



# Policy & Procedures Handbook

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## 1.0 Welcome

### **Welcome! We are glad you've joined us!**

You have just joined a dedicated and exciting organization. We hope that your employment with 2Teach® Global (often referred to as simply 2Teach® or even 2TG) will be rewarding and challenging. We take pride in our people, as well as in the products and services we provide.

2TG complies with all federal and state employment laws, and this handbook generally reflects those laws. 2TG also complies with any applicable local laws, although there may not be an express written policy regarding those laws contained in the handbook.

The employment policies and/or benefits summaries in this handbook are written for all employees. When questions arise concerning the interpretation of these policies as they relate to employees who are covered by a collective-bargaining agreement, the answers will be determined by reference to the actual union contract, rather than the summaries contained in this handbook. Specific sections also are informative for part-time Associates.

Please take the time now to read this handbook carefully. Sign the acknowledgment at the end to show that you have read, understood, and agree to the contents of this handbook, which sets out the basic rules and guidelines concerning your employment. This handbook supersedes any previously issued handbooks or policy statements dealing with the subjects discussed herein. 2TG reserves the right to interpret, modify, or supplement the provisions of this handbook at any time. Neither this handbook nor any other communication by a management representative or other, whether oral or written, is intended in any way to create a contract of employment. Please understand that no employee handbook can address every situation in the workplace.

If you have questions about your employment or any provisions in this handbook, contact Human Resources through the CFO.

We wish you success in your employment here at 2Teach® Global!

A handwritten signature in black ink, reading "Wendy S. Murawski".

Wendy Murawski, Ph.D.  
President & CEO  
2Teach® Global Educational Consulting Company

## 2.0 About 2TG

2Teach® Global is an educational consulting company dedicated to providing practical, innovative and evidence-based strategies to improve instruction in today's inclusive classrooms and organizations. Today's schools are recognizing that different strategies are needed to address the diversity that exists in classrooms. Professional development is a critical component to ensuring that teachers, staff and administrators are prepared for these challenges and have the right attitude, knowledge, and skills.

2Teach® was started in 2002 in California by Dr. Wendy Murawski, one of the nation's foremost experts and authors on co-teaching, as a way to focus on high-quality professional development on co-teaching. In 2023, Dr. Murawski started 2Teach® Global (2TG) in Virginia; the purpose of this company is to more broadly address the range of needs internationally as they relate to inclusive education. 2TG Associates all embrace the 2Teach® motto: “Inclusive education...with a sense of humor!” Though co-teaching is what 2Teach® is known for, 2TG Associates specialize in *all* areas of inclusive education, to include Universal Design for Learning, differentiation, specially designed instruction, assistive technology, learners with exceptionalities and twice- exceptionalities, content instruction, collaboration, communication, family support, curriculum literacy, and more.

2TG is committed to supporting individuals, teams, schools, districts, states and countries in their process to become more inclusive. 2TG brings humor, practical strategies, energy, examples, research, and high-leverage practices to every interaction and event. With a belief in personalized professional learning, Associates have worked with schools and organizations to provide face-to-face and virtual workshops, as well as webinars, coaching, micro-coaching, on-site observations, etc. Dr. Murawski and her Associates have presented in 47 U.S. states and Canada, as well as Europe, Asia, Africa, and the Middle East.

### **The 2TG Executive Team:**

- Dr. Wendy Murawski, Chief Executive Officer (CEO) & President
- Dr. Wendy Lochner, Chief Operating Officer (COO)
- Mr. Donald Anderson, Chief Financial Officer (CFO)
- Dr. Melissa Jenkins, VP of Curriculum & Instruction
- Ms. Julie Pearson-Weese, Literacy Coordinator
- Mr. Tim Rice, Client Success Manager
- Ms. Christin Webb, Executive Assistant

## 2.1 Mission & Vision Statements

### 2Teach® Global Mission Statement

2TG is a high-quality professional development company focused on promoting best practices in inclusive education in a practical, engaging manner.

### 2Teach® Global Vision Statement

To be an international provider of professional development on best practices in inclusive education, to include co-teaching, while promoting the work of Dr. Wendy Murawski and all 2TG Associates

## 2.2 Goals, Motto, Slogan

### 2Teach® Global Goals

- Increase contracts yearly thereby increasing the organizations and districts receiving high quality professional development on inclusive practices
- Increase brand awareness so that 2TG is a well-known educational consulting firm for inclusive practices nationally & internationally
- Focus on supporting Associate growth & mentoring so that Associates benefit from their work with 2TG as well
- Improve consistency & diversity of high-quality professional development to ensure dissemination of a variety of options to meet inclusive needs through a multi-pronged approach

### 2Teach® Global Motto

“Inclusive education...with a sense of humor!”

### 2Teach® Global Slogan

"Championing inclusive education around the globe!"

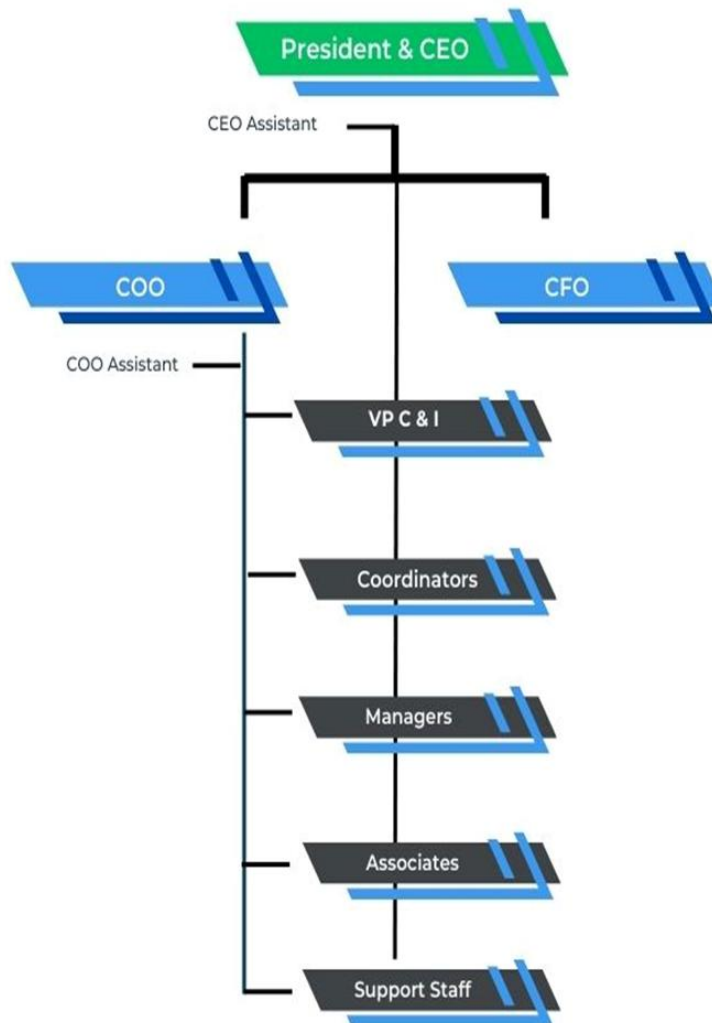
## 3.0 The 2TG Way

### What is the “2Teach® Way”?

- We “have fun while learning” – this is an objective for **each** professional development session.
- We are content experts and our Professional Development is grounded in research.
- We are down-to-earth people who also have Ph.D.s and graduate degrees in our content.
- We use humor and keep our audience engaged and active.
- We model what we preach related to engagement, differentiation, UDL, etc.
- We allow time for participants to engage, question, reflect, and apply.
- We are willing to be a resource to others and share our learning.
- We recognize that inclusive education is a process that requires baby steps.
- We are collaborative.

## 4.0 Organizational Information

### 4.1 2Teach Operations: Organizational Chart



## 4.2 Business Contact Information

2Teach Global  
701 Monumental Ave.  
Williamsburg, VA 23185  
855-818-6877  
[www.2TeachGlobal.com](http://www.2TeachGlobal.com)

## 4.3 Social Media Information

Instagram: @\_2Teach  
[https://www.instagram.com/\\_2teach/#](https://www.instagram.com/_2teach/#)

Facebook: 2Teach Global  
<https://www.facebook.com/profile.php?id=100088472652573>

X: @\_2Teach  
[https://x.com/\\_2Teach](https://x.com/_2Teach)

LinkedIn: 2Teach Global  
<https://www.linkedin.com/company/2teach-llc/>



## 4.4 Executive Team Directory

Dr. Wendy Murawski, CEO & President  
Williamsburg, VA 23185  
wwmurawski@2teachllc.com  
818-281-6735

Dr. Wendy Lochner, COO  
Shepherdstown, WV 25443  
wwlochner@2teachllc.com  
304-283-0553

Mr. Donald Anderson, CFO  
West Hills, CA 91304  
djanderson@2teachllc.com  
410-693-8987

Dr. Melissa Jenkins, VP, C&I  
Amissville, VA 20106  
melissajenkins2teach@gmail.com  
540-272-4369

Ms. Christin Webb, Executive Assistant  
Woodland Hills, CA 91364  
cpwebb@2teachllc.com  
626-221-9917

Ms. Julie Pearson-Weese  
Harpers Ferry, WV 25425  
571-439-1521

Mr. Tim Rice  
Lynchburg, VA 24502  
602-380-6212

Mr. Mason Murawski, Videographer/Photographer  
Williamsburg, VA 23185  
Murawski.photography@gmail.com

## 4.5 Executive Team Roles & Responsibilities

### Dr. Wendy Murawski – CEO & President

- General vision of company
- Final oversight
- The “face” of 2Teach Global
- Keynotes, major contracts, final decisions
- People person: Getting clients & mentoring Associates



### Dr. Wendy Lochner – Chief Operating Officer (COO)

- Sales, Bids & Contracts
- Sales and Marketing Materials development
- Provides training on Diagnostic process & runs diagnostic reports
- Logistics person: Managing overall operations & processes



### Mr. Donald Anderson – Chief Financial Officer (CFO)

- Human Resources
  - Legal compliance & benefits administration
- Financial Services
  - Accounts Receivable / Accounts Payable
  - Money person/Backpacking person



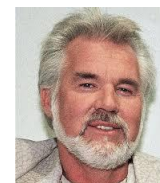
### Dr. Melissa Jenkins - VP, C&I

- Supports Associates with presentations
- Provides training materials to Associates
- Develops, maintains and organizes presentation materials & activities
- Materials person: Organizing & updating



### Mr. Tim Rice – Client Success Manager

- Acts as liaison between Associates & districts
- Contacts clients and obtains PD information form
- Runs exit ticket survey data



### Ms. Julie Pearson-Weese – Literacy Coordinator

- Acts as liaison between Associates & Open Up Resources
- Manages Bookworms professional learning
- Collaborates with Bookworms Coordinator



### Ms. Christin Webb

- Books Associate travel
- Orders books and puts training materials on Google invites
- General organization & assisting all officers



**Other Incredible Supports:**

Michelle Cantley – Coaching Coordinator

Emily Frake – Social Media Coordinator

Kathleen Skellie – Bookworms Liaison

Tania Stappard – Assistant to the CEO

Chrissy Shipley – Assistant to the COO

Mason Murawski – Official Photographer

Kaleb Lochner – Administrative supports

Kiernan Murawski – Social media supports

## 5.0 Why work for 2Teach® Global?

**2TG is a collaborative community of professional, like-minded educators who care about inclusive education.**

Benefits include:

- The opportunity to travel to many different states and districts;
- The ability to network with well-connected educators;
- The opportunity to do training with districts and organizations that you might not otherwise have a chance to do;
- Payment for your work through presentations, webinars, coaching, etc.;
- The ability to learn about other areas of inclusive education;
- Opportunities to publish and present through and with Dr. Murawski;
- 2TG & Dr. Murawski have name recognition;
- 2TG offers insurance to school districts;
- 2TG does the paperwork for taxes and other paperwork required by districts;
- 2TG deals with the logistics, questions, and negotiation with school districts;
- 2TG purchases the books and materials for the trainings;
- 2TG will book and pay for your travel for you;
- 2TG pays your honorarium quickly, regardless of whether or not the school district has paid 2TG yet or not;
- 2TG understands your work as a professional educator and recognizes when you are too busy to take on additional consulting;
- 2TG and Dr. Murawski care about Associate growth and will work with Associates to find ways to build their own body of work;
- 2TG is a collaborative, “family-feel” organization that really cares about inclusive education and inclusive educators.

## 6.0 2TG Professional Development Options

Professional development comes in many forms. 2TG offers the following professional development options (and we continue to grow and adapt):

- Presentations (in person and virtual)
- Webinars (short, pre-recorded presentations)
- Observations & Debriefs (in person)
- Diagnostics (in-depth analysis & reports)
- Coaching (in person and virtual with video analysis; using Protégé)
- Micro-coaching (20-30 minute focused sessions)
- Modules (pre-created facilitator presentations)
- Facilitated school visits (scheduled in advance)
- Online blogs

2TG is also in the process of adding some of the following options:

- Curricular materials for differentiation
- Podcasts
- Challenges
- Micro-credentials
- On-line courses
- Articles
- Books
- Interviews
- Videos
- Partnering
- A Research Arm
- A Publications Arm
- 2TG University

## 6.1 2TG PD Option Descriptions

| PD Option Type                                                                  | Brief Description                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Presentations<br>(in person and virtual)                                        | Typically a ½, 1 or 2 day face-to-face training with a group of educators; topic decided in advance; virtual presentations are same, just done on-line. Must include engaging activities. All presentations are synchronous (live/in real time).                                                                                            |
| Webinars<br>(short, on-line presentations)<br><br>(under Virtual Presentations) | Shorter virtual presentation; typically 1 to 2 hours; might be recorded in advance (presenter + PowerPoint); can be synchronous or asynchronous; differs from presentation in length (only 1 to 2 hours); differs from module in lack of digital interaction options                                                                        |
| Observations<br>(in person using competencies)                                  | On-site visits to classes to observe for inclusive practices, SDI, or co-teaching; Competencies used for data collection; includes debriefing; typically 3-4 classes per day                                                                                                                                                                |
| Diagnostics<br>(in-depth analysis)                                              | Multi-person analysis of a school or district, typically taking multiple days; involves interviews, observations, scheduling, full reports; 4 options: general school improvement/ inclusion/ coteaching/SDI                                                                                                                                |
| Coaching<br>(in person and virtual with video analysis)                         | Types: <ul style="list-style-type: none"> <li>On-site coaching - meeting with teachers or teams or admin to do in-depth review &amp; goal-setting</li> <li>Virtual coaching with Protégé</li> <li>Virtual coaching for Bookworms</li> <li>Video coaching - watching a teaching session, analyzing it, and reviewing it with team</li> </ul> |
| Micro-coaching<br>(20-30 min focused sessions)                                  | Follows specific format; 20-30 minutes with a team; Team describes a lesson, Coach asks questions, helps with analysis, ends with strategies. Team leaves with goals for next mtng.                                                                                                                                                         |

|                                                                                    |                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Modules<br>(pre-created facilitator presentations)<br><br>(under Special Projects) | Pre-created professional development of 1-2 hours long; includes PowerPoint, facilitator guide, interactive activities, materials & resources. “Plug and play” on a topic. More than merely a presenter + PowerPoint; often loaded on platform like Canvas/BlackBoard.                                                                                       |
| Facilitated school visits<br><br>(under Special Projects)                          | Organize & facilitate a visit to an inclusive site or school with strong co-teaching. Includes the scheduling & debriefing between classes and at lunch to highlight key aspects of observations.                                                                                                                                                            |
| Inclusion Assessment<br><br>(under Special Projects)                               | Inclusion assessment involves understanding an individual’s current support needs and understanding the environment(s) where they are currently, or where they might be included. Involves observations of setting, interviews of family/educators, review of records, creation of recommendations report, and sharing report at IEP meeting.                |
| Individualized Inclusion Supports<br><br>(under Special Projects)                  | In collaboration with the district, observe student in various contexts, offer consultative services to the classroom teacher, provide direct assistance in modifying assignments and materials as a model, and offer instructional coaching using a gradual release model, supporting the teacher to independently implement inclusive practices over time. |
| 1:1 Coaching                                                                       | For teachers or administrators who require additional coaching and ongoing support or training to improve the way they do their jobs, they will be assigned a specific associate.                                                                                                                                                                            |
| Tutoring                                                                           | Small group tutoring through the Read Now Academy; on-site or virtual on literacy to enhance skills so students can be more fully included.                                                                                                                                                                                                                  |
| Testing                                                                            | Literacy assessments to go along with tutoring to help support students’ access to curriculum and instruction, as part of Read Now Academy                                                                                                                                                                                                                   |

## 6.2 2TG Presentation Topics

The following are some presentations we are frequently asked to do. Keep in mind that we are always eager to do new presentations, provided we can link them to how they can help *all* students in an inclusive environment. Some of these presentations may be marketed as packages.

- Co-Teaching with Confidence (formerly Co-teaching 101 or Co-Teaching in the Inclusive Classroom)
- Co-Planning for Impact (often day 2 of a co-teaching series)
- Differentiation
- Universal Design for Learning
- The Role of the Administrator in Supporting Co-Teaching
- An Introduction to Inclusive Education
- Inclusion Essentials for All Administrators
- Strategies for Inclusive Practices
- The Role of the Paraprofessional in an Inclusive Classroom
- Specially Designed Instruction
- Including students with more significant needs
- *And more!*

We are also prepared to do presentations on:

- Multi-Tiered Systems of Support
- Working with MLLs/ELs (Multi-lingual learners/English learners)
- Culturally responsive education
- Twice-exceptional learners
- Gifted education
- Classroom management
- Positive Behavior Intervention & Supports
- Content literacy
- Assistive technology
- Assessment
- *And more!*

Be sure we know ***your*** areas of passion & expertise!!

## 7.0 2TG Operational Information

When working with and for 2TG:

- We try to connect one Associate with each contract to help with continuity. You will become the liaison with that district, for a one-off session or for a multi- year contract.
- We ask Associates to share the variety of work that we do, to include areas of expertise by other Associates within 2TG. Encourage districts to buy books and obtain more PD work by 2TG.
- If you have been hired by 2TG to work with a district, *any work that derives from that contract (to include work with other districts or organizations who heard of our work with that first district) **needs to stay with 2TG***. Please do not try to coordinate additional training with you outside of 2TG; that is unethical and not how we do things. Thanks!
- We ask Associates to encourage districts to build ongoing, multi-year contracts with 2TG to help with real change (as opposed to one or two-day presentations).
- We ask Associates to keep us well informed of all work done with districts, any potential conflicts or concerns, and what work should be recommended for the future. The more information we have, the more support we can be for the district in the future. Associates are required to complete a brief Session Snapshot survey so we know what transpired and what may be needed next. The survey must be completed before payment will be made.
- We will share participant Exit Survey data with Associates, whether it is positive, negative, or in between, and whether we agree with the feedback or not. When clients are unhappy, the CEO, COO, or VP will collaborate with you to understand the challenges and determine next steps. As a business, we must do so. It can be very awkward, especially as we know how hard you all work and as we are friends, but we must be open to feedback and constructive criticism. We ask that you are open as well.

- If you are not happy, for whatever reason, we ask that you tell the CEO, COO, or VP. We are working to make 2TG a “well-oiled machine,” but we know mistakes occur, and we want to find out how to make *you* happy as well!
- When a district purchases a multi-day, multi-year contract, a member of the Executive Team may assist with scheduling. In some cases, we may ask an Associate if they would like to be the “Lead” on that contract. In that case, the Lead works directly with the district for scheduling and coordination. A “management fee” will be paid to the Lead at the end of each year of the contract. Leads need to keep 2TG abreast of when dates are scheduled and completed.
  - Not all PD with a district—even with multiple days or Associates—will need a “lead.” 2TG will reach out for a Lead if one is needed. Unless you are asked specifically to be a lead, please do not assume you are. Only very large, complex contracts tend to need a lead.
- When a district purchases a Diagnostic, a “Lead” will always be identified. Diagnostics always involve multiple people and typically multiple days. The Lead will work with the school site for scheduling, paperwork, and pre-data collection. After the school visit and diagnostic, the Lead is also responsible for ensuring all data is inputted and the final report completed and shared with the school administration. One “management fee” is paid per diagnostic contract (not per school), unless the magnitude of the contract is exceptionally large.

## 7.1 2TG Associate Information

In order to promote you, your work, and 2TG, we need the following:

**Associate Bio** – Please provide a **6-8 sentence bio** that may be used for the website and professional development. Please include the following information as we want all bios on the website to look similar. Name; day job and title(s); specialty area(s); awards.

**Resumé/CV**- Please provide us with an updated **resumé or curriculum vitae (CV)**. We will adapt it to post on the website, as well as create a shortened version to give to clients upon request. We often are asked to conduct PD and/or research in particular areas so we need to know your background.

**Picture** – We need your **picture** to post on our website and to send to clients who often create a flyer for the presentation you will be conducting. They love putting a face with a name. Please provide us with a professional looking (not overly cutesy or informal) picture so all pictures on the website are similar in nature.

**Contact Information** – Current **contact information** is needed so we can contact you to secure training and work opportunities. This includes full name (helpful for booking travel), correct degree (PhD, EdD, MA), home address, preferred email, home/work/cell telephone numbers.

**Associate Questionnaire**-We like to gather a little more information about you to ensure we are pairing you with the most aligned opportunities. We need to know your areas of expertise and preferences for training. We also need to know information about your birthdate, travel preferences, frequent flyer numbers, etc. Please make sure the Executive Assistant receives the completed **Associate Questionnaire** from you. It is available here: <https://forms.gle/1Cz6BPYeeUzEU7fx7>

**W-2 Information** – Be sure we have your information inputted into our system so you receive tax information in a timely manner. Questions about W-2 or similar areas can be referred to our CFO.

## 8.0 2TG Booking Information

### 8.1 A training is booked. What now?

- The Associate will receive a Google Calendar invite when a PD has been confirmed.
- When fully completed, the Google invite will include the PD Information form, dates, the lesson plan with links to materials, the travel information, the link to the Session Snapshot Survey, the 2TG Associate checklist, & emergency contact information. Elements will be added as they are completed.
- The Executive Team will send the PD Information form to the client. Once completed, the form will be attached to the Google Calendar Invite.
- Within one week of accepting a PD training “gig,” the Associate is expected to email the Client point of contact (POC) to schedule a 30 minute planning meeting (by Zoom or phone). We ask Associates to **directly contact the POC** and set up a phone call/Zoom (not just emails, please). We have found this leads to much happier clients, who feel we are really customizing the presentations to them, and to happier Associates who are not surprised by any last-minute changes.
- The Executive Assistant will collaborate with the Associate to schedule necessary travel.
- The CEO or VP will communicate with the Associate to verify preparation for the PD and offer support.
- The Associate will have a 30 minute planning session with the Client POC. If the PD Information form is not yet completed, they can complete it with the POC. If it was completed, they can use this time to learn more about the attendees and ask any additional questions to better prepare for the presentation.
- The Associate will provide the training.
- The Associate will complete the Session Snapshot Survey and TriNet Invoice.
- The Associate will follow up with a thank you email to the Client POC.

## 2TG Associate Checklist

### Prior to the Gig:

- ☐ Accept the Google Calendar Invite.
- ☐ Check that the Invite includes access to the PD materials (PD Information Form, Slides, Lesson Plan, Handouts, Session Snapshot Survey). If it doesn't, email your 2TG contact person.
- ☐ Make initial contact with the client ***within one week*** of accepting the contract. Email and/or call the client point of contact (POC) listed on the PD Information Form to introduce yourself and coordinate a planning meeting. Use these contacts to establish a relationship!
- ☐ Conduct a planning meeting with the POC by Zoom at least ***two weeks prior to the presentation***. (Presentations in support of Bookworms will require earlier planning meetings.) Meetings only need to be about 30 minutes but **MUST** be done in advance of presentation. Review the presentation details and learn more about the audience and client's needs. Include co-presenters in the planning meeting, when possible. If the PD Information Form was not completed, now is the time to complete it with the POC.
- ☐ Give the POC your contact information in case anything should happen on the day of your presentation. Make sure you have their best contact information, as well.
- ☐ Review and customize presentation materials. You will need to force copy the Google Slides provided by 2TG and add your 2TG contact person(s) as an editor. This will help us ensure you have tailored the presentation in a timely manner and that we can help you when needed.
- ☐ Review all of the materials in advance to make sure nothing is missing and that you are comfortable with all content. Please don't wait until the last minute. We are known for our high-quality presentations & that requires preparation. Email your 2TG contact person if you have questions about the content or activities.
- ☐ If you are traveling, be sure to review flights, lodging, car rental, etc. to be sure it is all accurate.
- ☐ Email the POC with any handouts or materials (e.g. chart paper, markers) you will need from the district at least ***one week prior to the presentation***.

- ☐ Create a Padlet or Google Drive with digital materials that you want to make accessible during the presentation to avoid too many paper copies. Do not give access to all 2TG proprietary materials; be judicious in what you upload. Ask us if you are unsure what you are allowed to share.
- ☐ Only provide the slide deck as a PDF handout including the important content; never give the slides themselves.

### **Preparing & Packing:**

- ☐ Review all activities to ensure you have all needed materials (e.g., index cards, handouts, post-it notes, etc.).
- ☐ Bring a dongle (if needed), your chargers, and a presentation clicker. Bring your own computer.
- ☐ Have your presentation available in multiple formats (e.g., computer, flash drive, cloud) just in case.
- ☐ Dress professionally. No jeans or leggings, please.
- ☐ Bring and wear your 2Teach Global badge if you have one.

### **Presentation Day:**

- ☐ Plan to arrive EARLY (not just “on time”). Traffic is not a good excuse for being late. Give yourself time to check Wi-Fi, sound, set up materials, etc.
- ☐ If anything will make you late or miss the session, let the POC know ASAP and send texts to 2TG contact people on both the East and West Coasts. Please make sure to make actual contact with someone so at least one of us will know and be able to help problem-solve.
- ☐ It’s a nice touch to text the POC when you are on your way and let them know your estimated time of arrival.
- ☐ Feel free to have lunch with your client *or* nicely share that you prefer to spend lunch alone to reflect on the day and any changes you may want to make.

- ☐ Remember that building relationships with the client and the audience will help result in change, as well as in future work.
- ☐ Use your expertise to determine when adaptations need to be made. It is more important that they are learning & growing than that you “go over” every slide.
- ☐ End the session with the Exit Ticket (Client Feedback Survey), so we have data about the content and activities. Share your 2Teach Global email with the attendees. (If you haven’t already created one, we recommend [firstname.lastname@2teach.com](mailto:firstname.lastname@2teach.com)).
- ☐ Have fun! If you are having fun and enjoying the day, they will too.

### **After the Presentation:**

- ☐ Make notes about any issues, adaptations to the presentation, suggestions for the future, etc.
- ☐ Reach out to your 2TG contact person if there were any significant issues or concerns during the session.
- ☐ Complete the **Session Snapshot Survey** (on Google Invite) to tell us about the day. This is part of your contracted work; pay will not be processed until the final feedback survey is completed for our records.
- ☐ Use [Tri-Net](#) to invoice 2TG for your time. Remember to do it ASAP as pay periods are every two weeks.
- ☐ Follow up with an email to the POC thanking them for the opportunity to support professional learning for their organization and follow up on any final questions that emerged as a result of the session.

| Important 2TG Contacts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| East Coast Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | West Coast Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Tim Rice</b> (Client Success Manager)<br/>602-380-6212<br/><a href="mailto:timrice2teach@gmail.com">timrice2teach@gmail.com</a></p> <p><b>Julie Pearson-Weese</b> (Literacy Coordinator)<br/>571-439-1521<br/><a href="mailto:jpweese2teach@gmail.com">jpweese2teach@gmail.com</a></p> <p><b>Kathleen Skellie</b> (Bookworms Liaison)<br/>518-708-1390<br/><a href="mailto:kqskellie2teach@gmail.com">kqskellie2teach@gmail.com</a></p> <p><b>Melissa Jenkins</b> (VP)<br/>540-272-4369 (text), 540-937-3909 (voice)<br/><a href="mailto:MelissaJenkins2teach@gmail.com">MelissaJenkins2teach@gmail.com</a></p> <p><b>Wendy Lochner</b> (COO)<br/>304-283-0553<br/><a href="mailto:wwlochner@2teachllc.com">wwlochner@2teachllc.com</a></p> | <p><b>Christin Webb</b> (Exec.Assistant/Travel)<br/>626-221-9917<br/><a href="mailto:cpwebb@2teachllc.com">cpwebb@2teachllc.com</a></p> <p><b>Donald Anderson</b> (CFO)<br/>410-693-8987<br/><a href="mailto:djanderson@2teachllc.com">djanderson@2teachllc.com</a></p> <p><b>Wendy Murawski</b> (CEO)<br/>818-281-6736<br/><a href="mailto:wwmurawski@2teachllc.com">wwmurawski@2teachllc.com</a></p> <p>TRINET<br/><a href="http://www.trinet.com">www.trinet.com</a></p> <p>2Teach Global<br/><a href="http://www.2TeachGlobal.com">www.2TeachGlobal.com</a></p> |

## 8.2 Representing 2TG in the field

**Badges** – 2TG will provide you with a badge to wear during your presentations and all professional development. Please be sure to keep this with your travel materials and try not to lose it. Wearing it helps with brand recognition & your credibility in the field. Badge etiquette: Place the badge relatively high up on your right shoulder to give other people the best and easiest view of both the tag and your face. As you extend your right hand for a handshake, your eye and arm are already drawn to the right side of the person you are greeting.

**Emails** - Please use a 2TG email if possible. This helps with brand recognition and also separates 2TG from your other places of employment. You can always forward your 2TG email to another email you like. For consistency's sake, we ask that you use your first and last name followed immediately by 2Teach and with a gmail domain (e.g., wendylochner2teach@gmail.com).

**Introduction Slides** – Please using our 2TG template to create one introductory slide that you can use for all presentations. These offer a concise way for attendees to learn a few of your professional and personal highlights. Avoid taking too long during introductions or offering too many personal details.

A few guidelines:

- **Professional** – This is your professional introduction. You want to establish credibility and show why you are their expert, but at the same time, you do not need to go through ALL of your credentials or life history.
  - Give your name and highest degree on top of slide
  - Offer your university or other affiliation
  - Try to use pictures, instead of words. For example, Wendy Murawski simply shows a logo of CSUN instead of writing out “Eisner Endowed Chair of the Center for Teaching & Learning and Professor of Special Education, California State University Northridge.”
  - Keep your professional topics to two areas (three at most). You can show a few pictures in one area but please don't make your slide too busy or complicated.
    - You might do: 1. Picture of a school district logo you taught at for years; 2. Logo of the university you are at now; 3. Pic of a publication or two you are proud of
    - Please keep 2TG as one picture to show you are a proud Associate. You may mention that we are an international (global) educational consulting company focused on inclusive education.

- **Personal** – This is your personal part. You want them to feel like they “know” you BUT please do not overshare! No one needs to know about your divorce, the meds you are on, or that you don’t like your Dean (or whatever).
  - Please keep this to ONE personal topic – like your family or pets or favorite unique hobby you love.
  - We do NOT need 12 pictures that include your high school grad pic, nephews and nieces, friends, and beloved passed grandma. Please be judicious. No more than 2 personal pictures please.

*Your whole intro should take about 2 minutes or less.*

### **Finding out about your audience:**

- Spend a bit more time for smaller groups, less for larger ones.
- Table Tents (or a similar way to be able to use attendees’ names)
  - Ask the host site to have white typing paper & markers available
  - Have participants write their first name LARGE, as well as pronouns (don’t say “preferred pronouns”, just “pronouns”), what they teach (8<sup>th</sup> grade Math Special Ed), and – if they want to- what they are passionate about outside of the classroom (e.g., picture of dog or fishing pole). Some may find pictures too “cutesy” so make it optional.
  - Table tents help us see and use names throughout the training.
  - For large groups, have them turn to someone they don’t know and introduce themselves. For small groups, you can go around the room and ask them to stand and use 1-3 sentences about themselves. If someone gets long-winded, make a joke and say “Pretty sure you are now on sentence 4 or 5...and encourage them to wrap it up.☺”
  - After sharing, ask the group WHY you spent precious time on introductions (this helps for those who feel like this was a “fluffy” activity or a waste). Try to get answers like “Feeling comfortable”, “Building a collaborative culture,” “Make connections,” “See who else is like you”, “Be inclusive”, “Will be more likely to respond/interact in the future” etc. Link it to the topic of today’s session.
- Index Cards
  - If you are doing the Co-Teaching Training, you may also want to pass out colored index cards at some point. Use 5 different colors (4 come in a colored pack, and then you add a white one).
  - Have co-teaching TEAMS complete one together. They write their names, what they co-teach, and come up with a unique (and funny) team name together.

- Encourage them to be witty and feel free to be PG-13. Remind them that our motto is “Inclusive Education with a sense of humor.” They might be the “Wining Women” or “We got this” or “Caffeine-Powered” or, Wendy M’s favorite was 2 PE teachers .... “We’ve got balls!”
- Collect the index cards and then, when it is time to get them in 5 groups to do the Approaches activity, use the colors to get them in groups. Read them off by names of teams to make it organized but fun (e.g., “For Parallel Teaching, we have... We’ve Got Balls, the Dynamic Duo, and Are We Done Yet?”)

**Material Ready** – Be sure to have and bring your own (a) computer, (b) charging cords, (c) dongle for HDMI/USB, (d) clicker, (e) extra batteries. Please back up your presentation to the Cloud and to a thumbdrive. BE PREPARED!

Look for more strategies on representing 2TG in the field in Section 14.0 “Highlighting the Presentation Process”

## 9.0 2TG Travel Information

- Typically, 2TG will book all travel directly. Associates can work with the Executive Assistant for details. It is preferred that 2TG pay all travel costs up front (e.g., flight, hotel, rental car). If needed, an Associate can pay directly and 2TG will reimburse when paying the honorarium; however, if that occurs and a travel change is made (by the Associate), the Associate is responsible for paying for all change fees.
- Associates should be prepared to put their own personal credit card on the hotel when traveling to cover any incidentals. We do not cover tips, sodas, etc. We hope the per diem helps to cover those items.
- Please be sure 2TG has a copy of your completed Questionnaire with all travel preferences, frequent flyer numbers, birthday, etc. If we don't have it, please do not be upset if they were not inputted.
- 2TG is a small, family-run business. Unfortunately, none of us are flying business or first class. All flights will be coach class. All travel will be booked to be comfortable but not expensive. You can upgrade (& pay for it yourself).
- Just as we'd expect everyone to get themselves to their regular workplace, we ask Associates to arrange their own transportation to and from their home airport. Covering airport parking or rideshares has become a significant cost for 2TG, and your support in managing this helps us keep resources focused on our mission. If this presents a real hardship, please reach out—we'll do our best to problem-solve together.
- If an Associate prefers a particular brand of hotel, airline, car, or a specific flight that is more expensive than what 2TG has found or is offering, The Associate can choose to pay directly & 2TG will reimburse for the price we would have paid. Same thing with upgrades on flights, etc. This will be done in discussion with the Associate first. Our preference is to book it ourselves, using the brands with whom we have business accounts.
- Associates are welcome to stay at sites for longer for fun, to book additional side trips, or to bring significant others; however, 2TG is not responsible for those costs. 2TG will work with the Associate so they can book items directly.
- Please also let the 2TG Executive Assistant know if additional accommodations are required or special needs exist.

- Car rentals will be booked on a 2TG business account, which allows us to pay in advance. The Executive Assistant will make sure the Associate has car rental information for travel.
- 2TG does not cover car insurance. Typically Associates use their own car insurance. However, if you don't have your own car insurance that covers rental cars, please get that at the rental counter and 2TG will pay for it.
- **Please double-check your travel information as soon as you receive it! *Please do not wait until the night before. At that point, it will be too late to correct errors.***
- Honorariums are not paid for travel days or “fun days.” 2TG will pay for up to 2 days of travel per diem at half of regular per diem, \$20/day (maximum of \$40), if overnights are involved.
- 2TG prefers to book hotels with Hilton brands. However, there are times when there is no such hotel near the venue. In that case, we will try to get something that is clean and reputable.
- 2TG prefers to book air travel with airlines that have a policy that allows for flight changes without losing funds. However, if another airline is used and the Associate needs changes made (due to his/her own needs, not due to 2TG or the District), the Associate will be responsible for paying that travel amount.
- The Executive Assistant will work directly with the Associate on travel needs. However, if you have anything specific you need (e.g., leave/return to different airports, specific time needs), please email the Executive Assistant directly and communicate with her about those needs.
- If you have particular travel preferences and want to identify them yourself (e.g., “Christin, if possible, I'd really love to take the 6:15am flight from Jacksonville), that's helpful. We will do our best to accommodate you, but remind you again that if these flights/travel recommendations are much more expensive than what 2TG can find or book, we'll ask if you want to pay the difference.
- Emergencies happen. We know that, as do districts. However, if something happens (e.g., family emergency, severe weather), ***please get in touch with us immediately!*** Please contact someone on both the West Coast and East Coast in order to be sure someone received the information; both email and text are encouraged. Emergency contact info will be embedded in your calendar invite.

- In the case of emergencies, we will work with you to contact the district and either find another Associate ASAP or rebook the training. Because these things happen, ***we ask that you have your presentation ready prior to travel in case you need to email it to someone else to do. Do NOT plan to create your presentation on a flight or as you are traveling to the site.*** Consider these your “sub plans.”
- Should there be a travel delay or cancellation of flight, immediately work with the airline agent to rebook your flight. You don’t need to contact us unless it will mean you will miss or be late to the PD (or you need Christin to change a hotel reservation). If you need to take the initiative to rework your travel in order to get to the presentation site on time, either by booking a car or reorganizing a flight, we applaud that. If time is of the essence and you can’t get in touch with us for approval, go for it (unless we are talking about a private jet or something similarly ludicrously expensive). We want to show the districts/clients that we will go the extra mile to be there for them. Quick side note: keep the audience in mind as well. Having to reorganize to see a group of 10 people is far more doable than to reorganize a large PD for an entire district so save your big-time efforts for the big-time groups.
- We will sometimes recommend renting a car over using your personal vehicle. This relates to cost. Here is the general rule of thumb we use (which may vary based on location, time of year, etc.):
  - <150 miles/day → Use personal car.
  - 150–250 miles/day → Either option; weigh convenience vs. cost.
  - >250 miles/day or >500 miles over multi-day trips → Rental is usually the smarter financial choice.

## Travel FAQs

| Question                                                                          | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What are the budget restrictions for flights and hotels?                          | You are ALL worthy of first class! However, we are a small family business...in education, no less. So please respect that cost matters and we are looking for efficient, safe, and less-expensive selections.                                                                                                                                                                                                                                                                                                                                                                                                              |
| Can I upgrade my seat, bring family, or extend my trip?                           | Yes! Associates are welcome to upgrade seats, add personal travel, or bring family, but 2TG only covers the costs directly related to the job. You'll book personal expenses on your own, and 2TG will reimburse you after the training for the portion we would have paid. Please note: if a training is cancelled, it's your responsibility to cancel any flights or personal bookings, and 2TG cannot provide reimbursement for travel that didn't occur. Just let us know your plans in advance—Christin Webb will coordinate travel details, and Donald Anderson (CFO) will handle final invoicing and reimbursements. |
| Can I check a bag? What about for multiple days of travel?                        | You can always check one bag at 2TG's expense. We would ask you to pay any additional bags directly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Is there a way to get a "fast pass" for my car rental reservation to avoid lines? | Unfortunately, no. All car rental companies require you to show your own Drivers License, even though we paid in advance with the business credit card. Christin Webb gives your name as the driver & they have to check it.                                                                                                                                                                                                                                                                                                                                                                                                |
| Why do I need to give the hotel my personal credit card?                          | Most hotels require a personal credit card to cover incidentals (TV, sodas, etc.). 2TG provides you with per diem to help cover expenses but you do need to give your credit card to the hotel.                                                                                                                                                                                                                                                                                                                                                                                                                             |
| What do I do if the hotel says they don't have the 2TG credit card on file?       | We always try to reserve rooms with our 2TG credit card; however, if they say they don't have it, please contact us so we can give it over the phone right away. If you must use your own credit card (which we discourage), we will reimburse you. First call Christin Webb, next Donald Anderson. They are all on West Coast. If you need East Coast because of time, contact Wendy Lochner.                                                                                                                                                                                                                              |
| What do I do if there is an issue with my car rental reservation?                 | First call Christin Webb, next Donald Anderson. They are all on West Coast. If you need East Coast because of time, contact Wendy Lochner.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| What do I do if I miss my flight or if my flight is cancelled or delayed?         | First, talk to the airline rep at the airport to get booked on another flight. Call the local car rental location if you need to keep the car longer. Call Christin Webb or Donald Anderson if you haven't picked up your car yet. Call Christin Webb if you need to extend or change your hotel stay.                                                                                                                                                                                                                                                                                                                      |
| Will I have to room with another associate?                                       | Typically, you will get your own room. If this is not logistically or financially possible, we will let you know in advance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Do you offer car insurance?                                                       | We expect all associates to have their own car insurance and use it for their own cars and rental cars. However, if there is a concern, let us know (& get rental car insurance, which we will cover).                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Do you pay honorarium or per diem for travel days?                    | We do not pay honorariums for travel days, just the days you are in front of actual clients. We do pay a half-day per diem (\$20/day) for up to 2 travel days, and regular per diem (\$40/day) on work days.                                                                                                                                                                                                                     |
| What do I do if I have an accident in my rental car or notice damage? | First, we hope you are safe. ☺ Then, contact the rental car company & follow their procedures. If you are on the way to a PD, let us and the school POC know ASAP! If it is after the PD, let us know when you are able. Don't forget to take your own pictures.                                                                                                                                                                 |
| Why might 2TG ask me to rent a car instead of using my own?           | Given the cost of gas & mileage, sometimes it is simply less expensive to rent you a car! Christin Webb will work that out with you.                                                                                                                                                                                                                                                                                             |
| Why doesn't 2TG cover rides or parking at my home airport?            | Just as we'd expect everyone to get themselves to their regular workplace, we ask associates to arrange their own transportation to and from their home airport. Covering airport parking or rideshares has become a significant cost for 2TG, and your support in managing this helps us keep resources focused on our mission. If this presents a real hardship, please reach out—we'll do our best to problem-solve together. |

| Important 2TG Contacts for Travel Issues                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| East Coast Time                                                                                                                                                                                                                                                                                                                                                                                                                           | West Coast Time                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Wendy Lochner</b> (COO)<br>304-283-0553<br><a href="mailto:wwlochner@2teachllc.com">wwlochner@2teachllc.com</a><br><br><b>Melissa Jenkins</b> (VP)<br>540-272-4369 (text), 540-937-3909 (voice)<br><a href="mailto:MelissaJenkins2teach@gmail.com">MelissaJenkins2teach@gmail.com</a><br><br><b>Julie Pearson-Weese</b> (Literacy Coordinator)<br>571-439-1521<br><a href="mailto:jpweese2teach@gmail.com">jpweese2teach@gmail.com</a> | <b>Christin Webb</b> (Exec.Assistant/Travel)<br>1 <sup>st</sup> point of contact<br>626-221-9917<br><a href="mailto:cpwebb@2teachllc.com">cpwebb@2teachllc.com</a><br><br><b>Donald Anderson</b> (CFO)<br>410-693-8987<br><a href="mailto:djanderson@2teachllc.com">djanderson@2teachllc.com</a><br><br><b>Wendy Murawski</b> (CEO)<br>818-281-6736<br><a href="mailto:wwmurawski@2teachllc.com">wwmurawski@2teachllc.com</a> |

## 10.0 Associate Work and Payments

- A full day of PD is typically from **8am to 4pm** (8 hrs w/an hour lunch). Please do not plan to leave before 4pm without knowing exactly what time you end (e.g., if selecting a flight or needing to drive somewhere). Oftentimes, a day will be shorter (e.g., 8:00-3:00pm) but it is best to plan for more, just in case. TriNet may require you to input your hours differently.
- A half day of PD is typically 8am-12pm or 12pm to 4pm (4 hours). Again, usually a half-day will be shorter (e.g., 12-3 pm), but it is best to plan for more.
- If we can book an evening session (e.g., with parents or administrators) after a traditional day of PD, we will pay the typical honorarium for that job but there is no additional per diem. Evening sessions range from a 1-3 hour PD.
- When administrators or district personnel want to debrief after a training, that is not considered additional training time and is not compensated. It is the perfect opportunity to encourage them to hire 2TG for additional work if warranted. However, if it appears they want a substantial amount of time to debrief or plan for another session, feel free to say you need to head out and ask if you can book a different time to chat. It would be considered part of the “gig” to do a short (30 minutes) debrief after the presentation, if requested. If more is requested, talk to the COO about this additional time request so we can go back to the district and see if they need to purchase additional “Technical Assistance” support. ***We cannot pay you additional hourly rates if it was not approved in advance.***
- 2TG pays per diem at \$40/day and \$20 for a half day. No receipts for food are required as it is a flat per diem rate.
- Travel days are paid at \$20/day per diem (max 2 days) if you fly.
- If you travel with a member of the 2TG executive team who has a 2TG credit card, they will pay for all meals directly. In those instances, no per diem will be paid.

- Typical travel costs include:
  - Airline travel (coach class; often Southwest; paid directly by 2TG)
    - Southwest is now (2025) charging for bags.
    - If flying with an airline charging for bags, we will pay for one bag. We do not pay for overweight bags.
  - Car rental (paid directly by 2TG)
    - If you don't have your own car insurance that covers car rental, please make sure we know so it can be purchased.
    - Please fill up the tank. Submit gas receipt for reimbursement.
    - Sometimes it is less expensive for 2TG for you to get a rental car than to use your own car and ask for mileage reimbursement. Please work with Christin Webb to determine the least expensive option.
  - Hotel (typically Hilton brand; paid directly by 2TG)
  - Travel:
    - NOTE: You are expected to get to/from your home airport at your own cost. If there are concerns about this, please reach out to Christin Webb (Executive Assistant). Please remember we are a small company – ask a friend for a ride! ☺
    - Travel (shuttle/Uber/cab) from destination airport to hotel if no rental car is used
    - Travel to/from hotel to presentation site if no rental car is used
    - Mileage to/from venues (reimbursed at \$0.70/mile; includes gas)
- Please let 2TG know if an atypical or exorbitant expense is going to occur.
- **Please let 2TG know if dates change or if you decide to do something different than what was originally planned, even if the changes were agreed upon by you and the district.**
- Be aware that 2TG has to pay anything that was not arranged with the District as a fee, so please be considerate.
  - Districts are expected to create handouts so **please get them to the district in advance of the training.** Discuss the districts preference for digital or printed handouts, during the planning meeting. (In some cases, paper handouts may be strongly recommended for an activity, but we can be thoughtful about when we request this.)
  - If you need specific materials, please ask 2TG in advance for approval to buy them. “Fun things” (e.g., prizes, raffle items) are at the discretion of the Associate but are not typically paid for by 2TG.

- **Staying Connected & Growing Together**

At 2Teach Global, we believe that great consultants are also life-long learners. To help us stay aligned as a team and continue growing in our craft, associates are expected to periodically participate in internal professional development. These sessions may include meetings, retreat activities, or other opportunities to learn more about our processes, expectations, and culture. We know everyone has busy schedules, so alternatives such as recorded sessions or reading/reflection options are always available. While these internal PD activities are not additionally compensated, they are a minimal but important part of being a 2TG associate and ensure we can all deliver the consistent, high-quality support that defines our work.

## 11.0 Associate Invoicing and Taxes

- Please complete the **Session Snapshot Survey** (Google form) after presenting as a way to give your brief “report” on what transpired (include highlights, concerns, activities, accomplishments, etc.). This is important as other Associates may work with that client in the future. This will be required prior to payment.
- We use the TriNet system for 2TG invoicing.
  - Be sure to include your correct contact information or double-check that the pre-filled contact information is correct.
  - Be sure to include the correct information on the training (with whom/what dates/what type of training). A separate video will be available to help clarify how to complete TriNet correctly or you can contact CFO Donald Anderson.
- Invoices are submitted through TriNet. Please invoice immediately after completing the Session Snapshot Survey soon after each work session (i.e., within 24 hours). The link will be embedded in the Session Snapshot Survey.
- Payments for full and half-day work will be sent out by 2TG through Direct Deposit every two weeks. 2Teach Associates will be paid in the next payment cycle, regardless of whether the district has paid 2TG yet or not. If an Associate forgets to invoice, their payment will be late. Hourly trainings are accumulated for the month and paid on a monthly basis once it reaches at least 3 hours.
- **If a district personnel asks questions about any business aspects of the contract (e.g., invoices, contract information, finances), please refer them to Dr. Wendy Lochner, COO. Associates are not empowered to have business discussions related to finances with the Districts. Please smile and say, “I’m just the talent. You’ll need to talk to 2Teach about that.” ☺**
- Independent Contractors will receive a 1099 yearly for taxes for their honorarium and expenses. 2TG will separate out expenses as reimbursement (not income) on your taxes. Most 2TG Associates, however, are employees.
- Employees will receive W-2s with their expenses also separated out as non-income. Questions about W-2s and tax information can be referred to the CFO, who may refer the employee to TriNet, our Human Resources Service.

## 12.0 Highlighting the Observation Process

One of the primary methods of professional development used by 2TG is the on-site observation.

- There is an Observation FAQ document that can be sent to any school in advance of observations. Feel free to ask for a copy for yourself.
- 2TG Associates will be assigned a school/district for the observations.
- Typically, an Associate will work with the district to create a schedule that is conducive to observations.
- When scheduling the observations, we have an Observation Information form (like the PD Information form) that asks about parking, lunch periods, a map of the site, a bell schedule for the day (and if there are different bell schedules for different days), and the names/grades/topics of each co-teaching team.
- We ask for the name and contact information for a site person of contact (POC).
- We typically recommend that Associates observe a class for a full period (or class, or hour) and then have time for debriefing built into the schedule. For Block Scheduling, try to watch for at least 45 minutes. Some administrators will try to book you in as many classes as possible, moving every 10-15 minutes. Let them know that these are “breeze-throughs,” not “observations” and you will not be able to provide the teams with meaningful feedback and support.
- ***Debriefing is critical.*** Without it, the observations do not lead to change. This means that only 3-4 teams can typically be seen in a day.
- If observations are occurring over multiple days, debriefing might occur on a different day if necessary. Debriefing should not occur more than 2 days after the observation. ***Please do not offer to do debriefing on a different day unless the district, Associate, and 2TG have agreed on it; this needs to be in the contract so 2TG and the Associate are paid for this time.***
- When debriefing with teams, **start by establishing rapport and giving validation.** Remember that it is difficult to be observed by an expert and then receive constructive criticism! Let them know that you recognize that you only saw a small “snapshot” of a typical class and that you are not there to judge, but rather try to find ways to keep improving practices. Let them know that they are

the experts of their class & students and you recognize that. Try to avoid defensiveness – from them or you.

- When debriefing with teams, try to focus on the positive aspects. Find places they have done a good job. When identifying areas for improvement, couch them in terms of “in the future, another area you might consider is...” Feel free to use humor when possible to lighten the debriefing time also. Be sure to give as many concrete strategies as possible! That is key to the team’s feeling that this was valuable time.
- If an administrator is present during debriefing, be careful! You do not want the teams to feel this was evaluative or might somehow hurt their career. If you want time just with the teams, ask the administrator if they would mind providing you with that; let them know you want the teams to trust you as a nonbiased observer. Most administrators will be fine with that.
- Get names and emails from each teacher/co-teacher so they know we will send them a copy of the report as well (provided this is approved by the POC). This is a transparent practice. Also remind them that 0’s aren’t *bad*; they just identify areas you did not see and they are able to target in the future.
- Our typical practice is to send the Observation reports to the site administrator or our POC, as well as to the teachers themselves. Not all schools want that. Some have unions that require us to send them only directly to teachers and to bypass admin altogether. Be sure to find out the situation at your site!
- There are times when you will see a really, really poor team or some really, really poor teaching. Again, try to find a few areas of positivity. Then, be realistic. Identify that the class “needs some serious work” but try to point out just 2-4 things for the team to work on – or ask them what they thought about the session! What do they think they can do to improve? Don’t try to overwhelm the co-teachers with too many suggestions. Also try to be sure not to demoralize them so much that they take nothing to heart. We find using the words “Consider...” helps soften suggestions (e.g., “Consider breaking students into groups after 15 minutes of instruction to break up the possible monotony.”).
- Be flexible; roll with the situation. Our best practices state that we watch about an hour of instruction so we see the beginning/middle/end of a lesson and then we have a debrief on that day (at least 20 minutes worth). However, some

schools – regardless of our pleas – will schedule you for a 15-minute walk-through of a bunch of classes. Do what you can. Take notes. Explain that this doesn't really allow for the depth of feedback that the Observational Protocol provides but go with it if they are adamant.

- **Continue to preach “We understand” and “This is reality; we do what we can” and “Baby steps.”**
- If you are scheduled to do some Observations, be prepared for the district to have “issues.”
  - You may arrive and they have totally forgotten you are scheduled that day. (Try to send an email to remind them 2 weeks in advance!)
  - They may not have a schedule for the day ready for you. (Offer to help create one in advance.)
  - Their schedule may not include lunch or a break for you. (Just take time away from an observation or debrief and self-advocate for your lunch time; it's your right.)
  - Some teachers may have (passively-aggressively?) scheduled silent sustained reading, internet research, an IEP, a movie, or a quiz. They will tell you that “there is nothing to observe” so you can go away. This is not true. Please **stay** for that time and **observe**. What specially designed instruction or adaptations are provided during Silent Sustained Reading? Are there graphic organizers and checklists to help with the internet research? Was the video captioned and did they have breaks for processing? Did the special educator stay during the quiz and were there different versions to provide accommodations? Did both educators go to the IEP or was this a time when the special educator just left? How often does that happen?
- If a school/administrator/teacher is adamant that you can't observe during that hour, ask if there is some other way you can be of service. (Remember, they are paying us for the day). Show that you are willing to observe another room, meet with teachers, provide suggestions for paraprofessionals, look over schedules or other work. Offer to talk to administrators about the current situation. If they insist you simply work on your own work for an hour, so be it! You tried.

## 12.1 CTSS Co-Teaching Observations

CTSS stands for Co-Teaching Solutions System. It is a fundamental part of 2TG Observation Process for Co-Teaching and we ask that all Associates are familiar with the observational protocols completed on FastField.

- For co-teaching observations, Associates use the CTSS format (available on FastField software and as a Word document) to document both the quantitative (0,1,2,3) scores on each co-teaching core competency, as well as the qualitative (narrative) notes from the observation.
- FastField enables us to collect data on co-teaching observations. It is organized around the Co-Teaching Competency Framework (Murawski & Lochner, 2015). Specifically, CTSS focuses on the co-teaching core competencies that can be “looked for, listened for, and asked for.”
  - Associates use the Fastfield platform for all co-teaching observations.
  - Fastfield is an app that may be used on-line or off-line. You may want to get wi-fi access or wait to input data after the observation is complete. It is recommended that Associates keep a Word doc back-up version on their computer to use in case they have accessibility issues. In those cases, Associates can input the data at a later time. Please make sure you are comfortable and proficient with Fastfield and the CTSS competencies prior to doing an Observation.
  - After observations, Associates are required to submit a full CTSS report to the district preferably ***within 2 days of the observations***. In some situations, we may request that a 2TG executive team member (CEO, COO, VP) review the CTSS report prior to its being sent to the district.
  - CTSS reports are a good way to document information, suggest next steps, and demonstrate a need for ongoing support. In addition, it allows us to see areas of strength and need from a quantitative and data-based perspective.
- CTSS can also be used for reports, grants, dissertations, and other research. Feel free to talk to Dr. Lochner if you have possibilities for using CTSS.

- When using the CTSS, all items need to be rated with a score of 0 to 3. The whole point of these being *core* competencies is that they should be evident at all times – though we want to recognize that this is a process.
- If you don't see a competency, do not score the item, which will result in a 0. Be sure to let teams know that a 0 simply means you didn't see it, not that they never do it.
- Be sure to always use the CTSS format in your on-site observations, as well as any videotaped observational coaching. We need to be consistent in its use – to show district personnel its value, but also to continue to collect data for ourselves for research, grant, and reports purposes.
- The CTSS can also be used to document visits that did not include formal observations, such as meetings with a principal or small group. By putting notes in the CTSS Notes section, we can still run a report to demonstrate how our time was spent with a school.

## 13.0 Highlighting the Diagnostic Process

A school diagnostic is a thorough and streamlined needs assessment. With numerous data points, the diagnostic may provide a school, district or region a clear picture of their current state – the good, the bad, and the geez-that’s-embarrassing. It includes not just state assessment data, but a more complete and personalized comprehensive picture.

- Trying to describe the diagnostic to a district administrator? Say something like this: “You would not trust a doctor who only did one test and made a diagnosis. You’d want a more complete range of evidence before a diagnosis, otherwise you may be treating the wrong disease. The very same is true for our schools. Sometimes the complete picture is difficult to see from our isolated and entrenched existence in the school itself.” ***Be aware we also have a video of Dr. Murawski explaining what the Diagnostic process entails if you need it.***
- Originally based on the school turnaround principles (U.S. Department of Education, 2014), there are seven principles that lay a foundation of a high performing school. Those very principles are the bedrock of the diagnostic. They are School Culture; School Leadership; Curriculum, Instruction and Assessment; Student and Family Support; Facilities Management; Professional Learning; and Continuous Improvement. Based on these standards, the School diagnostic proactively builds a school profile that identifies successes, weaknesses, and barriers.
- 2Teach offers 4 Diagnostics. One is the general school diagnostic (see above). However, we also offer an Inclusive Education Diagnostic, through which we ascertain how inclusive a school is and what they might do to become more inclusive. We offer the only known Co-Teaching Diagnostic Process, through which we analyze current co-teaching practices and again provide recommendations for improvement. We now also offer a Specially Designed Instruction (SDI) Diagnostic, whose goal is to observe special educators in general and self-contained settings and ascertain the degree to which they are providing SDI to students who have IEPs.
- The process takes a few days but is thorough. Rubric-based interviews are conducted with administrators, counselors, teachers and students. (Oh, the things we learn when we ask the students!) We ask teachers to step out of the room when we interview entire classes of students. We observe classes and use specific question protocols to collect data. We interview administrators. We look at schedules.

- A diagnostic not only identifies the school's current situation, it can also help to expose the root causes of poor school culture and/or student performance. The results from the diagnostic are provided to the administrator and school leadership team, who then report the findings to the faculty and staff. The diagnostic process also includes specific and strategic ways to work with the faculty on the results, using tools that support the staff in self-identifying priorities and areas to address. All staff are included in this process and have a voice. Root cause analysis and strategic planning tools quickly allow a school to get started on turning around the areas of concern that they have prioritized.
- The 2TG Diagnostic process begins by identifying a diagnostic team (usually 2-3 people). Someone from the Executive Team or the Diagnostic Team's Lead contacts the school liaison/POC and gives them paperwork to complete. We work directly with the liaison to create a plan and schedule for the day(s) of diagnostics. The identified "Lead" is responsible for scheduling, coordinating, working with the team to get their feedback in a timely manner, and final report writing.
- Typically, when a team arrives at a site, they meet in a room designated for their work. One team member usually stays in that room conducting interviews. Other team members may go out to do observations of solo taught and co-taught classrooms, to include interviewing students from random classes. Team members sometimes switch roles. Team members meet at lunch and after school to share notes.
- After the Diagnostic, the "Lead" arranges a team meeting; all team members share their notes and rubric scores and collaboratively complete a final report. We can aggregate all scores into the system to come up with various recommendations and reports for the school/district. The Lead or someone from Executive Team works directly with administrators at the site to help them learn how to "roll out" the results with their teams/staff. We also help recommend specific areas for possible professional development.
- The reports will often recommend specific tasks and areas for improvement. These may include areas for professional development. Hopefully, the district will choose to employ 2TG for professional development.

There is a "Do's and Don'ts of Diagnostics" handout.  
If hired to be part of a Diagnostics Team, please be sure to receive  
*and read* this helpful form.

## 14.0 Highlighting the Presentation Process

Professional development presentations are 2TG’s “bread and butter.” Thus, it is critical that all 2TG Associates who do presentations are aware of the “2Teach Way”. While each Associate is encouraged to have his/her own style & spin on things, we also want to build name brand recognition and consistency is necessary for that.

- All presentations should be on 2TG branded slide templates.
- Previously approved 2TG handouts will be branded with the 2TG logo & website. If you create your own handouts, please submit for approval. If it’s something we think we can use in the future, we’ll put our logo and your attribution on it and add it to our Resources and materials.
- While last-minute creations may occur, our preference is to review newly created materials in advance since you are representing 2TG in the field.
- All Associates should have their name, degree, and “2Teach® Associate” on the presentation slide. If you would also like to have your university/school affiliation, you may do so as well but please have 2TG Associate first.
- Please always wear your 2TG badge when you present.
- Please remember to be fun, but also professional. We do expect professional dress (avoid jeans, leggings, t-shirts) and that you remember you are representing 2TG. Please avoid sitting on tables/floor or being too “comfortable” or overly informal in your vocabulary or presentation. “Fun” and relatable is different than unprofessional. Please don’t share too much about yourself (e.g., recent pet death, meds you are on, religious preferences, etc.) and be mindful about humor related to potentially sensitive topics.
- Presentations should always be engaging & fun, dynamic, practical (& not ivory-tower), substantive, research-based (but not research-heavy), and strategy-focused. Be comfortable with **less is more**. Less teacher-talk; more strategy. Do not try to shove too much info (especially theory) into a session.
- Model best practices! If you are teaching about differentiation, are you modeling it? If you are teaching about UDL, is your training universally designed? Try to make strategies you are using explicit to the participants. Use the word “strategy” often so they see how many you are using.

- As you present, remember that the focus is on meaningful learning, engagement, and application opportunities. Don't feel pressed to cover all the slides at the expense of these intentions. For example, avoid saying "Well, I wanted us to have time to talk/interact/reflect/engage, but we don't have enough time." That's what teachers frequently say to students and we want to avoid that. That reflection/engagement time is critical. Lose some content if needed to make sure they can engage, move, interact.
- Be prepared!!! We have had instances when an Associate has prepared a presentation and arrived at a session, only to find out this is a different group (e.g., they all had this training already!). Smile, get information about what they thought they were getting/what they want, and if necessary, step outside to call a member of the Executive Team. We will try to help get you a back-up presentation ASAP but if you have your own "bag of tricks" (great activities, etc.), this will help immeasurably. **Don't show them you are flustered.**
- We are available to you if you are going to present a topic you haven't presented for 2TG before. We can give you access to the slides & activities (if already created). Please remember that we are also VERY busy people, so please give us time to respond. If we are out training, we can't necessarily send you a presentation that very minute.
- We try to keep copies of all presentations that have been done for a topic or for a district. This way, we build our library of presentations but can also know what information a district/school has received. Please make sure that you add [2TeachAssociates@gmail.com](mailto:2TeachAssociates@gmail.com) as an editor to the final version of your slide deck in Google.
- **Please follow the strategies/activities list for that particular training.** If you create your own that you want to add, let us know what they are *in advance* so we can approve (or not). We don't want certain strategies (e.g., the magic tablecloth) to be used too early; we need to hold some "magic" to future trainings.
- **Please document the trainings, slides, and activities you do** so that we can let other Associates know if they go out to the same group or district.
- Take a picture of yourself in front of the school or with a district banner or with a group of the participants. Use social media (Twitter, Instagram, Facebook) to promote your work with that venue. Be sure to tag us (@2TeachGlobal) as well as the site you are with. If you are not great at social media, send the pictures to the 2Teach Social Media Coordinator ([efrake2teach@gmail.com](mailto:efrake2teach@gmail.com)) and we'll

post them for you.

- 2TG is interested in building a webinar/strategy library, as well as our online Blogs and maybe even a Podcast Channel. To that end, we will be trying to create these items and may ask you to contribute.
- Please avoid talking “at” participants or trying to cover too much! Avoid busy slides with lots of writing. Keep it simple and clean. Model UDL. Keep them engaged, talking, processing, and learning.

## 14.1 2Teach® Copyright/Intellectual Property Information

- If you get work because of 2TG and are paid from 2TG for the presentation, any work that comes from that presentation also stays with 2TG. However, you can always continue to use that work and 2TG will ensure appropriate attribution of your work, should you like us to do so.
- If you create content (slides, activity, handout) for a 2TG presentation, that material will be made accessible to any 2TG presenters who teach that information but a credit line can be added to ensure the right person is given credit for the work.
- If you have work you've created in the past & published, please make sure we have the correct credit lines on materials and that we have the right to use the work in our presentations.
- Most presentations will already have slides and handouts available. Please make sure to use the 2TG Google Slides template and make sure the 2TG logo and website are featured prominently. Please make sure the 2TG logo and website are also on any previously approved handouts you provide to attendees.
- If you create a presentation, webinar, or staff development module for 2TG, you will be paid for your content. These materials are now the property of 2TG but you will receive attribution.
- We respectfully request that you do not use 2TG materials for presentations you are doing that are **not** for 2TG. If it is material that you created yourself in the past, that is of course acceptable. If you really want to use something created by 2TG (e.g., a presentation or activity or handout), please ask permission from the CEO or COO. If one of these individuals gives permission, it is fine. We do ask that you make sure there is the correct attribution to 2TG on the materials. Thank you.
- If you are hired by 2TG to do work with a school, district, or organization, please always go through 2TG with them and for work that comes from them (e.g., they recommend to another group), even if they contact you “on the side” or directly. Thank you.

## 14.2 Highlighting 2TG Materials

2TG has materials that we promote, as well as procedures for how we work with materials. Please be familiar with both.

Procedures:

- Depending on the professional development topic and the audience, one of Dr. Murawski's books is typically recommended.
  - Publishers of texts are: Corwin Press, ASCD, CEC, Roman & Littlefield, Plural, Norton, Dafole, Studentlitteratur, Slack.
  - Books are typically less expensive when buying through 2TG because of author's discount but customers can also buy directly from publisher or from Amazon
  - *Co-teaching in the Inclusive Classroom* are spiral bound handbooks that can be used in lieu of books when districts are worried about cost; they are ordered with the Executive Assistant and printed in Los Angeles.
- After the district decides on the book and the amount, the Executive Assistant orders the books to be delivered directly to the district in advance of the training.
  - For Associates who are local to the Los Angeles area, we may ask you to pick up books from the office headquarters in West Hills and bring them to the venue yourself.
  - For all Associates, ***we recommend you double-check*** (a) what book was ordered, (b) if it was ordered and how many, and (c) if they were received. This is in your best interest so this doesn't fall through the cracks.
- Make sure the presentation links to the books ordered so the District sees the value of having this reference material. One of the ways to do so is to have the corresponding page numbers on the upper-right hand corner of your slides. Another is to have read-pair-share activities related to material in the book. Yet another is to have participants mark particular pages with mini post-it notes for future reference.

- Be aware: **2TG does not share copies of the presentation slides!**
  - Too many people then copy the material and do their own trainings with our intellectual property.
  - If someone asks for the slides, apologize and say we aren't allowed to give away the slides, but we would be happy to send a pdf of particular pages they are interested in or they can take pictures of specific slides.
  - Also, when training on co-teaching, share the 2TG Resource padlet as it has LOTS of additional references, templates, and resources. Most participants will be happy to get that information and will understand that you are not sharing the slides. The padlet is available at:  
[www.padlet.com/wendy\\_murawski/2TeachLLC](http://www.padlet.com/wendy_murawski/2TeachLLC)
- In addition to the books, there are handouts we frequently use so that participants have “hard copies” to write on, use for an activity or planning, and to reference.
  - These include: 5 co-instructional approaches, SHARE worksheet, Lesson planning template, etc.
  - These materials should be sent to the district in advance of the training! The district will pay for copies. ***Please do not make your own copies and bill 2TG unless there is an agreement in advance and a rationale for doing so.***
- If you use materials created by another 2TG Associate, please be sure to give proper credit on the slides or handouts.
- If you are unclear which handouts, books, activities, or other materials to use with your presentation, please work with us for clarification. Each presentation should be linked on the Google Invite and offer you the lesson plan with links to slides, agenda, resources, materials, and activities.

## 14.3 Murawski Texts

| Text                                                                                                                                            | Description                                                                                                                                      | Suggested Audience/<br>Presentation                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <i>Collaborative Teaching in Secondary Schools</i> (2009)                                                                                       | Marriage analogy for co-teaching; 4 sections; Nuts & bolts of co-teaching; Thorough; For teachers at all levels of co-teaching                   | If middle/high school, use Secondary. If PreK-elementary, use Elementary. If PK-12, order some of both. Co-Teaching 101 presentation |
| <i>Collaborative Teaching in Elementary Schools</i> (2010)<br>Also in French                                                                    |                                                                                                                                                  |                                                                                                                                      |
| <i>Collaborate, Communicate, &amp; Differentiate</i> (& Spencer; 2011)                                                                          | More general strategies; co-plan, RTI, coteach, differentiate, communicate, modifications, etc.                                                  | Best for paraprofessionals & general education teachers; entire districts; Para training                                             |
| <i>Leading the Co-Teaching Dance</i> (& Dieker, 2012)<br>Also in Danish                                                                         | Specifically for administrators; planning, scheduling, mediating...                                                                              | Best for Admin Training; Also recommend for admin who attend Coteach 101                                                             |
| <i>Co-Teaching in the Inclusive Classroom</i> (handbook)                                                                                        | Handbook with strategies; spiral-bound                                                                                                           | Good for CoTeach with Confidence; less expensive than books                                                                          |
| <i>What Really Works in Elementary Education</i> (& Scott; 2015)                                                                                | Research-based, practical strategies for content, pedagogy and special populations                                                               | Good for any groups looking for content strategies; Good in addition to other books; focus on general ed with some special ed topics |
| <i>What Really Works in Secondary Education</i> (& Scott; 2015)                                                                                 |                                                                                                                                                  |                                                                                                                                      |
| <i>What Really Works with Exceptional Learners</i> (& Scott, 2017) and bundled chapter on Online Learning w/Gaines 2021                         | Research-based, practical strategies for content, pedagogy & special populations in Special Ed                                                   | Good for special needs populations (including EL, gifted, etc.)                                                                      |
| <i>What Really Works with UDL</i> (& Scott, 2019)                                                                                               | Research-based, practical strategies for UDL                                                                                                     | Differentiation and UDL Training                                                                                                     |
| <i>So You Think You Can Teach</i> (Cockrum &, 2018)                                                                                             | For practitioners who want to be higher ed instructors/ professors or speakers                                                                   | Not usually used with 2Teach presentations                                                                                           |
| <i>Beyond Co-Teaching Basics</i> (& Lochner, 2017)                                                                                              | Focused on using data to improve co-teaching practices                                                                                           | Good for Admin trainings; Good for CTSS trainings; Good for more advanced co-teaching trainings                                      |
| <i>Co-Teaching: Do's, Don'ts and Do Betters</i> (Karten &, 2021)                                                                                | Teacher-focused; strategies for co-teaching                                                                                                      | Might be admin & teachers; Selection for Co-Teach with Confidence for groups who have the Collaborative Teaching books               |
| <i>Special Education Law &amp; Policy: From Foundation to Application</i> (Rodriguez &, 2022)                                                   | Special education law textbook; Practical intro to law & policy; applications                                                                    | Good for Admin trainings; Good for future law/policy trainings                                                                       |
| <i>The Teachers' Toolkit: Practical strategies to manage the diverse classroom</i> (Frödj, Murawski, & Austin, 2023) Also in Swedish and French | In Swedish; Offers 30 tools for top 10 teacher challenges; Gives practical tips with specific learners<br>Also offered in English through Corwin | Not specific to special ed; Offers strategies around UDL, collaboration, assessment, behavior, motor development, literacy, etc.     |
| <i>Connecting High-Leverage Practices to Student Success: Collaboration in Inclusive Classrooms</i> (Jenkins &, 2024)                           | Teacher-focused; HLPs; Collaboration; Co-teaching; Academic, Behavioral, and Social areas                                                        | Brand new; Good for Admin & Special Ed who are ready for HLPs; Need to build PD for it                                               |
| <i>Co-Teaching and UDL in Danish Classrooms</i> (& Gulløv, 2024)                                                                                | In Danish; Connects UDL & Co-teaching with lots of examples                                                                                      | Will need to be translated for English use; May connect to Swedish too                                                               |

## 14.4 Client Tips

- Please always remember our motto: “Inclusive education...with a sense of humor.” Keep a positive outlook. Smile, laugh, be friendly. Be amenable.
- Have an “of course we can” attitude. Be flexible as much as possible – *even if* you don’t believe it will be offering best practice. Remember that something is better than nothing. Focus on baby steps, not perfection.
- Avoid any jokes about special education, having a disability, or even about how bad the instruction may be that you are seeing. Remember that while people can often joke about themselves, they don’t always appreciate it coming back to them.
- **Develop a rapport with your liaison.** Get to know them personally if possible.
  - Take notes (surreptitiously) about their likes/dislikes/family members/etc. so you can refer to them in future conversations.
  - Get contact information, including cell phones for texts.
  - Reach out to them about unrelated information they may find interesting.
  - Give information on related conferences, resources, articles.
  - Send thank you notes after a session. We have 2TG cards if you’d like them. Just ask us!
  - Tell them more about the other services & resources we have in 2TG, even if it isn’t your area of expertise. Describe 2TG as an all-inclusive educational consulting company, not one that only trains on co-teaching. *Try to get ongoing contracts.*
- Do not expect your clients to respond in a timely manner, follow up with emails, be on top of their PD dates, or initiate conversations about next steps. **This is on us!** Even though this is to improve their work, consider them VIPs who are busy (yes, we are probably busier than they are, but in this case, we are the business and they are the client).
  - Keep a calendar of dates for PD.
  - Send out notifications, reminders, questions, etc. at least 2 weeks in advance to confirm all sessions/observations etc.
  - Double-check that they have told the TEACHERS who are attending. (It’s amazing how many times we’ve booked work *months* in advance and teachers don’t get told until the day before...and then are reasonably upset.)

- Consider when to correct – and when not to correct – a client. For example, if someone doesn't use person-first language, decide if it is appropriate to correct that or if you should let it go. You may see egregious teaching or decision-making; try to determine if you can gently make suggestions that would be well-received, or if your comments would not be welcome. Remember that we can't fix everything and that more changes can be made when we are welcome and our feedback is solicited!
- Another feedback tip is to blame ineffective teaching on “a lack of planning or lack of training.” Many teachers will say they don't have planning time or training, so if you see really poor instruction, you can validate their situation by indicating that “of course you could have planned for more engaging lessons *if* you had more planning time.” Do find out the situation in advance though; there are times teachers lament a lack of planning time when their administrators will say they have plenty.



## 15.0 2TG Associate Growth

2TG believes strongly in finding ways to mentor its Associates and to provide opportunities for Associate growth. Everyone has their own interests, needs, and goals; please share them with us if we can help you. The following are possible opportunities for growth:

- Share your accomplishments (awards, grants, new titles, publications) and let us highlight you on the 2TG website and social media. **Don't be humble!**
- Let us know your availability and areas of expertise. Check in regularly with the Executive Team to see if there are opportunities for work.
- Let us know if you are looking for opportunities to publish. If so, let the CEO know your areas of expertise and the types of publication opportunities you are looking for (book, chapter, article, newsletter, blog).
  - We can help you connect with other Associates.
  - Dr. Murawski can co-publish with you.
  - Dr. Murawski can help you connect with other authors/publishers.
- **Write for the 2TG blog!** We would greatly appreciate it if each Associate would write at least 2 blogs for the website. Our goal is to connect to other educational blogs to cross-publish and get even more readership of these posts.
- Share information with us on local & state conferences that we might go to and present at. Typically, if 2TG can get Dr. Murawski hired as a keynote speaker, that leads to ongoing 2TG work for us all.
- Give us information about districts or schools you know who might be interested in inclusive education professional development. The COO will follow up with them so you don't have to. If they hire us for an area you present on, we will definitely give you the "gig."
- Contact your general education colleagues to find out the best conferences, journals, and other forums to present & publish. If it's a local one, 2TG might be able to get a booth and you can man the booth & get PD work.
- Show your 2TG connection through social media posts, hashtags, and wearing your name badge anytime you don't feel it appropriate to wear your university or school affiliation.

- Let us know if you'd be interested in participating in a 2TG conference.
- Include the 2TG website ([www.2TeachGlobal.com](http://www.2TeachGlobal.com)) in all of your presentations and publications. The more publicity 2TG gets, the more publicity you get.
- Attend the 2TG retreats and network with other 2TG Associates. Many of our Associates have now published and presented together. We also share great teaching strategies at the retreats so we are all learning more ideas.
- ***Give us a short video clip of you presenting.*** We will add it to our website and future YouTube channel. We frequently get districts asking to “see” Associates in action; those videos we have, we can promote!
- Let the CEO know if you would be interested in creating any of the following for our growing 2TG library:
  - Webinar
  - Strategy Spot
  - Online courses
  - Micro-credentials
  - Blogs
  - Staff Development module
  - Curriculum materials
- We are looking at creating a Research arm and Publications arm to 2TG in the near future. Ideally, this will help Associates in that:
  - The Research arm will partner Associates with districts who need someone to help with data analysis and dissemination through peer-reviewed journal publications.
  - The Publications arm will offer another venue for Associates to publish handbooks, manuals, curriculum materials, and books, instead of self-publishing or going through other companies.

## 15.1 Expectations for Professionalism

At 2Teach Global, our associates are not only content experts but also representatives of our company's values and culture. As part of working with us, we expect associates to:

- Conduct themselves with professionalism, integrity, and respect.
- Prepare thoroughly for all assignments.
- Collaborate with colleagues and clients to build positive, lasting relationships.
- Demonstrate flexibility and humility, avoiding any sense of entitlement.
- Communicate clearly and professionally.
- Participate in annual professional learning offered by 2TG to remain current on company practices and policies
- Complete required paperwork, documentation, and follow-through in a timely manner.

These practices ensure consistency, strengthen our reputation, and allow us to provide the highest level of service to the schools and districts we support.

## 15.2 Addressing Concerns

If concerns arise regarding an associate's professionalism, collaboration, or fulfillment of responsibilities, 2TG leadership may respond in several ways, depending on the situation:

- **Direct feedback and guidance** to clarify expectations.
- **Additional mentoring or coaching**, which may include observations or co-presenting.
- **Temporary pause of assignments** until improvement is demonstrated.

In cases where concerns are significant, persistent, or improvement is not evident, 2TG may determine that the associate role is no longer a good fit. In such instances, the associate will be respectfully released from the organization. These measures protect the quality and reputation of 2TG while also supporting associates in becoming their best as consultants and professionals.

## 16.0 2TG Marketing

Marketing is one of the next big steps for 2TG. Now that our Associate base has grown and our name brand recognition continues to grow, we will be focused more on marketing nationally and internationally. The following are ways in which we currently market and/or are planning to market in the near future.

- 2TG Website
  - Pictures, Short Bios, CVs, Video clips on each Associate
  - Info on each presentation topic with associated blurb
  - Articles & Resources by Dr. Murawski & other Associates
  - List of modules, books, and materials available
  - Awards & media recognition
  - Blog
- 2TG Webinars (with paid subscription)
- Comprehensive email marketing list
- Advertisement/booths at major conferences
- Presentations/keynotes at major conferences
- News articles/blogs in national publications
- Podcast
- 2TG University courses

## **17.0 2TG Payment Schedule & Associate Contract**

## Exhibit A

### 2TG Associate Work Description & Payment Schedule

**\*Note: The majority of work will be contracted either hourly, half-day (flat fee) or full-day (flat fee).**

| THE WORK                                | THE DESCRIPTION                                                                                                                  | THE COMPENSATION                                                                                     | THE EXPECTATION                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>On-Site PD</b>                       | Presentations/Workshops/ Trainings                                                                                               | \$500/half day (up to 4 hours)<br>\$1000/full day (up to 8 hours) – Full day includes time for lunch | Most slides/materials will be provided; Some basic prep to “personalize”; If co-taught, co-planning is expected; Up to 30 min consult with client expected; No consult for under half-day expected unless ongoing work; Emailing with client & short calls are expected. Session Snapshot after the presentation is expected.                                                   |
| <b>On-Site Observations</b>             | On-site observations of co-teaching, inclusion, SDI, or UDL; Debriefs                                                            | \$500/half day (up to 4 hours)<br>\$1000/full day (up to 8 hours) – Full day includes time for lunch | Emailing with client for scheduling; Debriefs included in the time (but can be done online or different day as long as time is allocated); Typed report using CTSS submitted within 48 hours. This is included in your contracted number of observation/debrief days. Additional days for debriefs cannot be added without prior authorization and revision to client contract. |
| <b>On-Site Coaching/ Demonstrations</b> | Meeting with teams or teachers or school leaders to review work and provide feedback & suggestions and/or conduct demonstrations | \$500/half day (up to 4 hours)<br>\$1000/full day (up to 8 hours) – Full day includes time for lunch | Emailing with client for scheduling; Follow up with resources or anything promised during coaching sessions; Short typed report summarizing sessions within 1 week; Payment is for time in meeting, including prep/follow-up                                                                                                                                                    |
| <b>On-Site Diagnostics</b>              | Team approach using Diagnostics process and format                                                                               | \$1000/full day (up to 8 hours) – Full day includes time for lunch; Usually multiple days            | Team interviews, observes classes, and reviews data; compiles thorough report; writes recommendations; Works with a Lead; Requires coordination & follow-up on timely report                                                                                                                                                                                                    |
| <b>On-Site Meeting Facilitation</b>     | Organizing & facilitating Inclusion Committee meetings (& similar)                                                               | \$166.67/hour                                                                                        | Emailing with client for scheduling; Creating agenda; Taking notes or delegating note-taking; Following up with meeting items; Usually shared with district partner; Payment is for time in meeting, including prep/follow-up                                                                                                                                                   |
| <b>On-Site Technical Assistance</b>     | Providing targeted support; Answering questions; Reviewing reports; NOT coaching (more in-depth)                                 | \$166.67/hour                                                                                        | Keeping log of time used, activity requested, and person supported; Make sure TA is included in contract; Different than coaching (more reactive)                                                                                                                                                                                                                               |

|                                             |                                                                                                              |                                                          |                                                                                                                                                                                                                                                                   |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Virtual PD</b>                           | <i>Live Presentations/Workshops / Webinars/Trainings done over Zoom (any amount of time)</i>                 | \$166.67/hour<br><br>Round to nearest 15 minute interval | Most slides/materials will be provided; Some basic prep to “personalize”; If co-taught, co-planning is expected; Up to 30 min consult with client expected; Emailing with client & short calls are expected. Session Snapshot after the presentation is expected. |
| <b>Virtual Webinar</b>                      | <i>Pre-Recorded Presentations/ Workshops/Trainings</i>                                                       | Flat Fee to be agreed upon with CEO                      | Design and record a webinar of a specific amount of time on area of expertise; Becomes the property of 2Teach Global                                                                                                                                              |
| <b>Virtual Module Creation</b>              | <i>Pre-created professional development (approx. 2 hours in length)</i>                                      | Flat Fee to be agreed upon with CEO                      | Includes creation of slides, facilitator guide, interactive activities within platform, script; can be housed on Canvas/Blackboard                                                                                                                                |
| <b>Virtual Coaching with Protégé</b>        | Meeting with teams or teachers or school leaders to provide feedback & suggestions; Time per client can vary | \$125/hour                                               | Use Protégé for scheduling; Follow up with resources or anything promised during coaching sessions through Protégé; No reports needed as documentation occurs through Protégé                                                                                     |
| <b>Virtual Micro-Coaching</b>               | 20-30 minute coaching sessions with team                                                                     | \$125/hour                                               | Follows specific format; Team describes session, Coach asks questions, gives strategies; Gives goals for next session                                                                                                                                             |
| <b>Virtual Coaching for Bookworms</b>       | <i>Meeting to provide customized coaching based on prior inquiry.</i>                                        | \$166.67                                                 | Bookworms coaching ONLY. Associate gathers data and questions and creates a custom mini PD and slide set that provides needed materials and answers questions.                                                                                                    |
| <b>Virtual Meeting Facilitation</b>         | Organizing & facilitating Inclusion Committee meetings (& similar)                                           | \$125/hour                                               | Emailing with client for scheduling; Creating agenda; Taking notes or delegating note-taking; Following up with meeting items; Usually shared with district partner                                                                                               |
| <b>Virtual Technical Assistance</b>         | Providing targeted support; Answering questions; Reviewing reports                                           | \$125/hour                                               | Keeping log of time used, activity requested, and person supported; Make sure TA is included in contract; Different than coaching (more reactive/responsive)                                                                                                      |
| <b>New Content Development</b>              | New creation of presentations, videos, materials, etc.                                                       | Flat Fee to be agreed upon with CEO                      | Creating new materials based on expertise/ a request; Becomes the property of 2Teach Global                                                                                                                                                                       |
| <b>Publications</b>                         | Blogs, articles for website, new books or chapters for 2TG                                                   | Flat Fee to be agreed upon with CEO                      | Creating new materials based on expertise/ a request; Becomes the property of 2Teach Global                                                                                                                                                                       |
| <b>Facilitated School Visits</b>            | Organizing and visiting sites to an inclusive site                                                           | Flat Fee to be agreed upon with CEO                      | Includes scheduling & debriefing between classes & at lunch to highlight key aspects of observations                                                                                                                                                              |
| <b>Inclusion Assessments &amp; Supports</b> | Time Requirements & Duties often vary based on Due Process agreement                                         | Flat Fee to be agreed upon with CEO                      | Observing, interviewing, writing reports- for Assessment; Creating materials & coaching teachers for Inclusion Supports                                                                                                                                           |
| <b>Tutoring / Testing</b>                   | As part of the Read Now Academy                                                                              | Hourly fee agreed with CEO; varies                       | On-site or virtual tutoring and/or testing for PK-12 students; hours & scope of work vary based on need & location                                                                                                                                                |

## 2Teach Associate Contract

Associate Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Terms and Conditions for Associate Presentation

**1. Personal Appearance Services.** 2Teach Global Inc. will engage Associate to perform and conduct services as a speaker/presenter/lecturer/researcher/author in accordance with the terms of this Agreement and further described in Exhibit A (attached) (collectively, the “Services”). Associate agrees and acknowledges that that they are qualified to provide Services, has accurately represented their qualifications to 2Teach Global Inc. and shall perform Services in a professional manner.

**2. Compensation and Expenses.** Associate shall be paid at the rate set forth in Exhibit A of the Handbook. Payment shall be due within thirty (30) days after Associate completes Services. The agreed upon compensation is understood to be for the Associate’s presentation/contracted services only and no additional activities, discussion groups, receptions, dinners, press interviews, television or radio arrangements shall be expected of the Associate, unless expressly arranged between 2Teach Global Inc. and the Associate.

2Teach Global Inc. shall pay for Associate’s expenses related to the provision of Services but shall not pay for any expenses for personal or non-Services related matters. Expenses will include airfare (unless otherwise agreed) and other normal charges, including local lodging and meals, and taxicab or Uber/Lyft fares made necessary by the Associate’s trip to, presence in, or trip from the city in which the program is presented. Associate is responsible for having their own auto insurance and/or obtaining rental car insurance if a rental car is used. A set per diem will be paid for meals and receipts will not be required for meals. All other receipts (e.g., gas, materials) from the Associate must be received within ten (10) days of the appearance and only original receipts for expenses are acceptable. Reimbursement shall be limited to only those expenses actually incurred by the Associate for approved, out of pocket costs associated with Services. All additional costs for personal preference or pleasure will be at Associate’s expense. In most situations, 2Teach Global Inc. may arrange for travel for the Associate to the program. In those instances, 2Teach Global Inc. shall arrange for and schedule an appropriate travel itinerary in communication with the Associate regarding preferences and needs.

As part of being a 2Teach Global associate, you are expected to periodically participate in internal professional development designed to ensure all associates remain aligned with our culture, processes, and expectations. These opportunities may take the form of meetings, retreat sessions, or similar activities. While live participation is encouraged, alternative formats (e.g., video recordings, readings, or reflection prompts) will be provided when scheduling conflicts arise. Accountability measures will be in place to confirm understanding of the content. These internal PD activities are minimal, not additionally compensated, and are considered an essential aspect of continuing as a 2TG associate.

**4. Non-Exclusive Engagement / Non-Solicitation.** Associate may perform services for others while engaged as an employee of 2Teach Global Inc. provided that they otherwise complies with their obligations pursuant to this Agreement. Notwithstanding the above, Associate agrees that for the period of three (3) years following the date of Services, Associate will promptly forward to 2Teach Global Inc. all requests, inquiries and invitations for Associate's services and appearances as a lecturer or Associate, from the Sponsor or from any spin-off from the Sponsor (e.g., school, district, organization). 2Teach Global Inc. will then act on Associate's behalf to negotiate a mutually agreed upon fee for Associate's services for such event. Absent written approval of 2Teach Global Inc., Associate shall not provide any speaking engagements for a period of three (3) years that are repeat appearances for the Sponsor or any spinoffs from the engagements booked. Materials used and created by/for 2Teach Global belong to 2Teach Global. They may not be used for personal presentations without permission and must always include proper citations. New material created by independent contractors for a 2Teach Global presentation will give appropriate citation to recognize creator.

#### **5. Cancellation.**

**(a) By Sponsor:** Associate understands that their Services are only needed pursuant to an agreement between 2Teach Global Inc. and Sponsor. Should Sponsor breach its contract with 2Teach Global Inc. or cancel the program which forms the basis of the Services, and provided that Associate has not performed Services under this Agreement, 2Teach Global Inc. shall not be liable to Associate for any compensation though 2Teach Global will try to notify the Associate as quickly as possible regarding the cancellation.

**(b) By Associate:** Associate understands and agrees that both 2Teach Global Inc. and Sponsor are relying upon their promise to appear for and provide Services, and that it is likely that 2Teach Global Inc. and/or Sponsor has publicized Associate's appearance following execution of this Agreement. Associate further acknowledges that should they cancel, 2Teach Global Inc. may suffer damages in the form of the loss of goodwill between 2Teach Global Inc. and Sponsor, resulting in significant loss of profits to 2Teach Global Inc. for the present speaking engagement and the potential for loss of future business. Associate and 2Teach Global Inc. agree that it would be impracticable and extremely difficult to ascertain the amount of actual damages caused by material breach of this Agreement. Therefore, Associate agrees that in the event that Associate fails to provide Services or commits a breach of this Agreement for any reason other than an "Act of God," Associate shall pay to 2Teach Global Inc., as damages the amount of commissions that 2Teach Global Inc. would have earned from Sponsor had Associate not breached, plus the cost of any expenses actually paid by 2Teach Global Inc. or reimbursed by 2Teach Global Inc. to Associate pursuant to Section 3 of this Agreement and/or Exhibit A. Associate agrees that this damages provision represents reasonable compensation for the loss which would be incurred by 2Teach Global Inc. due to any such breach, and is not a penalty. For the purposes of this Agreement, an "Act of God" shall mean a sickness or disease of Associate (subject to verification through appropriate medical documentation), fire, flood, natural disaster, bad weather or mechanical issues which delay and/or cancel flights, war, invasion, act of foreign enemies, civil war, or other hostilities, or terrorist activity.

**6. Indemnification.** Associate declares that they have complied with all federal, state and

local laws that may be required to perform Services. Associate agrees to indemnify and hold 2Teach Global Inc., its subsidiaries, affiliates, officers, agents, employees, partners and licensors harmless from any claim or demand, including reasonable attorney's fees, made by any third party due to or arising out of this Agreement, or Associate's performance of Services.

**7. Governing Law and Attorneys' Fees.** This Agreement shall be construed under and governed in all respects by the laws of the state of Virginia without regard to conflict of law principles. Associate and 2Teach Global Inc. agree that the Superior Court of Virginia shall have the exclusive jurisdiction to consider any matters related to this Agreement, including without limitation any claim for violation of this Agreement. With respect to any such court action, Associate (i) submits to the jurisdiction of such courts, (ii) consents to service of process, and (iii) waives any other requirement (whether imposed by statute, rule of court or otherwise) with respect to personal jurisdiction or venue. In the event of any litigation arising from or related to this Agreement, or the services provided under this Agreement, if 2Teach Global Inc. is the prevailing party in such litigation, 2Teach Global Inc. shall be entitled to recover from Associate all reasonable costs incurred including court costs, attorneys' fees, and all other related expenses incurred in such litigation.

**8. Handbook.** The Associate understands that they are responsible for reading and following the policies and procedures set forth in the 2Teach Global Handbook. If there are any questions regarding information in the Handbook, the Associate is responsible for following up on those questions with the appropriate member of the Executive Team.

**9. Other Provisions.** This Agreement cannot be changed, modified, waived or discharged in whole or in part except in writing and signed by the parties hereto. This Agreement and exhibit thereto constitutes the entire agreement between the parties with respect to the subject matter hereof and supersedes all prior agreements. Associate may not assign or delegate any of their responsibilities, rights, duties or obligations under this Agreement. All services performed under this Agreement shall be performed by Associate, except as otherwise permitted in writing by 2Teach Global Inc. 2Teach Global Inc. may assign this Agreement to any successor or affiliated company. Associate represents that they are not prohibited from entering into this Agreement by any contract or other duty owed to any third party. Associate further agrees not to enter into any agreement or relationship with any third party which would violate the terms of this Agreement. Associate understands that 2Teach Global Inc. arranges for appearances of other Associates, both on an exclusive and non-exclusive basis.

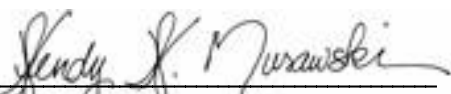
**I have read these Terms and Conditions and acknowledge that I am bound to the terms and conditions set forth in the Agreement. I acknowledge that I am entering into the Agreement voluntarily and further acknowledge that I have had an opportunity to consult with my own attorney prior to signing below.**

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Associate Signature

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Date

  
2Teach Global Inc. CEO



\_\_\_\_\_  
Date