Susan J. Kovalik

President
Susan Kovalik & Associates

Nominated by
David E. Sawyer

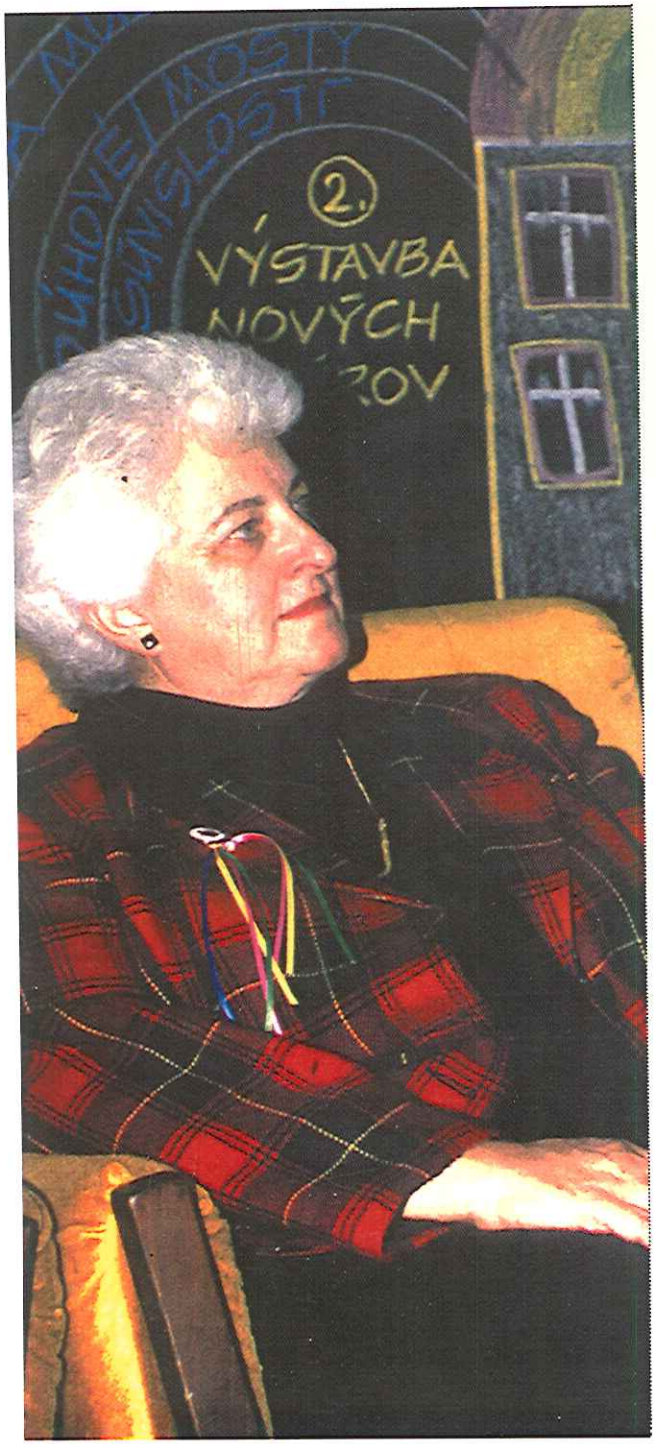
Susan J. Kovalik

Susan J. Kovalik, classroom teacher and curriculum innovator for over 35 years, has spent the past 23 years developing and refining a model for curriculum and instruction based upon research about how the human brain learns and retains knowledge. In 1980, she initiated the Integrated Thematic Instruction (ITI) Model Teaching Week experience for teachers, an innovative way to train teachers in how ITI strategies work with students in their own respective classrooms. Since this beginning, more than 40,000 teachers have participated in the training and have learned how to put into practice the principles and strategies of brain compatible learning. In 1988 she began Susan Kovalik and Associates which identifies, selects and employs experienced ITI teachers to work around the world teaching and coaching educators in her proven methods of classroom instruction. The model's effectiveness is demonstrated by its ability to be replicated for all students in all situations.

Susan Kovalik is a dynamic and thought-provoking writer and speaker. Her keynote messages and seminars have been the spark that ignites renewed commitment to meaningful change in schools and classrooms across the United States and overseas. She was awarded a Medal of Honor for her work in Slovakia (formerly part of Czechoslovakia) for eight years of continuous work with school leaders there while creating a new education system. Her books and tapes are used extensively as "coaches" for teaches and administrators in schools and school districts from coast to coast.

Contents

The mission of Susan Kovalik & Associates is to assist educators in translating brain research into practical curriculum and instructional strategies for the classroom and to participate in the creation of learning communities that are dedicated to growing competent, caring, and responsible citizens.



"Once in a while, something comes along that marks a moment we remember as having forever changed our life..."

When I was eight years old, I witnessed an event that has influenced and guided my life.

I grew up in San Francisco and each summer my aunt and five cousins would spend a month at Grandma's summer house an hour and a half away from the city. On weekends the fathers would join us, but through the week it was mothers and young children, ages one to nine.

The small town had a general store, a post office, and a saloon. Every night before the sun went down, we would walk to town for a popsicle. On this particular evening, as we passed the saloon, we heard shouting and heckling. With the door propped open, we could see the bartender holding a broken bottle by its neck and moving toward a young sailor who was insisting that his wallet had been taken. The crowd was eagerly urging on the confrontation.

Instead of hurrying past, we stopped. And my mother, all of five-feet tall, went inside and stood between the two angry men. She then told someone to call the sheriff. I remember how quiet it became as we stood there and waited for the sheriff to arrive.

On the way back home I asked my mother why she did that. Her response was, "You must do the right thing, in good times and bad." Very late that night my father arrived from the city to lend his support for what my mother had done.

Doing the right thing in education is about providing support for the hopeless and inspiration for the continuously battered teacher. It's about forging ahead despite politics, budget cuts, and unrealistic legislative mandates. It's about moving beyond the perceived limitations of the many different languages and nationalities in our schools. It's about resisting the simplistic attempt to categorize student learning by administering a multiple choice, true-false test. It's about doing what's right in good times and bad.

Thanks Mom and Dad.

Susan Kovalik

Susan Kovalik

"My greatest legacy is the work of my children."

MALCOLM JAFFERIES
FRIEND, MENTOR, AND FATHER

GOAL

To provide a comprehensive model for bodybrain-compatible education and systemic change at the district and school levels.

Exploration of the full range of our own potentialities is not something that we can safely leave to the chances of life. It is something to be pursued avidly to the end of our days. We should look forward to an endless and unpredictable dialogue between our own potentialities and the claims of life - not only the claims we encounter, but the claims we invent. And by potentialities I mean not just skills, but the full range of our capacities for sensing, wondering, learning, understanding, loving and aspiring...

JOHN W. GARDNER
AMERICAN HERO, LEADER, ACTIVIST, AUTHOR, AND REFORMER

The Origins of Integrated Thematic Instruction

I first started teaching in 1961. From the beginning, I worked my intuition overtime to come up with the best ways to engage my sixth grade students. As a second generation Italian-Greek-Irish-American, that meant plenty of enthusiasm, exuberant gestures, laughs, hugs, and food. When I became a K-6 science teacher, the formula was expanded to include plenty of hands-on of real things - snakes, rats, chickens, you name it. Whatever I was teaching, I would design the instruction so students would be able to use what they were learning in their personal lives. The result was I always had classrooms of children who loved learning.

In time, I became a teacher for the gifted and talented. It was through this work that I was first introduced to brain research. It validated what I believed - that we had to save students from the tedium of textbooks and worksheets. With this background in developing curriculum and teaching methods for gifted children, I began consulting for an organization that sponsored educational conferences across the country.

It was while I was attending a social event for gifted students in 1984 that I received a huge wake-up call. My youngest son Marshall publicly challenged me, "Do you really believe that the only students who want a good teacher and something interesting to learn are the ones that score high on a one hour test?" His older brother and sister were both in the gifted programs in their schools. He did not pass the test and was considered an average student. "My brother and sister get all the good teachers and I get the leftovers. And no one ever asked me what I wanted."

Marshall was right. Every child deserves a good teacher. I left the field of gifted education and turned my attention to learning for all students. The forerunner of Susan Kovalik & Associates came into being.

In my quest for answers, I came across Leslie Hart's *Human Brain and Human Learning*. It explained how the brain learns from a scientific perspective. Many of my earlier intuitions about instructional strategies and curriculum development were confirmed by brain research. I began to analyze my teaching strategies. They worked not because I was an extrovert but because they allowed students' brains to work the way they naturally work; the strategies were, as Hart coined the term, "brain-compatible." In fact, anyone could learn the techniques and they worked for all students, from reluctant learners to the gifted and talented.

I began to refine my curriculum development and instructional strategies to better align them with brain research. The Integrated Thematic Instruction (ITI) model was born.

GOAL

To provide a wide range of professional development opportunities that assist educators in the application of the biology of learning in classrooms, schools, and districts.

We don't even know what skills may be needed in the years ahead. That is why we must train our young people in the fundamental fields of knowledge, and equip them to understand and cope with change. That is why we must give them the critical qualities of mind and durable qualities of character that will serve them in circumstances we cannot now even predict.

JOHN W. GARDNER
AMERICAN HERO, LEADER, ACTIVIST,
AUTHOR, AND REFORMER

Two years later, in January of his senior year, Marshall came home from high school and said to me, "I know what you believe and I know what you stand for, but I'm quitting school. Before you say anything, you go sit in my classes for a day and at the end of the day if you can look me in the eye and tell me that six more months of this will really enhance who I am as a person, then we'll talk about it." After sitting through his classes, I could not look him in the eye and say, "Yes, it would." Marshall left school.

Marshall was right again.

In response, I formalized my brain-compatible model for a national conference and wrote my first book, *Teachers Make the Difference.*

> Over the past 20 years, the ITI model has continued to evolve to stay current with both emerging brain research and on-going search for best practice by my associates and ITI teachers across the country.

In that time, it is estimated that more than a million students in the United States alone have been taught using the ITI model.

The ITI model reflects another side of my family experience, that of the political activism of my parents, Malcolm and Josephine Jafferies. They imprinted on me early in life that the purpose of an educated life is citizenship-active participation in our democratic processes.

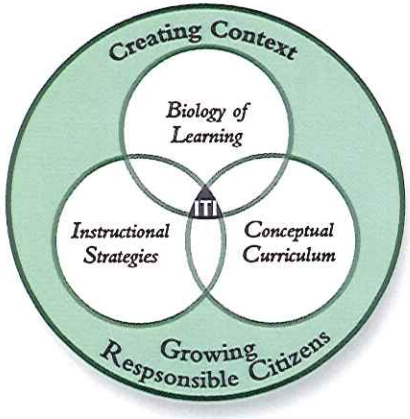
That is why ITI is more than just a new way of learning. It's about students' learning that they can make a difference in their world.

BELIEF

Understanding the application of the emerging biology of learning is the keystone to meaningful, systemic school and district change.

Because of Susan Kovalik's training, we have entire schools who have moved from teacher-centered classrooms, with the attending time-consuming discipline problems, to student-centered classrooms where discipline problems rarely occur, test scores indicate higher achievement, and students want to come every day.

ANITA MOLSTEAD
ASSOCIATE SUPERINTENDENT OF EDUCATION
COLUMBIA CONFERENCE OF SEVENTH-DAY ADVENTISTS SCHOOLS



HOW THE ITI MODEL WORKS

Overview of the Integrated Thematic Instruction Model

The ITI Model has two main goals:

- To create participating citizens, willing and able to engage in our democratic processes to improve life now and for future generations
- To help educators translate current brain research into practical strategies for the classroom and schoolwide

One goal without the other is an empty pursuit. The world has urgent problems to solve and we have children waiting to learn and grow and hoping to have meaningful work to do.

> Our aim is to grow "bigger thinkers." Critical thinking, once reserved for gifted and talented programs, must come into the mainstream for all students.

The ITI model is based in current brain research. This knowledge of how the human brain learns informs our decision-making about what's worth teaching as we develop curriculum and select what instructional strategies will work best and why. The ITI model is based on Five Learning Principles and Nine Implementation Strategies.

Brain Biology - The Five ITI Learning Principles

The ITI model is based on five basic principles from brain research:

1. Intelligence is a function of experience
2. Learning is an inseparable partnership between the brain and the body
   - Emotions are the gatekeeper to performance and learning
   - Movement enhances learning
3. There are multiple ways of solving problems and producing products (Gardner's Multiple Intelligence Theory)
4. Learning is a two-step process
   Step one: Making meaning through pattern seeking
   Step two: Developing a mental program for using what we understand and wiring it into long-term memory
5. Personality impacts learning and performance

Few will be surprised by these core concepts; much of the brain biology summarized here rings true with our intuitions. Schools of the 21st century must use brain research to select best practice for curriculum development and instructional strategies, practice informed by brain research rather than educational tradition and habit.

Once educators are aware of the ITI Learning Principles, they can begin to look at what they are currently doing and recognize where they have missed an important learning strategy. The learning principles most frequently absent from traditional teaching programs is the process of detecting patterns and developing programs. Pattern recognition and program building are the primary ways the brain learns and stores meaningful content, thus allowing us to function day by day in all that we do. Understanding this principle alone allows any teacher to teach a major skill in a single day. NOT understanding this process leads to the same content taught in traditional ways year after year and spiraling numbers of remedial and special education classes.

The Nine Bodybrain-Compatible Elements of Curriculum Development and Instruction

The bodybrain-compatible elements of the ITI model are the primary ways of translating brain research into action in the classroom. These nine elements are:

1. **Absence of threat/Nurturing reflecting thinking.** Help students feel free from anxieties and associate positive emotions with learning. Give them an environment and tasks that invite thoughtfulness, introspection, and the mental habit of thinking things through.
2. **Meaningful content.** Select topics that interest students and have power to help them understand and influence their world. Show them how to use such knowledge and skills in real-world ways.
3. **Movement to enhance learning.** Movement related to the content to be learned enhances learning by improving the emotional climate by energizing or calming, involving the body in creating mnemonics, and inviting interplay with the movement centers of the brain which help sequence thinking.
4. **Choices.** Provide options for how learning will occur, giving consideration to multiple intelligences, personality preferences, and student interests.
5. **Adequate time.** Provide enough time for students to thoroughly explore, understand, and use information and skills - time to make meaning and develop mental programs for using and remembering what they learn.
6. **Enriched environment.** Provide an inviting setting with many resources that increase sensory input, particularly the use of real places for *being there* experiences, resource people, and hands-on of the real thing. Real-world experiences provide the most important sensory input. Job shadowing, mentorships, and community service projects, also help establish connection between what students do in schools and what adults do in life.
7. **Collaboration.** Have students work together to solve problems, explore, and create.
8. **Immediate feedback.** Provide feedback while the student is engaged in a learning task to correct initial learning and sustain motivation to learn.
9. **Mastery/application.** Students acquire mental programs to use what they understand in real-life situations, practicing until it becomes wired into long-term memory.

Brain Compatibility...It's All or Nothing

Achieving brain compatibility only comes through full understanding of the brain research and the richness of its implications. Implementing one aspect or even several is not enough to unleash the power of bodybrain-compatible learning. For example, providing an environment characterized by absence of threat is only a beginning. In truth, the functions of the limbic system demand meaningful content in order to induce the gatekeeper (the limbic system) to engage the cerebral cortex in long-term memory functions. The limbic system also demands movement, choices, adequate time, enriched environment, collaboration, immediate feedback, and mastery. The same applies to the statement that intelligence is a function of experience. If we want the greatest chemical and electrical activation of the brain, the learner needs an enriched environment, meaningful content, collaboration, movement, choices,

The scientific content of Ms. Kovalik's program is also exemplary. She has collected, collated, and communicated current understandings of the brain and its role in the education process very well. There are many purportedly valid books being presented to educators about the brain that are based on suspect sources and are dangerously simplified. In clear contrast are Ms. Kovalik's writings. Her recently revised book is comprehensive and authoritative. Educators can and do trust it. As a researcher, I found it to be accurate and a model of presenting scientific evidence to an educational audience with a goal of their being able to use the evidence to change education.

G. CHRISTIAN JERNSTEDT
PROFESSOR OF PSYCHOLOGICAL AND BRAIN SCIENCES
DARTMOUTH COLLEGE

adequate time, immediate feedback leading to mastery, and absence of threat/nurturing reflective thinking. Each of the other concepts from brain research must also be translated into action by the nine bodybrain-compatible elements.

> Implementing **ITI** is not a piecemeal affair in which one can pick and choose. If even one of the bodybrain-compatible elements is not in place, the learning environment is not bodybrain compatible.

The curricular and instructional strategies described in the ITI model are not new. But they must be used differently to achieve the results suggested by brain research. This is a more difficult task than throwing out the old and bringing in new strategies. Yet good teachers have intuitively implemented many of the strategies of the ITI model over the years. However, operating on intuition alone makes it impossible to get all the required elements operating coherently and simultaneously. It does not allow good teaching to become replicable. The key is which strategies are used when, why, and to what purpose.

The Balance Between Curriculum and Instruction

The ITI model is first and foremost a means of translating brain research into practical classroom applications. As such, it should, and does, provide a lens for viewing common classroom trends. For example, much student misbehavior is the result of boredom—the curriculum is simply not engaging or meaningful to them. On the other hand, even the best of curriculum falls on deaf ears if there is chaos in the classroom or instructional strategies are limited to lecture. Experience has shown that creating a bodybrain-compatible teaching/learning environment is a necessary prerequisite before moving on to curriculum development. With a bodybrain-compatible environment and classroom leadership/management elements in place and maintained, the curriculum development aspect of the ITI model comes to the fore.

BELIEF

Powerful learning requires a "bodybrain partnership" - an integrated process.

With the help of Susan and her coaches we have brought down our mobility rate from 105% to 76% because ITI has drawn children back from a stable neighborhood. Our achievement test scores are in the upper quartile; we are now known as an H2 school - high poverty and high achievement.

JUDY M. FESSENDEN
PRINCIPAL
REMINGTON ELEMENTARY SCHOOL
TULSA, OKLAHOMA

Outstanding educators intuitively know what classroom experiences students need to be successful. Outstanding educators know that the lessons taught need to benefit humanity. Outstanding educators have the leadership skills to help principals and teachers create meaningful experiences for students. Besides paying attention to skills and knowledge, outstanding educators integrate creativity, passion, and imagination into their schools in order to produce responsible people who will make the world a better place. There is not an educator on this planet who is more dedicated to making the world a better place than Ms. Susan Kovalik.

BARBARA PEDERSEN
C.L.A.S.S. INDIANA

ITI is the coming together of three basic components embedded in the context of real-world experiences. The first component is **the Biology of Learning.**

The second component is **Instructional Strategies**. A teacher must have hundreds of strategies on how to orchestrate learning in the classroom. Instructional strategies facilitate the development of a sense of rhythm and rhyme when working with groups of students. They allow for different configurations of students working together, different materials being used, and multiple ways to understand what is being presented.

The third component is **Conceptual Curriculum**. Concepts can be generalized, projected into the future, and used to explain the past. Best of all, concepts give young students the opportunity to build the foundation of how the world works and what that means to their future. Because most traditional curriculum consists of factoids (dates, details, and definitions), this aspect of the ITI model represents the biggest challenge for teachers.

The outer circle is **Context** - providing *being there* experiences so students can understand how the knowledge and skills they are learning are used in the real world.

The Power of Brain Research in Action: Teaching Any Skill in One Day

After reading *Human Brain and Human Learning* by Leslie Hart in 1983, it was clear to me that when these three components came together, we should be able to teach any skill in a single day, even long division, which on average takes 2.3 years. At a number of my workshops I stated this belief. One day a fourth grade teacher approached me and took me up on that challenge. Not surprisingly, this was an elementary teacher who hated to teach math. She and I worked together to create 20 learning centers covering one-digit divisors, two-digit divisors, whole number remainders, fractional remainders, and story problems.

She applied for a small grant from her district to buy the materials and recruited 17 additional students from the fifth and sixth grades who still didn't know how to divide. We invited parents and student teachers to be our center processors and asked them to take six hours of training so that they would understand the reasoning behind what we were doing and how to use their learning centers.

The teacher introduced each aspect of division with very creative direct instruction and then the students moved to the stations that reinforced that direct instruction. Each station was structured so that five students and one adult worked until ALL had mastered the task at that station.

Our goal was to build mental programs for doing division. With no diversion, we believed, based on brain research, that it could be done in a day. A mental program is something that has been wired into long-term memory and that can be recalled at will.

The day went amazingly well and the results were impressive: pre- and post-test comparisons showed that ALL 50 third, fourth, and fifth grade heterogeneously grouped students, learned division. Follow-up tests six months later showed the students had retained the skills they gained that day; many continued to improve. Division Day enabled students to transfer their knowledge and write their own math problems, and to recognize when a math problem solvable by division presented itself. It also gave them the confidence to believe that math wasn't a difficult subject.

A video and handbook were produced to allow teachers to recreate this experience. Each time Division Day is replicated around the country, results are the same. The ITI model's brain research base makes it replicable any time, anywhere, with any and all students.

LIFESKILLS Start in the Classroom

When I first left the field of Gifted and Talented Education and started educating regular classroom teachers about the ITI model, the first thing they inquired about was what discipline plan I used. In the beginning, I didn't have one! Having exciting, thoroughly engaging curriculum had eliminated "discipline" problems in my classroom. However, I soon realized that if I wanted educators to listen to what I had to share about curriculum and instruction, I had better develop one, one that was consistent with brain research.

My search led to the birth of the Lifelong Guidelines and LIFESKILLS – guideposts for success in life, not just rules for the classroom. The Lifelong Guidelines are:

- Trustworthiness
- Truthfulness
- Active Listening
- No Put-Downs
- Personal Best

I believed they had to be modeled and practiced, starting in the faculty room.

These Lifelong Guidelines and LIFESKILLS are not curriculum that a teacher talks about. They must be modeled and practiced by each teacher, starting in the faculty room and then lived in the classroom.

These guidelines apply to all aspects of life - personal relationships, the workplace, religious gatherings, or community meetings. The Lifelong Guidelines are a foundation for life in general.

When my associates and I analyzed the Lifelong Guideline of Personal Best, we felt it needed further definition. Hence the LIFESKILLS - 18 attributes of people we respect and admire: integrity, initiative, caring, curiosity, common sense, courage, perseverance, effort, sense of humor, responsibility, resourcefulness, pride, flexibility, patience, cooperation, friendship, problem solving, and organization.

The Lifelong Guidelines and LIFESKILLS became the foundation for our work with educators and schools. Our theory is that it's not what we do to make students behave, it's what we model day in and day out that gives students an example of what acceptable behavior looks, sounds, and feels like.

The emotional climate must be safe and predictable if high academic achievement is to be attained.

Experience has shown that once a school embraces Lifelong Guidelines and LIFESKILLS, there are two immediate changes. **The number of discipline referrals falls by at least 50 percent**, and in some cases as much as 90 percent. **Average daily attendance increases to above 96 percent:** both the students and teachers want to come to school. The number of reference books being checked out of the library increases by 30-50%. Previously lost classroom time is now focused towards learning.

Inside an ITI Classroom

An ITI classroom doesn't just operate differently, it looks, sounds, and feels differently. The entry way is welcoming with plants and comfortable places to sit. Someone will greet you at the door just as if you were approaching a neighbor's door. The Lifelong Guidelines and LIFESKILLS are prominently displayed and frequently referred to. They are the cultural foundation of an ITI classroom.

"There is no popular group and unpopular group, our class is like a family and we look out for each other."

"It's better when the teachers respect you, than just yell at you."

"I like coming to school, even when I'm sick."

WHAT STUDENTS ARE SAYING ABOUT THE ITI MODEL

Having the gene pool of the Jafferies has enabled all my sisters to: be willing to take risks, have the courage to make the investments, and be prepared to rethink and re-engineer to meet the ever-evolving challenges ahead. After recognising the achievements of my sister, Susan Kovalik, I am left with a sense of the tremendous amount of work that remains to be done to provide entrepreneurs, CEO's, business leaders, and all others concerned with fostering human learning and development with appropriate levels of guidance for helping people become great corporate citizens. It is all about education. Thus, my energy and vision are focused on leaving an indelible mark on the landscape as my mentors have done.

PATRIA JAFFERIES
FOUNDER DOME COFFEES AUSTRALIA PTY LTD
2000 NATIONAL TELSTRA BUSINESS WOMAN OF THE YEAR
PERTH, WESTERN AUSTRALIA

At the door of the classroom, you will see a board with Entry Procedures that guide and focus your attention before you even enter the class. Inside, which is clutter free, desks are arranged in groups of four; each group has a supply box, a living plant, and a procedure book containing all the other procedures (descriptions of the personal and social behaviors you need to be both self-directed and an effective member of a group).

There is a daily agenda on the board, written in mindmap fashion, indicating what is to be accomplished during the day. This agenda is the time management guide for the students and the teacher.

Mental readiness is the goal for your first 10-20 minutes in the class. You'll find baroque music playing and full spectrum light and or incandescent lights have replaced the harsh fluorescents. You're given time to explore something of your interest as you settle into mental and physical coherence and prepare yourself to learn something meaningful. Because your teacher is consistently well prepared, you are confident you'll have exciting things to learn and that he/she will orchestrate the day and the classroom so that academic success is within the grasp of all students.

Your student host will take the guest around the room to explain the curriculum (the yearlong theme posted on the wall is used as an itinerary for the year's curriculum focus). The student guide can answer any questions about classroom life posed by the visitor, from LIFESKILLS to the concept for the yearlong theme.

A remarkable aspect of an ITI classroom is that students are articulate about what they are learning and why the class runs so smoothly. They are familiar with the multiple intelligences and other aspects of how their brains work. They are learning to use this information to guide and maximize their own learning. Students carry their share of the load; the teacher is having fun!

> When ITI is implemented schoolwide, there is consistency and continuity that empowers youngsters to reach out for academic understanding. ITI is not about learning factoids (details, dates, and definitions); it is about learning something meaningful and how those concepts and skills are used in their own community.

Students are well aware that the goal of their curriculum and the *being there* experiences in which they participate is to grow responsible citizens. This is not just a phrase to them; it is a reality, the heart of their classroom work.

Is it any wonder that in this environment children love learning?

BELIEF

Where students experience bodybrain-compatible learning, their product-producing and problem-solving capacities are greatly enhanced.

Susan Kovalik's important new ideas and methods represent a switch from an industrial-age paradigm of education that primarily prepares students for assembly-line work, to an information-age paradigm that prepares students for knowledge work.

[She] has blazed a trail that many other researchers are only recently following and what's equally important is that she has had as great an impact on practice as she has on research/theory.

PROFESSOR CHARLES M. REIGELUTH
INSTRUCTIONAL SYSTEMS TECHNOLOGY
INDIANA UNIVERSITY

During that model teaching week, I knew that I was in the presence of greatness and that my teacher that week, Susan Kovalik, was here on Earth with a specific mission - the mission to inspire and challenge educators to go to new intellectual heights and, most importantly to remind us that, as educators, our job is to ensure all children succeed in school and life!

JO GUSMAN
LANGUAGE AND LITERACY INSTRUCTOR
CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Teaching the Teachers

If we are to increase the ability level of students, the ability level of all those in the education pipeline must be expanded. We can't teach what we don't understand. Teachers, like students, must be able to understand at the application level and not just the theoretical or textbook level. Model Teaching Week was developed to showcase how the ITI model works with students from the teacher-trainees' own school.

"Before you can inspire with emotion, you must be swamped with it yourself.
Before you can move their tears, your own must flow.
To convince them, you must yourself believe."

WINSTON CHURCHILL

Model Teaching Week

Model Teaching Weeks have been a keystone in our training sequence for 23 years; they are unique to the ITI model. Held in schools anywhere in the world, the training is conducted by two ITI practitioners, one who demonstrates the ITI model with students and one who teaches teachers the brain research base and how to implement it. Classrooms are heterogeneous and multi-age (at least a three-year grade span); the number of students is typical for the district.

The content for the classroom is a mini-theme, a slice of a yearlong theme. Skills and conceptual content are seamlessly woven together. The 15-hour demonstration begins with the Lifelong Guidelines and LIFESKILLS and includes a *being there* study trip to a location within 30 miles of the school. This gives all students firsthand experience with what is being studied and how it is useful in the real world. This opportunity to engage all senses helps build accurate understanding and levels the playing field for all students. Not only the advantaged children, but everyone now begins with relevant, supportive experience with the topic of study.

Being there experiences are at the core of ITI study. They allow for rich sensory input in a meaningful context. With this input, students are able to develop questions they would like to know more about and are in a strong position to understand the important concepts of the curriculum. These *being there* experiences engage all the senses, energize curiosity, and create maximum physiological change in the brain, the physical manifestation of learning.

The model teacher uses no textbooks or worksheets. Instead we use a rich bank of resources to support the investigation of key points—up to 50 books, magazines, tapes, resource people, real items for hands-on exploration, and other materials plus Internet access. Once students enter the room they are on an adventure of a lifetime. And, I make sure we have an expert from our field of study visit the classroom.

The assessment of the week is always authentic because the curriculum is authentic. Students write letters to organizations, mount campaigns to save an endangered animal or physical location, invite the newspaper in to see what wonderful things they are studying, and produce projects to share their knowledge with other members of the class and the teachers.

> Model Teaching Week works with all K-12 students everywhere, even when we must use translators as we have done in Slovakia.

Susan Kovalik & Associates have trained over 25,000 teachers using the Model Teaching Week format. In 2003, alone, 34 Model Teaching Weeks for over 2,000 teachers and administrators throughout the United States were implemented.

Support Materials

Because a bodybrain-compatible classroom looks and feels so differently from a traditional classroom, it is difficult for teachers to create and maintain a vision of where they are going and how to get there. To assist them, I created numerous videos and books. Those that I have authored, co-authored, or produced include the following:

BOOKS

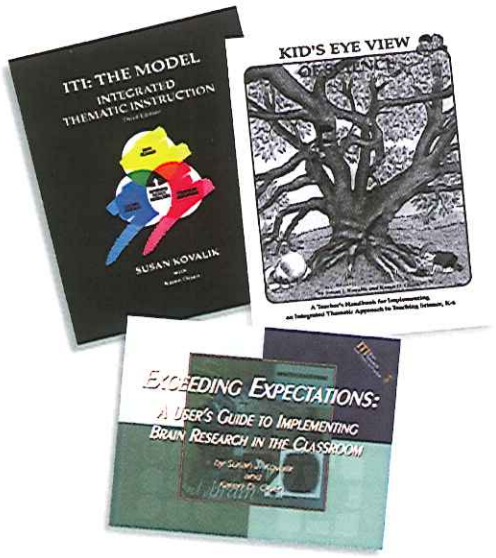
- *A Kid's Eye View of Science: A Teacher's Handbook to Implementing an Integrated, Thematic Approach to Teaching Science, K-6.*
- *ITI: The Model (Integrated Thematic Instruction)*
- *The ITI Classroom Stages of Implementation: Assessing Implementation of Bodybrain-Compatible Learning*
- *The ITI Schoolwide Rubric: Assessing Schoolwide Implementation of Brain-Compatible Education*
- *Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom*

VIDEOS

- *Classroom of 21st Century*
- *I Can Divide and Conquer: A Concept in a Day*
- *Jacobsonville: An ITI Micro society*
- *Emotion: The Gatekeeper to Performance with Dr. Candace Pert*
- *LIFESKILLS: Creating a Class Family*
- *Stage 1 of the ITI Stages of Implementation: First Things First*
- *Stage 2 of the ITI Stages of Implementation: Intelligence Is a Function of Experience*
- *Stage 3 of the ITI Stages of Implementation: Creating Conceptual Curriculum*
- *A One-Day Makeover for Your ITI Classroom*
- *ITI in the Urban Middle School - ITI Works for All Students*
- *Let's Get Moving: Movement in the Classroom*
- *Paw Paw Lake: ITI and Service Learning*
- *How to Make Learning a Moving Experience*

Susan has made an immense contribution to education. Just a few days ago I visited Montclair Elementary School in Prince William County, Virginia which, like hundreds of other schools across the country, provides its students with an enriched, integrated curriculum inspired by Susan's work. Because of her creativity, enthusiasm, and boundless energy, Susan Kovalik has improved the lives of thousands of teachers and hundreds of thousands of students.

RON BRANDT
EXECUTIVE EDITOR EMERITUS
EDUCATIONAL LEADERSHIP AND OTHER PUBLICATIONS
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT



Teaching the Teachers (continued)

BOOKS AND MATERIALS BY SK&A ASSOCIATES THAT EXPAND IMPLEMENTATION OF ITI

- *The Way We Were, The Way We Can Be: A Vision for the Middle School* by Ann Ross and Karen D. Olsen
- *Synergy: Transforming America's High Schools Through Integrated Thematic Instruction* by Karen D. Olsen
- *Transformations: Leadership for Bodybrain-Compatible Learning* by Jane McGeehan
- *Science Continuum of Concepts Grades K-6* by Karen D. Olsen
- *It's Not About Math, It's About Life* by Kari Kling
- *Tools for Citizenship and Life: Using the ITI Lifelong Guidelines and LIFESKILLS* by Sue Pearson
- *Character Begins at Home: Using the Lifelong Guidelines and LIFESKILLS* by Sue Pearson and Karen D. Olsen
- *Classroom of the 21st Century: Using ITI in a Heterogeneous Classroom* by Robert Ellingsen
- *Making Bodybrain-Compatible Education a Reality: Coaching for the ITI Model* by Karen D. Olsen
- *ITI Weekly Teaching and Planning Book* by Shirley Franck and Jeannine Poole
- *The Only Being There Experience Guide Students Ever Need* by Kari Kling
- *Spread Your Wings (video, audio tape, and CD)* by Jeff Pedersen
- *Songs about LIFESKILLS* by Judy and Russ Eacker

KEYNOTE PRESENTATIONS BY SUSAN KOVALIK

- Advanced Technical Labs, WA
- Alpena Public Schools, MI
- Educational Service Center, MI
- American Youth Policy Forum, Washington, DC
- American Association of School Librarians, Chicago, IL
- American International School, Zurich, Switzerland
- American International School, Milan, Italy
- American International School, Jakarta, Indonesia
- Apple Computer
- Arizona State University, Education Department
- Avondale School District, Auburn Hills, MI
- Badgett Regional Service Center, Madisonville, KY
- Battleground School District, WA
- Bay Arenac Intermediate School District, MI
- Bloomfield School District, MI
- BOCES Service Center #2, NY
- California Association for Mediated Leaning, CA
- California State University, Sacramento, School of Education, CA

Teaching the Teachers (continued)

KEYNOTE PRESENTATIONS BY SUSAN KOVALIK - (continued)

- Canadian Academy, Kobe, Japan
- Capitol Area School Development Association, Albany, NY
- Catholic Education Diocese of Buffalo, NY
- Center for Ethical Learning, WA
- Central Michigan University Charter School Development, MI
- Clemson University, South Carolina
- Cobb County School Board, GA
- Colorado School for the Deaf and Blind, CO
- Cooperative Learning Conference, UT
- Department of Public Instruction, WI
- East Asia Regional Council of Overseas Schools, Istanbul, Turkey
- Education Resources of the Northwest, OR
- Florida Diagnostic and Learning Resources System
- Florida Inclusion Network, FL
- Fort Hay Educational Development Center, KS
- Girl Scouts Leadership Council, WA
- Grantwood Regional Educational Agency, IA
- High Plains Education Cooperative, KS
- Idaho State Department of Education, ID
- Institute for Service Learning, PA
- International Alliance for Learning, CA
- Kansas State Department of Education, KS
- Loess Hills Area Education Agency, IA
- Michigan Association of School Administrators, MI
- Michigan Science Teachers, State Conference
- Midwest Principal's Center, IL
- National Association of Seventh-Day Adventist Schools, TX
- National Association of Secondary Principals, VA, IL PA, AZ
- National Community Colleges, The Chair Academy, AZ
- National School Conference Institutes, AZ
- Nebraska ASCD (Association for Supervision and Curriculum Development, NE
- Nebraska Department of Education, NE
- New Mexico Department of Education, NM
- American College of Greece, Atticus, Greece
- North East Intermediate Unit, PA
- Northwest Network, OR
- Oklahoma ASCD, OK
- Paso del Norte ASCD, TX
- Our Lady of Lourdes Academy, FL
- Portland State University, OR
- Regional Educational Service Centers - 1,6,7,10,12,13,14,15, TX
- Richmond Community Schools, IN
- Rockhurst College, MO
- California State Center Consortium, CA
- Catholic Schools, CA and NY
- International ASCD Conference, CA
- School Administrator Association, NY
- Singapore ASCD, Singapore
- State and Federal Programs, MI
- Swiss Group of International Schools, Switzerland
- Association for Supervision and Curriculum Development, TX
- The Brain Network, MO
- Traverse City Area Public Schools, MI
- Tri-City Education Service Center, IL
- Tulsa Education Fund, OK
- University of Findley, OH
- University of New Orleans College of Education, LA
- University of Wisconsin, WI
- Visual Arts of Oklahoma, OK
- Washington ASCD, WA
- Wichita State University, KS
- Yosemite National Institutes, CA
- Young Audiences of Indiana, IN

She has had profound impact on countless schools and numerous whole school systems. She has dedicated her life to making the world a better place to live. She stretches educators professionally, and teaches and expects respect. She has been the supreme model of a lifelong learner and innovator and she is committed to sharing with others how they can teach all children in a brain compatible way that excites and challenges them to become lifelong learners.

PATTY HARRINGTON
ASSOCIATE,
SUSAN KOVALIK & ASSOCIATES

To meet the challenges of the future you must first realize there is a dangerous disconnect between learning and teaching. ITI, in creating a model by applying brain research, has reinvented education for the long term. At the heart of this new thinking is a growing body of evidence revealing that reliance on old educational practices critically undermines the taxpayer, district, teacher, and student.

KAREN D. OLSEN
PRESIDENT
BOOKS FOR EDUCATORS

Brain Research and Change Theory Go to School

School reform is a remarkably complex task. The key ingredients for the 21st century are brain research and change theory. Each must be made to serve the other in practical ways.

My associates and I, thanks to the generous support of the David and Lucile Packard Foundation and its Program Officer Dolly Sacks, spent ten years studying how these two topics - brain research and change theory - could be brought together to create significant school reform. Our "school" was the Mid-California Science Improvement Program (MCSIP) and the Bay Area Middle School Project.

Here is the MCSIP story.

In 1987, the David and Lucile Packard Foundation approached me to request assistance in launching a program to improve science education, grades K-6, in Monterey County, home to the world-famous Monterey Bay Aquarium (created and operated by the Packard family), and home to the Packard grandchildren. The Foundation funded our proposal.

Funding for schools was competitive: schools had to demonstrate desire and commitment to substantive change using the ITI model to improve science and use science as the core of their integrated thematic instruction. Eighty percent of the faculty, by secret ballot, had to vote yes to their school's participation; 40 percent had to join the first year, increasing by 20 percent each of the next two years. Minimum commitment was for three years. Schoolwide needs assessment/planning sessions ensured an informed vote.

The MCSIP program was designed to solve four fundamental problems:

- Lack of agreement among staff about what science content students are to learn from grade to grade (which resulted in repetition and gaps)
- Lack of knowledge of science
- Lack of knowledge and skill about how to effectively teach science
- Viewing efforts to improve science as an "add-on" in terms of time, effort, and resources

Over the ten years, almost 700 teachers participated from 45 schools in 16 districts across seven counties. Teachers received at least seven days of science content training each year, plus Model Teaching Week. Each teacher also received training stipends and college credit for seven graduate level courses, if desired. They received $500 to purchase science materials, 4-5 days of curriculum development time each year, and intensive on-site coaching (one day a month for every four participating teachers).

Brain Research and Change Theory Go to School (continued)

Ten years and $4 million later, we had learned a great deal about marrying brain research and change theory. The most significant lesson learned? Substantive change and improvement in academic scores is easier to achieve than most people believe *if* brain research is implemented. MCSIP students did well. However, quality is almost impossible to maintain over time because our politicians underestimate what is needed and how long it takes to acquire needed competencies. For elementary school teachers, focusing on a different curricular area each year, with attendant textbook adoption cycles, is a recipe for failure. After three years and almost 40 days of science content training and dozens of coaching days, many teachers were just beginning to get their mind wrapped around the science content for their grade level and the necessary instructional strategies - general strategies applicable to any subject as well as those specific to science. Before they could reach a level of mastery in teaching science, they were hustled onward to a different subject and textbook each year.

The lessons we learned were invaluable and they are now part of every staff development partnership we enter into. As an organization our passion is undimmed, our commitment more informed, our actions, we hope, wiser.

"As you are aware, I am generally very skeptical of the claim made by educational reformers. In my experience, they usually exaggerate the originality and effectiveness of whatever approach they are using. Moreover, while most "experiments" in education seem to work (at least in the eyes of those involved) at the local level, few of them last or lead anywhere. So the infectious enthusiasm of Susan Kovalik notwithstanding, I expected to see another example of good science teaching but little that would be of interest on a larger scale.

By the end of the day, however, I was not altogether confident that my usual skepticism was justified. There were some things I saw that are uncommon and quite possibly of significance nationally. (You understand that my concern is for the future of the nation, not any particular state, region, or town.)

What caught my attention were the following:

- ***The insightful use of science, substantive science, as the conceptual focus for instruction in reading, arithmetic, social studies, and other subjects,***
- ***The rationalization of content and teaching methods so that both the nature of the science and its conclusions are effectively addressed,***
- ***An approach to changing the attitude, skills, and knowledge of elementary teachers that promises to be more than superficial and fleeting, that seem to foster teacher creativity, and that may be affordable,***
- ***A strategy that opts for changing entire schools rather than for simply upgrading individual teachers.***

... then it becomes important to see how the impact of the MCSIP can spread it beyond Monterey Bay Area."

F. JAMES RUTHERFORD
CHIEF EDUCATION OFFICER AND DIRECTOR
PROJECT 2061
AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE
WASHINGTON D.C. MAY 1990

"This important work helps bridge the gap between research on the biology of learning and classroom practice. Its emphases on the whole child, responsible citizenship, community action, and customization to students' needs are particularly valuable for education today."

PROFESSOR CHARLES M. REIGELUTH
INSTRUCTIONAL SYSTEMS DESIGN
INDIANA UNIVERSITY

When the contact came – not from some formal Slovak (then Czechoslovakian) politician/educator, but from a researcher/mother "looking for an educational model that would make their school teachers and children creative again" – Susan didn't hesitate before she committed her time and her funds but, most of all, her heart to helping these strangers from across the sea to begin to reform their educational system.

SISTER PATT WALSH, IHM
COORDINATOR, S.KOVALIK FOUNDATION

ITI's Report Card

Since its inception in the early 1980's, **ITI** has provided the foundation for school reform in more than 2000 schools in over 30 states. It is estimated that over 1,000,000 students have been taught using the **ITI** model. The model is selected by schools and districts as a vehicle to implement state and national curriculum standards and as a means of improving the learning climate in the classroom.

The ITI model has been selected by the following organizations as a model for program improvement:

- David and Lucile Packard Foundation - ten-year effort to improve science education, K-6 (more than 45 schools in 16 districts in seven counties) and a five year effort to create model middle schools
- Michigan State Department of Education - recommended for Title I programs
- Indiana State Department of Education - statewide School Improvement Program (over 300 schools)
- Czechoslovakia's Institute of Creativity - choice of ITI as an educational model to replace the country's communist system
- Alisal Elementary School District - used the brain research base of the ITI model and its strategies as a cornerstone for its districtwide bilingual and literacy programs (CA)
- Districtwide model for school improvement in more than 30 districts throughout the nation, including: Horry County, SC; Tulsa, OK; Alisal, CA; Santa Cruz, CA; Taylor, MI; and Delta Sierra Professional Development Consortium, CA
- Federal school reform effort - CSRD (Comprehensive School Reform Demonstrations) - one of 56 models selected because of its breadth, quality of trainings and on-site coaching, and support materials
- American Youth Policy Forum - included in *Finding Common Ground: Service Learning and Education Reform* by Sarah S. Pearson, a survey of 28 leading school reform models; one of three models, whose founder, selected to make a presentation to an audience of 160 Washington, D.C. policy makers

Why these organizations chose the ITI model to carry their reform efforts is reflected in numerous summative and formative studies ranging from state department of education commissioned studies to doctoral theses. Common themes across these studies include the following factors: dramatic decrease in discipline referrals; significant increases in student (and teacher) attendance rates; 50-100 percent jumps in library checkout rates, especially nonfiction; creation of an atmosphere of mutual respect and genuine caring as students embrace the Lifelong Guidelines and LIFESKILLS, development of collaboration skills, a shift in student awareness that they are responsible for their own learning, and a substantial increase in parent involvement and satisfaction with their children's learning experiences. And these are outcomes associated just with Stages 1 and 2 of implementation.

At Stages 3-5, significant academic growth occurs for all students, including limited- and non-English speaking, disadvantaged, and special education students as well as average and gifted students.

Testimonials

"ITI leaves administrators, teachers, students, parents, and schools in a better place to pursue on-going, generative learning on their own. Instead of creating dependence on experts, the ITI approach creates a collaborative learning culture that sustains itself and spreads because people feel good about themselves and others when they accomplish significant professional and personal goals. Instead of promoting a one-size-fits-all prescription, ITI creates a learning society that refines and advances learning in education and other fields as well. The people who emerge from this process are responsible citizens who use their LIFESKILLS to give back to the community at all levels from family and school to nation and planet."

DR. SALLY J. GOERNER DIRECTOR, TRIANGLE CENTER FOR THE STUDY OF COMPLEX SYSTEMS, NORTH CAROLINA

"Susan Kovalik's innovative and effective contributions to education for more than twenty years as a consultant are immeasurable, long-lasting, continuing and far-reaching. She has touched and improved the lives of tens of thousands of students and educators."

TERRY CHANDLER FORMER DEPUTY SUPERINTENDENT FOR SYSTEM ACCOUNTABILITY, HORRY COUNTY SCHOOLS, SOUTH CAROLINA

"Never have I discovered a system or model that can make monumental changes in a school in such a short time.... We are in year one of ITI here in Quinault Lake. I have seen firsthand the remarkable turn around in behavior and atmosphere. Prior to the introduction of ITI our school environment was threatening and unstable. Students and staff did not feel accepted or safe. No longer do we have an environment that is not conducive to learning or personal development."

JOHN O. JONES SUPERINTENDENT OF SCHOOLS, QUINAULT LAKE, WASHINGTON

"She has become an excellent role model for many educators. They see a life-long visionary learner in Susan, gradually implementing new research discoveries into curriculum and instruction - and they decide that they should follow in her footsteps. She's done so much for so many."

ROBERT SYLWESTER EMERITUS PROFESSOR OF EDUCATION, UNIVERSITY OF OREGON

"Many students are involved in social action projects. They know that they can make a difference in our democratic society. We are truly growing responsible citizens who will make good choices.

Many teachers are now learning to write brain-compatible curriculum. It is amazing to watch teachers take total ownership of their curriculum and for the first time question why they teach what they teach."

MARISOL R. SMITH PRINCIPAL, BROWARD COUNTY PUBLIC SCHOOL, FLORIDA

"I have been an educator for thirty-one years...and have had the opportunity to attend various conferences and workshops. None has made the difference for our teachers and students as the ITI model has."

DR. KAY SCHULTZ SUPERINTENDENT, ELWOOD UNIFIED SCHOOLS, KANSAS

Due to the state of affairs around the world today, educators must teach students how to actively participate in the political process, to solve complex problems, actively listen to a variety of perspectives, be culturally sensitive, and be responsible world citizens. Susan Kovalik's education teachings and ITI model provide educators around the world with a blueprint that will help them meet these challenges.

JO GUSMAN
LANGUAGE AND LITERACY INSTRUCTOR
CALIFORNIA STATE UNIVERSITY

THE ITI MODEL IS NOW TAKING OFF AROUND THE WORLD...
IT IS BEING USED IN THE US, CANADA, ITALY, SWITZERLAND, SAUDI ARABIA, ASIA, AND SLOVAKIA.

Global Vision

I have long maintained that the ITI model can be used to successfully teach anything to anyone. After my experience in Slovakia, I believe it can be used to teach anything, anywhere. In 1992, I received a phone call from a woman in Czechoslovakia asking if my model would help a country just emerging from communism. She was not a politician or educator, but a mother and researcher looking for an educational model that would replace her country's communist-instilled educational system.

The system was in a sorry state. It had encouraged repressive classroom environments, mediocrity, conformity, and distrust. Textbooks, library books, and materials were few and far between. The ITI model's emphasis on using *being there* experiences, guest speakers, and multiple resources, and, above all, an absence of threat and collaboration seemed tailor-made for this scenario.

Seven years and 35 trips later, the educators of Slovakia not only had a pro-democratic society educational model supported by their government, plus two universities giving ITI credentials and their own teacher training centers, they also had become self-reliant in the ITI model and could conduct their own trainings. All accomplished through an interpreter!

ITI: The Model has been translated into Slovak and Czech. All book proceeds go to funding on-going training and coaching for Slovakian teachers. Three ITI books are currently being translated into Arabic, for schools in Saudi Arabia.

The ITI model is now just starting to take off in the rest of the world. There are ITI schools in Canada, Italy, Switzerland, Japan, Saudi Arabia, and in Asia.

Susan Kovalik & Associates - The Team Behind the Dream

Over 1,000,000 children in nearly 2,300 schools across the US have benefited from the ITI model. That would not have been possible without the "& associates" of Susan Kovalik & Associates. Today, 35 full- and part-time associates support me in my mission. Before they joined SK&A, they had to first prove mastery of ITI in their own classrooms as teachers. You can't teach others what you haven't done yourself.

Our powerful mission means we have no trouble attracting gifted and passionate instructors. Associates are assigned to where they can best use their gifts, and are well supported in the field by the entire Susan Kovalik & Associates office team.

> My strategy for keeping good staff mirrors my strategy for classroom leadership/management: have fun together, respect each other's different personalities and styles, applaud each other's successes, and work collaboratively.

Testimonials

"I had the life altering experience of hearing Susan Kovalik present at an ASCD conference. Her message and passion forever shaped my career and life."

SYLVIA R. KAHN REFORM COORDINATOR, CHIPMAN MIDDLE SCHOOL, CALIFORNIA

"Susan Kovalik's great vision for change in the educational system and her vision for a deeper understanding of creating an environment of optimum learning, inspires awe in the rest of us, ITI practitioners and associates alike."

SUSAN PEARSON ASSOCIATE, SUSAN KOVALIK & ASSOCIATES, NEW YORK

"At the core of Ms. Kovalik's work is to teach, model, and support responsible citizenship. This cornerstone of her belief system has encouraged and supported teachers, administrators, students, and parents to not only achieve excellence in academic success but to be contributing members of their communities and the world! Susan has not just talked about this but has modeled this in a variety of ways in her own life on a daily basis."

KARI KLING EDUCATION CONSULTANT AND AUTHOR, SUSAN KOVALIK & ASSOCIATES, ARIZONA

"I see Susan Kovalik as a visionary. This great leader had the courage to fulfill her vision. Vision paints the target. It sparks and fuels the fire within, and has drawn this model forward when others in education would state that nothing else can be done for our children."

GINGER BECKER ASSOCIATE, SUSAN KOVALIK & ASSOCIATES, KANSAS

"As an educator it changed my life. I studied the book and began to implement little by little the effective teaching strategies that Susan shared. By looking at teaching through the intersecting circles of brain research, teaching strategies and curriculum development, a roadmap for educators was created."

JANE E. VEIRS STAFF DEVELOPMENT, CREIGHTON SCHOOL DISTRICT, ARIZONA

"Susan is passionate about education, kids, teachers and humanity. The impact of Susan's influence extends beyond the four walls of the classroom. The real world learning, which is an integral part of her model, takes students into the community, developing an awareness of the world at large. Students participate in service learning activities that make changes in our kids, communities and future. She is a no-nonsense individual who has committed her life to making the world a better place through our children. As she would tell you, there is no time to waste. We must get down to very important and exciting work of making a better world, by growing better citizens."

JILL FUSS PRINCIPAL, HUALAPAI ELEMENTARY SCHOOL, ARIZONA

Most men and women go through their lives using no more than a fraction - usually a rather small fraction - of the potentialities within them. The reservoir of unused human talent and energy is vast, and learning to tap that reservoir more effectively is one of the exciting tasks ahead for humankind.

JOHN W. GARDNER
AMERICAN HERO, LEADER, ACTIVIST, AUTHOR, AND REFORMER

The model of Integrated Thematic Instruction by S. Kovalik is very helpful in the transition of our school system from the directive communist system into the system that is preparing the people into complexities of the outer world and for democracy.

S. HRIVNAKOVA
THE SCHOOL PROJECT
SLOVAKIA

What Does the Future Hold for ITI?

On the drawing board is the creation of a national staff development center attached to a K-12 ITI district, where teachers can come from all over the world to see how to apply brain research and best practices to curriculum development and instructional strategies in practical but powerful ways. Such trainings would last from 3-6 weeks. Once that is underway, I would like to initiate a full-scale teacher education/credentialing program.

After 40 years as an educator, I know without a doubt that the ITI model can create teachers who can be successful and inspiring from their first day on the job. I would be willing to guarantee any teacher who graduates from our facility. What a gift to students and colleagues when every member on staff is competent and committed to doing his or her personal best.

Timeline

The History of ITI at a Glance...

1979	The seed was planted by Dr. Marion Diamond, keynote speaker on brain research and learning, California Association of the Gifted, "The power of an enriched environment on dendrite growth"
1980	Presented one day seminars for teachers of the gifted and talented Created the concept of a Model Teaching Week Wrote the following three strategy books for gifted and talented education: *Teaching the Gifted and Talented, In Pursuit of Windmills, and Each One Teach One*
1981-83	Continued one-day seminars Developed and presented the Model Teaching Week
1984-85	Research from Leslie Hart's pivotal book, *Human Brain and Human Learning*, and Howard Gardner's *Frames of Mind: Theory of Multiple Intelligences*, changed and sharpened my focus Last year training only for Gifted and Talented; began offering Model Teaching Week for ALL children Expansion of Model Teaching Week trainings Produced first videos, *Orchestrating Learning* and *The Success Model* Used brain research to refine my integrated approach; the ITI model is born
1986	Identified extraordinary classroom teachers and asked them to assist me during my increasing number of Model Teaching Weeks Wrote first book, *Teachers Make the Difference*
1987	Produced two "how to" videos: *Classroom of the 21st Century* and *I Can Divide and Conquer* (Division in a Day) Produced a one-day seminar sponsored by the David and Lucile Packard Foundation Was approached by the David and Lucile Packard Foundation to develop a strategic, countywide plan to improve science education, K-6; the Mid-California Science Improvement Project (MCSIP) begins the first of 10 years Developed the ITI Coaching Model Formalized the ITI brain-compatible model for our first annual national conference held at the Granlibakken Conference Center in California (the first of 17 consecutive years of a national conference throughout the United States
1988-1989	Wrote second book, *Teach for Success* Developed the ITI Curriculum Academy with my associates Published *Continuum of Science Concepts* K-6
1990	The ITI Model was now a reality President George Bush proclaimed the 90's the Decade of the Brain Developed the Lifelong Guidelines and LIFESKILLS
1991	*Kids Eye View of Science: A Teacher's Handbook for Implementing an Integrated, Thematic Approach to Teaching Science, K-6* is developed as a training manual for the MCSIP program. The brain research section is used by the California State Department of Education for its planning guidelines for its statewide school reform effort
1992	Request from Czechoslovakia's Institute for Creativity, the government's think tank on educational issues, asking if the ITI model would help a country just emerging from communism. Sponsored two members of the Institute for Creativity to spend a month observing our trainings in the United States Wrote the foundational book, *ITI: The Model* (translated into Czech and Slovak) Invited to Slovakia to present the ITI model as alternative to communist education Was actively involved for seven years SK&A associate, Barbara Pedersen, selected as Christa McCauliffe recipient for the state of Indiana. She created an ITI school; chose her teachers and her principal Kick-off of the C.L.A.S.S. project, in Indiana, a statewide staff development program using the ITI model, recognized by the federal government as an exemplary program

1993

Created 9-video series: *Absence of Threat, Meaningful Content, Choices, Enriched Environment, Adequate Time, Immediate Feedback, Collaboration*, and *Mastery* plus *Overview*

1994

Developed *ITI Classroom Stages of Implementation* based on the experiences of the teachers in MCSIP

1995

Number of Model Teaching Weeks increased to 25 per summer

Published *The Way We Were, The Way We Can Be: A Vision for ITI the Middle School*

The ITI model was used for the first time districtwide in Horry County, South Carolina: 29,000 students, 45 schools K-12. It became a 6-year project

ITI: The Model update to stay current with brain research

Published *Synergy: Transforming America's High Schools Through Integrated Thematic Instruction*

1996

Published *It's Not About Math, It's About Life*

Videos for the *ITI Stages of Implementation* and LIFESKILLS produced

1998

Knowing that teachers need the informed support of their principal, published *Transformations: Leadership Guide for Implementing ITI*

Developed a rubric for principals describing steps needed to implement ITI schoolwide

Recognized by major instructional design theorist, Dr. Charles Reigeluth; invited to write a chapter for his college text, *Instructional Design*

Produced *ITI in the Urban Middle School* video

1999

Selected for inclusion in the federal Comprehensive School Reform Catalog, one of 56 programs that were considered comprehensive, because of quality training, coaching, support materials, and a track record of success

Opportunity to transform those most challenging schools becomes our new challenge

Received Medal of Honor from the Slovak Minister of Education

Medal of Accomplishment from Trnava University, Slovakia

Published *Making Bodybrain-Compatible Education a Reality: Coaching for the ITI Model*

2000

Team grows to 35 full- and part-time associates

Model Teaching Weeks expand to 30

ITI Weekly Planning Guide developed by two SK&A associates - Jeannine Poole & Shirley Franck

SK&A associates, Nicole McNeil-Miller and Cathey Frederick, Tulsa Public Schools staff developer, develop the Awohali Academy, a teacher leadership training model used in districts where there is a commitment to sustainability

First schools participating in Comprehensive School Reform

2001

Published *Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom*

Designed leadership academy for administrators to foster networking among ITI schools nationwide

2002

Model Teaching Weeks expand to 35

Published *Your Personal Handbook for Implementing the ITI Model*

2003

ITI publications in progress: a social studies continuum of concepts, creation of a middle school and high school version of *Exceeding Expectations*, *Beginning Points for Conceptual Curriculum*, and a taxonomy for teaching to ensure learning

"The greatest legacy is that there is not one John W. Gardner out there, but thousands of John W. Gardners ... all working to improve quality of life in this society. I hope my story inspires another person or thousand people or ten thousand people to take action in their communities, to live their lives differently."

JOHN W. GARDNER AMERICAN HERO, LEADER, ACTIVIST, AUTHOR, AND REFORMER

BELIEF

The most important lessons in life often come from our own family experiences.

Curriculum Vitae

SUSAN KOVALIK

Susan Kovalik & Associates
17051 S.E. 272nd Street, Suite 17
Covington, Washington 98042 USA

Telephone: 253.631.4400
Facsimile: 253.631.7500
E-mail: skovalik@oz.net
Web page: www.kovalik.com

In Brief

- Born in San Francisco, California
- BA in Education, California State University, San Jose, California - Lifetime Credential

Awards

Red Apple Award
By the National Educational Film and Video Festival, 1984, for "Orchestrating Learning Tape II"

Gold Apple Award
by the National Educational Film and Video Festival, 1988, for "I Can Divide and Conquer, the story of Division Day"

Silver Apple Award
by the National Educational Media Network, 1999, for "LIFESKILLS: How to Create a Class Family"

Distinguished Lecturer Keynote Speaker
ASCD Annual Conference, three years

St. Gorazda Medal from the Minister of Education, Republic of Slovakia

Pamatna Medal of Honor
Trnava University

NASA Women of Achievement Award
For successes and contributions to their professions, 1998

San Jose Youth Commission Award
In appreciation of service to the youth of San Jose, CA

4-H
Adult Advisor Santa Clara County
In appreciation of time, energy, and effort on behalf of young people

YMCA Award
In appreciation of continued support of programs that benefit children

1960-64 Santa Clara Unified School District, Santa Clara, California

1971-74 Kirk Elementary School, San Jose Unified, San Jose, California

1975-78 Teacher of Gifted and Talented, San Jose Unified, San Jose, California

1978-1982 National consultant for Educational Consulting Associates, Englewood, Colorado

1982-84 National consultant for the Bureau of Education and Research

1984 Founded Discovery 2000 and Developed ITI Model

1990 TO PRESENT Changed corporation's name to Susan Kovalik & Associates

Co-founded The Center for the Future of Public Education, a nonprofit organization to support innovative educational programs

President of Susan Kovalik & Associates

BELIEF

Both students and adults require a bodybrain-compatible environment to work and learn most effectively.

Letters of Support

The following correspondence was sent via email in an electronic format. Happy to supply copies of originals upon request.

ORIGINAL SUPPLIED

June 3, 2003

To Whom It May Concern:

Subject: Recommendation for the Brock International Prize in Education

I am delighted to write a letter of recommendation for Susan Kovalik for the Brock International Prize in Education. For the past six years, our conference has had the honor of working with Susan Kovalik as she has taught over 230 teachers and principals how to implement what recent brain research says about how humans learn.

She has led training sessions for our teachers, actually coached teachers and worked with principals. Always, always, her theme is how does what you are doing impact children and how does it contribute to growing a better society. She has opened our eyes to the environmental issues that must be addressed and given us a multitude of ways to address these issues.

Because of her passion for developing curriculum focused on nurturing responsible citizens, making America and the entire world a safer and better place in which to live, teachers in our conference have created year-long themes focused on these concepts. We have seen students develop a sense of responsibility and take ownership in their learning. An example of this is the classroom of 9th graders who decided to urge Wal-Mart to build their newest shopping complex in an area more suitable to the great increase in traffic instead of across the street from their school. They created a web site, attended city council meetings, made the local evening news and learned how city government functions.

Because of her training, we have entire schools who have moved from teacher-centered classrooms, with the attending time-consuming discipline problems, to student-centered classrooms, where discipline problems rarely occur, test scores indicate higher student achievement and students want to come every day, even as a parent stated, "when my child is sick. He doesn't want to miss anything."

Our teachers have taught parents the Lifelong Guidelines and LIFESKILLS, and parents have given teachers many anecdotal stories of how they must practice "No Put-downs" and "Active Listening" with their children.

Using the concepts developed by Susan Kovalik means change. Change is difficult and Susan has helped our principals and teachers make changes which result in schools becoming places where all children thrive and all adults enjoy a challenging and humane work environment that feeds their souls. This is why I can never express enough appreciation for what Susan Kovalik has done which directly affects the lives of students and teachers each day.

Susan Kovalik's brilliant work in transferring brain research to best practices, her passionate insistence that we all practice what we preach by modeling best practices and her ability to generate buy-in on the part of educators to developing responsible citizens all make her richly deserving of the Brock International Prize in Education.

Sincerely,

Anita Molstead
Associate Superintendent of Education

ORIGINAL SUPPLIED

8 June 2003

To Whom It May Concern:

I invited Susan Kovalik to contribute a chapter to my book, Instructional-Design Theories and Models, Volume II, because I was so impressed with her instructional model. It has important new ideas and methods that represent a switch from an industrial-age paradigm of education that primarily prepares students for assembly-line work, to an information-age paradigm that prepares students for knowledge work.

Susan's model has blazed a trail that many other researchers are only recently following, and what's equally important is that she has had as great an impact on practice as she has on research/theory.

Charles M. Reigeluth, Professor
Instructional Systems Technology
Education 2236
Indiana University
Bloomington, IN 47405
812-856-8464

ORIGINAL SUPPLIED

May 30, 2003

Dear Dr. Sawyer,

I understand that you recently nominated Susan Kovalik for the Brock International Prize in Education. I would like to offer my whole-hearted and enthusiastic support for her success.

My company is in the business of searching for and investigating individuals and companies who are at the cutting edge of "culturally significant" reforms in their particular field. After pursuing this exploration in education (internationally) for over ten years, if I were giving a prize, Susan Kovalik would be the first on my list.

While Ms. Kovalik's contributions are many, I find two most crucial. First, Susan and her colleagues integrate multiple reform streams into a single, intelligible and reproducible approach. Instead of working through brain-compatible learning, cooperative learning, community building and service learning as separate efforts, schools applying ITI are gaining the benefit of all of these insights at the same time. Instead of discovering the benefit and then the limits of each single insight in turn, ITI allows schools to leap-frog through many years' hard-won experience at once.

Secondly (and more importantly), ITI leaves administrators, teachers, students, parents and schools in a better place to pursue on-going, generative learning on their own. Instead of creating dependence on experts, the ITI approach creates a collaborative learning culture that sustains itself and spreads because people feel good about themselves and others when they do it. Instead of promoting a one-size-fits-all prescription, it creates a learning society that refines and advances learning in education and other fields as well. The people who emerge from this process are responsible citizens who use their LIFESKILLS to give back to the community at all levels from family and school to nation and planet.

At this moment in time, our society desperately needs the ability to create socially committed, high-integrity, high-quality collaborative learning enclaves. This is the gift that Susan Kovalik and her colleagues have given to the world.

If I can be of any other service, please do not hesitate to contact me at 919-932-5547 or sgoerner@mindspring.com.

Sincerely,

Dr. Sally J. Goerner
Director, Triangle Center for the Study of Complex Systems
Chapel Hill, NC

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G. Christian Jernstedt Psychological and Brain Sciences
Professor of Psychological and Brain Sciences 6207 Moore Hall
Adjunct Professor of Community and Family Medicine G.Christian.Jernstedt@Dartmouth.edu
Director, Center for Educational Outcomes 603 646-2778

3 June 2003

Brock International Prize in Education

To the Committee:

I am writing to add my strongest support to the nomination of Ms. Susan Kovalik for the Brock International Prize in Education.

I met Ms. Kovalik in the summer of 2002, when I spoke at two of her summer institutes.

The work with her that summer was exhilarating. Ms. Kovalik brings enormous energy and passion to her work with our schools. She has dedicated 200% of her exceptional talent to the task of her motto: "growing responsible citizens." Every moment of the institutes was packed with both intellectual ideas and plans for how to transform those ideas into practical applications in our classrooms. It was wonderful to be part of the community that Ms. Kovalik and her colleagues created at those institutes. I was particularly impressed with how she was able to bring this large and diverse group of educators together into a collaborative effort.

Ms. Kovalik has recruited an outstanding group of colleagues to help her in her efforts. Every one of her staff members showed an exceptional level of knowledge and skill in helping schools create the optimal environment for each child's learning.

The scientific content of Ms. Kovalik's program is also exemplary. She has collected, collated, and communicated current understandings of the brain and its role in the education process very well. There are many purportedly valid books being presented to educators about the brain that are based on suspect sources and are dangerously simplified. In clear contrast are Ms. Kovalik's writings. Her recently revised book is comprehensive and authoritative. Educators can and do trust it. As a researcher, I found it to be accurate and a model of presenting scientific evidence to an educational audience with a goal of their being able to use the evidence to change education.

It is so rare to find a person like Ms. Kovalik, who leads in so many ways:

- passion for the growth of children, their educators, and their families,
- breadth and depth of knowledge about the foundations of education,
- skill in challenging and supporting others to strive for excellence, and
- ability to bring people together to find common values and commitments for the good of society through education.

Ms. Kovalik is most deserving of your recognition.

G. Christian Jernstedt
Dartmouth College
Hanover, NH

ORIGINAL SUPPLIED

June 5, 2003

To Whom It May Concern:

I am delighted to learn that Susan Kovalik has been nominated for the Brock International Prize. It has been my pleasure and honor to be a professional colleague of Ms. Kovalik's for a number of years, and I believe she is eminently deserving of such an important recognition. Her contributions to the field of education have been visionary, at a time when vision was sorely needed. Quite uniquely, however, she has also materialized her vision into pragmatic reality, creating a structure, practical guidelines for teachers and administrators, and rigorous, hands-on training. The reach of her program, both in the United States and abroad, as well as the passion with which her ideas have been received and implemented in classrooms, attest to the validity of her concept of Integrated Thematic Instruction.

Ms. Kovalik has also shown herself to be a generous and stimulating colleague, as well as a source of inspiration for countless teachers. She has been an exacting taskmaster in a profession where excellence too often yields to expediency. She has kept up-to-date on multiple areas of research, including the neurosciences as they relate to education and child development.

In short, this lady has made a lasting and invaluable contribution, not only to other educators, but also to all the children who have learned more easily and joyfully because she put her energy and ideas to work.

Sincerely,

Jane M. Healy, Ph.D.
Vail, CO

ORIGINAL SUPPLIED

June 8, 2003

To Whom It May Concern:

I am pleased and honored to write this letter in support of Susan J. Kovalik being considered for the Brock International Prize in Education.

I have been an educator for over 30 years. I consider myself to be quite innovative and successful, having been publicly recognized at both the State and Federal level for my innovative nature. Thus, I am certain I can be considered progressive and committed to creating learning environments that are highly conducive to learning. I have always understood all of the different elements conducive to learning are founded in brain research. Yet, I continually struggled to find a means of blending all of these elements together in a model for staff under my leadership to follow as a guide.

Susan Kovalik's Integrated Thematic Instruction (ITI) model has all of these elements neatly packaged together. The ITI model is based on current brain research. Susan and her associates have taken the biology of learning to determine best practices for curriculum development, instructional strategies, classroom assessment, classroom or school design and budgeting.

Susan's model for implementation is also extraordinary. A school can employ the ITI model to full application of brain research over a period of three years. Staff is given specific training at the beginning of each school year followed by coaching throughout the school year. I find this remarkable. Never have I discovered a system or model that can make monumental changes in a school in such a short time.

We are in year one of ITI here in Quinault Lake. I have seen firsthand the remarkable turn around in behavior and atmosphere. Prior to the introduction of ITI our school environment was threatening and unstable. Students and staff did not feel accepted or safe. No longer do we have an environment that is not conducive to learning or personal development.

My entire staff is sitting on the edge of their seats in anticipation of what the future now holds for them and their students. There is hope for a basis upon which to build lasting changes in the lives of kids. They have a structure upon which to build and guide their future efforts and dedication.

Susan Kovalik is a brilliant intellect. She is also a dynamic, caring educator. Her sole purpose in creating this model is expressed in her hope that she is able "to facilitate learning communities that are dynamic environments for teaching and learning and that successfully grow responsible citizens." Believe me, she walks her talk!! She is passionate about her dream and relishes the challenge of any magnitude.

In our setting, a small, rural K-12 school with 270 full time students, we are faced with an abundance of barriers to ITI implementation. Full implementation across such a wide age spectrum, to my knowledge, has never been attempted. Thus, to insure every opportunity for success Susan Kovalik spent three days of her time at no charge to get us started in the right direction. She truly does walk the talk! And, for all the right reasons...for the long-term benefit of humanity. Isn't that a primary criterion for the Brock International Prize?

I have never met anyone more deserving of this recognition.

If there is anything I can provide in addition to the above, feel free to contact me at 360-288-2260 (work) or 360-288-0548 (home).

Sincerely,

John O. Jones
Superintendent of Schools
Quinalt, WA

ORIGINAL SUPPLIED

June 9, 2003

To Whom It May Concern:

I am writing in support of Susan Kovalik's candidacy for the Brock International Prize in Education. I first became involved in ITI in 1994 after having been recruited to teach in an inner city school in Kansas City, Missouri that had recently begun to work with ITI. I very quickly learned that unlike other programs designed to improve conditions in schools, ITI was a comprehensive reform model that finally acknowledged and understood that all children, regardless of race or socio-economic condition, could learn if the teachers who worked with them understood how learning occurs.

In order to do justice to the impact of Susan's work I would like to share not only a professional reflection but also a personal one. I am originally from Brooklyn, New York. Most people in the neighborhood where I grew up acted as though they were permanently defined by the conditions under which they lived. I learned early on that if anyone was going to have a chance to do more, then we would have to get an education that would allow us to see ourselves as distinct from our environment. I became a teacher because I knew that for many it was an overwhelming and seemingly impossible task.

After having been formally trained in ITI, I learned how to create the conditions that would allow all students to learn information to mastery. I was taught that even young people in the heart of New York City could become responsible citizens. In fact I now realize that the only way that the learners in environments like Bedford Stuyvesant Brooklyn can have a chance to improve the conditions that exist for them is to be taught the skills necessary to become responsible citizens. The first step in that process is for the teachers with whom they work to recognize the power and the potential that lives in every child.

Over the course of the past nine years I have had the privilege of helping educators transform their schools using Susan Kovalik's model. And I must say that the integrity with which she lives and upon which the model is founded have helped me to become the teacher and also the person I am today. For this I am eternally grateful.

Respectfully,

Nicole McNeil-Miller
Chief Executive Officer
Susan Kovalik & Associates
Covington, WA

ORIGINAL SUPPLIED

June 5, 2003

Dr. David Sawyer
Superintendent of Tulsa Public Schools

Dear Dr. Sawyer,

I would like to add my voice to your nomination of Susan Kovalik, President of Integrated Thematic Instruction for the Brock International Prize, an award that recognizes innovation and contribution in education that benefits humanity.

I first became aware of Ms. Kovalik's work during my research on school and instructional models from across the nation. Of over 30 nationwide models analyzed, only Susan's stood out for considerable work done overseas. Her model design is based on brain research, something unique among school models.

I invited Susan to speak to an audience of over 150 policymakers at a Capitol Hill forum to share the essence of her model with them. Other nationally recognized school models shared the stage, but the feedback received after the session clearly placed Susan as their favorite speaker. Participants remarked that she should have a forum of her own, something we are considering. In over 10 years of planning no less than 25 speakers' forums annually on educational topics involving youth policy, I've never seen such favor of request for a speaker to return.

Susan is certainly worthy of the distinguished Brock International Prize and if there is anything I can do to help you with her nomination, please do not hesitate to contact me at 202-775-9731. Susan's model Integrated Thematic Instruction is featured in a publication I authored in 2002 and is available at the American Youth Policy Forum's website. You will find it here, http://www.aypf.org/publicatons/finding common ground.pdf.

Warmest regards,

Sarah S. Pearson
Project Director
American Youth Policy Forum

Board President
National and Community Service Coalition

Washington, DC

ORIGINAL SUPPLIED

May 25, 2003

Brock International Prize in Education — Susan Kovalik

I'm pleased to write a letter of support for Susan Kovalik for the Brock International Prize in Education.

Susan has been a very successful pioneer in the critically important but very difficult task of translating cognitive neuroscience developments into educational practice. Susan's Integrated Thematic Instruction program has provided a responsibly honest and effective approach to this task. Unlike some other programs, ITI doesn't claim brain research support for effective procedures that don't yet have this support, but rather it draws on the breadth of cognitive and educational research to provide educators with excellent suggestions that they can confidently feel are based on legitimate research from several relevant fields.

I've been long impressed at Susan's personal interest in and knowledge of the cognitive neurosciences, and by her inclusion of renowned cognitive neuroscience researchers and synthesizers in her workshops, institutes, and materials. She's current, constantly updating her programs and materials to match new research developments.

Because of this, she has become an excellent role model for many educators who don't quite yet know what to make of the exciting cognitive neuroscience developments that are increasingly impacting educational policy and practice. They see a life-long visionary learner in Susan, gradually implementing new research discoveries into curriculum and instruction -- and they decide that they should follow in her footsteps. She's done so much for so many.

Susan's a most worthy candidate!

Robert Sylwester
Emeritus Professor of Education
Eugene, OR

ORIGINAL SUPPLIED

Terry Chandler
108 Clemson Road
Conway, South Carolina 29526
(843) 347-6133

June 2, 2003

To Whom It May Concern:

It is with great pride and pleasure that I have this opportunity to offer this letter to support Susan Kovalik's nomination for the Brock International Prize in Education Award.

I have had the privilege of knowing, working with, and observing Susan Kovalik as a consultant, a mentor, an author, a friend, and the chief executive of her own consulting firm for more than ten years. She has distinguished herself as a truly outstanding consultant and keynote speaker in the areas of brain-compatible education and Integrated Thematic Instruction (ITI) throughout the United States and internationally. This view point is shared by the teachers, administrators, parents, board members, and community members who have had the opportunity to work with her. Her work and tremendous results in Slovakia is well documented.

In 1993 our school district of more than 26,000 students began a journey with Susan Kovalik, SK&A, and ITI to provide the conditions that are necessary for successful learning for all students. As a result of extensive trainings from Susan and her staff, follow-up coaching, and outstanding support materials, ITI provided the catalyst and foundation for a complete transformation of a school system in this period of high stakes accountability and set its sights on high standards and success for all students. As a result, we were able to create a brain-compatible working and learning environment for students, teachers, administrators, and school board members; create a learning organization that provides an atmosphere of absence of threat for all students and adults; and create a brain-compatible curriculum and instructional strategies.

Susan Kovalik's innovative and effective contributions to education for more than twenty years as a consultant are immeasurable, long-lasting, continuing, and far-reaching. She has touched and improved the lives of tens of thousands of students and educators. Her willingness to give of herself for others, constantly traveling as a consultant throughout the United States and abroad, have produced measurable results which are noteworthy of receiving the Brock International Prize in Education Award. Your consideration of this most noteworthy professional educator will be greatly appreciated.

Sincerely,

Terry Chandler
Former Deputy Superintendent for System Accountability
Horry County Schools, South Carolina

ORIGINAL SUPPLIED

Ron Brandt
1104 Woodcliff Drive, Alexandria, VA 22308-1058
ph 703 765-4779 ronbrandt@cox.net

June 5, 2003

Nicole McNeil-Miller
Chief Executive Officer
Susan Kovalik & Associates

Dear Nicole:

I was very pleased to hear that Susan Kovalik has been nominated for the Brock International Prize in Education.

Susan has made an immense contribution to education. Just a few days ago I visited Montclair Elementary School in Prince William County, Virginia, which, like hundreds of other schools across the country, provides its students with an enriched, integrated curriculum inspired by Susan's work. Because of her creativity, enthusiasm, and boundless energy, Susan Kovalik has improved the lives of thousands of teachers and hundreds of thousands of students. She fully deserves such an honor.

Sincerely,

Dr. Ronald S. Brandt
Executive Editor Emeritus
Educational Leadership and other publications
Association for Supervision and Curriculum Development
Alexandria, VA