

PART 3

To what extent were the following common lesson components effective for planning and teaching the lesson?

Check the applicable box for each component:	1 - Adequate	2 - Good	3 - Exceptional
Standards Alignment (Social Studies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standards Alignment (Common Core)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus Question(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Background Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suggested Time Frame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Resources (Disc & Online Content)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procedures (Student Tasks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whole Group Reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extensions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Quality of Lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 4

1. Please note some specific examples from the 'Lesson Components' and/or 'Instructional Resources' that were most effective when preparing for - and implementing - this lesson:

-
-

2. Which specific Social Studies and Common Core Standards were targeted for this lesson?

3. In what ways did this lesson connect with or enhance your existing curriculum and unit for learning?

4. How did the suggested time frame for this lesson work? What adaptations would you make next time?

5. What evidence did you observe regarding, A) students' engagement and B) their responses to the lesson's Focus Question(s)?

6. When you use this lesson in the future, what changes, if any, will you make to enhance student learning?

7. Refer to the Tables of Contents from the Instructional Guides - Which lessons would you use or recommend to colleagues to enrich their social studies curriculum?

8. Now it's your turn! Please make any other comments or suggestions:

Please return this form by mail or e-mail:

TOP Lesson Eval
Goethe-Institut Washington
812 7th St. NW
Washington, DC 20001
EMAIL: top@washington.goethe.org

FACILITATOR TOP WORKSHOP EVALUATION

Thank you for responding to and submitting this evaluation form. Your feedback will help TOP enhance programs, resources, and services. TOP is introducing a new Curriculum Program and values your information.

Workshop Facilitator's Name:

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Workshop Location (School/ Organization, City, State):

.....

Date of Workshop (MM/DD/YYYY):

Number of Participants:

Approximate Duration of Workshop:

*** Please attach the **Outcomes - Agenda** document for the workshop to this evaluation.

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Planning.... Facilitating.... Reflecting...

- Before you planned and facilitated this workshop, did you attend a Top Workshop using *Let's Explore Modern Germany* and/or *Germany In Focus*? Yes No
- When you began to plan for this workshop, were you aware of the *TOP Toolkit for Professional Development* and how to access it? Yes No
- Which version of the *Toolkit* did you use while planning and implementing the workshop?
 Print Online
- To what extent do you think that each of the Workshop Outcomes met your intentions and the participants' expectations? (1 Least-5 Most)
1 2 3 4 5

Please comment:

.....
.....

- When you used the *Toolkit*, which **Tools** did you choose that were Most Helpful and Effective? Please note 3-4 tools:

.....
.....
.....

- Considering responses from the *Participants' Workshop Evaluations* and your own assessment of the session:
What worked well?

.....

.....

.....

What would you change to improve or enhance the workshop?

.....

.....

- If you have you already participated in a TOP Study Tour to Germany, please indicate the year(s).....
- If no, do you anticipate applying for a TOP Study Tour in the near future?
Please Check: Yes Maybe No

Your additional comments are welcome!

Again, we thank you for facilitating a TOP Workshop and taking the time to complete this evaluation. Your responses will inform our future plans and decisions.

Please, Stay In Touch with TOP!

PARTICIPANT WORKSHOP EVALUATION: OUTCOMES? REFLECTIONS? ACTIONS?

TOP Leaders and Facilitators really appreciate your reflections and responses, as they will help to enhance the content and quality of the program.

Outcomes:

To what extent were the stated Outcomes effective in meeting your expectations?

Use a 1-5 scale (1-least, 5-most)

- Introduce TOP's new programs: *Let's Explore Modern Germany* or *Germany In Focus: Instructional Strategies for Elementary and Secondary Educators*.
1 2 3 4 5
- Connect *NCSS Curriculum Standards* and *Common Core History/Social Studies Literacy Standards* with various Lessons.
1 2 3 4 5
- Engage participants using various Modified Lesson Strategies.
1 2 3 4 5
- Provide information regarding TOP Study Tours to Germany.
1 2 3 4 5
- Provide Complimentary Instructional Materials.
1 2 3 4 5

Your Reflections ???

- What was one NEW piece of information/content that you learned?
- What was one instructional strategy you'd like to borrow, adapt or use?
- What is one thing that surprised you about the workshop or program?
- What is one piece of feedback you have for the Facilitator(s)?

Actions Steps ???

I plan to...

- consider applying for a TOP Study Tour.
- use the materials to teach a lesson.
- share information with colleagues.
- facilitate a TOP workshop.
- other:

Additional Comments are Welcome!

WHOLE GROUP REFLECTION: WALK N' TALK GALLERY

During any *Walk n' Talk Gallery*, participants go to the wall where items are posted. Individuals or various sized groups are randomly asked to explain their message or other task, along with their 'thinking behind the message'. Other participants may ask clarifying questions. The number of individuals or groups will depend on time and circumstances.

1. Pairs post their *Task(s)* on the *Walk n' Talk Gallery*. Pairs stand near their work.
2. The facilitator leads the *Gallery Walk n' Talk*: Ask random pairs to present their *Task(s)* and reflect out loud about their decisions and 'thinking behind the messages'.
3. The visits to various pairs will need to be fairly short in order to include at least 4 - 5 pairs. If the group is large, divide people into groups of 4 pairs so that each of them has a turn to present.

Optional: Elicit responses - How might you modify the strategies we used today with one of your social studies classes?

Note: See *The Pied Piper of Hamelin Modified Lesson Strategy* for a sample.