LEADERSHIP TEAM UPDATE WEBINAR/PRESENTATION
Talking Points

Slide/Frame	Talking Points
1. Title slide	•
2. What We Will Cover Today • Sharing updates and information • Celebrating successes, discussing challenges • Resources for next steps: • Example of good PBL implementation	• This webinar (presentation) won't be heavy on tips and facts coming from us to you. • Now that you have been working on this project for a while, we want to take the opportunity for you to share information with each other about your experiences. We'll talk about successes and challenges and offer each other suggestions for the future. • We do have some helpful resources to share before we are done today, however. First, we want to give you a good examples of how Project-Based Learning is being implemented on the ground.

3.   5. Community Data Sources
    6. Community Conversations
    7. Working with educators and students
    8. Developing quality Work-Based Learning
	• Next, since you are continuing to explore your community's assets and resources, we can share a few data sources that might be helpful.
	
	• And then, we will talk about Community Conversations as a tool to engage stakeholders, build your coalition, and find the shared priorities and urgency that you will need to make education transformation happen.
	
	• Lastly, as you are engaging with educators about implementing PBL and looking to volunteer inside classrooms, we have some suggestions for how to work with teachers and students and information about some great resources for educators. We will also discuss how you and other employers can partner with them to develop good Work-Based Learning opportunities.

Slide/Frame	Talking Points
4. Sharing Updates and Information	• We invite any of you who is ready to do so to share some of your experiences and observations so far. • What have you learned about your community? • Is there any energy and existing coalitions around transforming education? Any "moving trains"? • Is Project-Based Learning and/or project management part of the current discussion? Have people been receptive to them? • Have you been able to identify some of the main advocates and decision-makers? Were they who you thought they were? Have you interviewed them? • What are some tips you can share about reaching out to leaders in your community and even interviewing them?
5. What successes can we celebrate? What challenges have you encountered?	• Where have you found success so far? • Have you already found ways to engage with ongoing education reform conversations in your community? • Did you find some community assets that you hadn't known about already? • Have any of your members already begun working in the classroom? • What have been your main challenges and obstacles? • Have educators - district officials, principals, teachers - been receptive to you and to PBL?
6. Website Update [IMAGE: Website Home Page]	• [update on new materials available on the website and social media group]

Slide/Frame	Talking Points
7. Example of Good PBL Implementation • Students designing their own learning space at High Tech Middle [IMAGE: Empty classroom at HTM]	• Thank you for sharing your experiences, successes, and challenges so honestly. • Like we said earlier, now we will continue by offering resources in several areas that we hope will be helpful to you. • First, an example of how Project-Based Learning has been really effectively implemented in different schools, with high-quality learning projects. • You'll notice that the students in this photo are sitting on the floor of their classroom. This is what students found when they arrived in their 8th-grade Humanities class on the first day of school at High Tech Middle School in San Diego. • Teacher Azul Terronez cleared his classroom as an experiment to see what would happen if students became the designers of their own "studio space." The students were immediately engaged. • This project let students take the lead as Mr. Terronez guided through a process using "design thinking" techniques he had learned from the d.school at Stanford University. • The students actually began by interviewing other students not in their class as the "user base." They found out that these users didn't usually use desks when they didn't have to. • Then they took this research back to their project group and used it to develop hundreds of ideas that could solve the needs of students in the classroom, which they then built into quick prototypes and presented to the class. • The students then had to test their designs and prototypes by taking them back out to users – the students they had interviewed previously.
8. [IMAGE: Project Bar at HTM]	• So what did they come up with? Students themselves (with some volunteer parent help) designed and built this "project bar" to give more workspace around the perimeter of the classroom. • The entire project took about two months, including construction time.

Slide/Frame	Talking Points
9. **Evaluating Your Community - Data Sources** Websites: - State finance department - State education department - National Center for Educational Statistics Organizations: - Statewide education advocacy organizations - United Way - Chamber of Commerce – Education Committee - Ethnic-based advocacy groups	• Our presentations and the Toolkit have talked about exploring your community's assets, resources, and networks of relationships as a way to learn more about how to engage in the conversations about education. • You have already been interviewing leaders and stakeholders, and perhaps working on a Community Resource Map of some kind. • So what are some additional sources for information that you may not have already tapped? Here are a <u>selected</u> few of our suggestions. • Has someone here found other resources that were useful to you? • Interviews are probably the best way to understand relationships between organizations and people, and to find leaders. • Remember that we have posted on the website talking points and even some suggested e-mail text for reaching out to different groups, including advocates and organizations, companies and business leaders, and educators.

Slide/Frame	Talking Points
10. Community Conversations [IMAGE: One-on-one conversation]	• One tactic to build and jumpstart a coalition is to convene one or more Community Conversations that brings together key community leaders to share information, build support for education transformation, work through differences of perspective, and determine next steps. • A Community Conversation won't resolve all the issues by itself, but it can be a crucial event in the process. • The intermediary/backbone organization, if one exists, is likely to be the appropriate group to convene a Community Conversation. You can help them to put together the agenda and make sure that the right people are in the room, and then participate actively. • Is there an intermediary organization in your community that you think might be the right group to coordinate a Community Conversation and the ongoing work? • If not, you may need to take the lead. The Toolkit has an appendix with an extensive set of advice for the people who plan and facilitate these types of conversations.
11. How Can Project Managers Help in the Classroom? • Helping teachers to plan projects and lesson plans. • Translating "project management" language to everyday terminology and vice versa. • Helping teachers and students to understand technical subject matter and language. • Developing scoring methods for projects. • Creating and adapting project templates and forms. • Speaking to students about Project Management concepts and techniques.	• We asked earlier if you or any of your members have already been working in classrooms. Whether or not that is already happening, we have some important tips about how to work closely and effectively with teachers, and with students. • First of all, you have seen this list before, but now that you know more about the education landscape in your community and perhaps about individual schools, it may help you to figure out where you and your members can best contribute.

Slide/Frame	Talking Points
12. - Taking the lead on explaining project assignments. - Assist with facilitating learning projects. - Helping teachers and students with certain elements of conducting projects. - Working with students on their project plans. - Listening to project presentations. - Advising students one-on-one. - Talking to students about your career as a Project Management Professional and in your field. - Hosting students for site visits and internships.	More opportunities to help in the classroom.
13. Getting Started in the Classroom - Existing programs - School district websites - Your kids' schools - Low-performing schools - Contact the principal - Meet with teachers	- If you don't know how to get started toward volunteering in the classroom, here are a few ways. - Look for existing programs that bring professionals into contact with teachers and students. The local Chamber of Commerce is often a good place to start. - Review the school district's website for its volunteer programs. - Many professionals already have relationships with local schools attended by their children. Or research low-performing schools that might have a greater need for volunteer resources. - Contact the principal of the selected school for a meeting to discuss school needs and opportunities. - Meet with the teacher(s) of the best-match classes to determine tasks, roles, and scheduling.

Slide/Frame	Talking Points
14. Working with Teachers "The best way to help a teacher is to become a trusted friend and teammate who respects and is responsive to his or her expressed needs." - *Science Education In Our Elementary and Secondary Schools*, Sandia National Laboratories	• The Sandia National Laboratories published a guidebook in 2005 to encourage technical professionals to volunteer in science education. It has great advice for working with teachers. • It is usually best for your first formal contact with a school to be with the principal... Then the principal can help you figure out which teachers to approach and set up meetings. • The teacher is of course an educated professional and an expert on cognitive development, curriculum, classroom management, and her or his students. By working together as a team you can make each other's jobs more productive and interesting. • Keep in mind the level of intellectual development of the student age group. • It is important to recognize that your long-term impact depends critically on the development of positive interpersonal relationships. You can maximize your chances of doing this by treating the teachers as respected peers, responding to their expressed needs, following up on your commitments, giving them lots of encouragement and positive feedback, seeking their evaluation and constructive criticism of your efforts, and modifying your future efforts in response to their comments.

Slide/Frame	Talking Points
15. **Working with Students** - Extend respect to students - Share personal stories - Reinforce the importance of college and career readiness skills - Model professionalism and other career-ready skills. - Connect school outcomes to career success - Show examples of your work - Keep it interactive - Don't worry about behavior and discipline	- The group NAF put together this list of tips for working with students in its academies. - Extend respect to students and expect students to reciprocate – don't talk down to them. - Share personal stories of your own educational and career journey – both the struggles and the successes. Brief narratives of your experiences can be engaging and informative. - Help reinforce our work-based learning outcomes whenever possible. We can't have too many adults restating the importance of college and career readiness skills. - Model professionalism and other career-ready skills. While the classroom atmosphere is more casual, please wear professional workplace attire and model the skills you expect from your employees and colleagues. - Remember to use the [school learning goals] as a context for learning. Use every opportunity to draw connections between Academy outcomes, your specific work, and the industry as a whole. - Show examples of your work and engage students by using images and artifacts. Many students are visual learners and will understand you best when you show samples of what you are explaining. - If you are giving a presentation, try to keep it interactive by having students move, speak, and get involved. And please allow time for questions and answers. - Don't worry about behavior and discipline. For most academy work-based learning activities, at least one teacher will be present to deal with any unexpected behavior management issues. - You can also refer back to the book mentioned above, *Science Education In Our Elementary and Secondary Schools*, from Sandia National Laboratories, which has a chapter on working with students.

Slide/Frame	Talking Points
16. Quality work-based learning experiences • Identify learning objectives • Be developmentally appropriate • Assess student performance, including self-assessment methodologies • Include an orientation for all parties • Provide opportunities for student reflection • Link to the student's next work-based learning experience • Provide links between classroom learning and professional expectations	• You may also wish to be involved in bringing more Work-Based Learning opportunities to students, perhaps at your own worksites. • Work-Based Learning gives students the chance to connect what they are learning in the classroom to the world of work and to develop their interest in and knowledge about different career pathways. • NAF says that "quality work-based learning experiences" must follow these characteristics. • NAF has also developed a set of "gold standards" for high school internships that are linked from the Resources & Links page of our project website.
17. Questions?	•
18. Conclusion and Thanks [Contact information]	•