TRAIN-THE-TRAINER WORKSHOP #1 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 example of how Project-Based Learning is being implemented on the ground.

3.   ◦ Community Data Sources
     ◦ Community Conversations
     ◦ PMIEF Resources for Educators
	• 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 want to make sure that you share with them some of the resources that are available through our partners at the PMI Educational Foundation.

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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]

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7. Example of Good PBL Implementation • Students designing a middle school P.E. curriculum [IMAGE: P.E. class]	• 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 an effective learning project that integrates many different competencies and skills, here incorporating an area that may often not be considered as ripe for PBL: physical education. This project comes from the "Whole Child" blog at the Buck Institute of Education. • A class of high school students are asked to design the best exercise program for middle school students. They have to research options and come up with a curriculum that is backed by data. • To begin, students must conduct research to answer questions like, "What are the goals of P.E.?" "How much exercise makes up a good P.E. unit?" "What do middle school students like to do for P.E.?" The last question required user research directly with middle school students. • The student project managers are allowed to determine their own research programs, type of sport and exercise program, and method of presentation. • Student collaborate throughout the project, including testing each other's P.E. unit programs and presenting to an audience of teachers, administrators, and middle school students. • The teacher coaches them throughout the project cycle, but does not predetermine methods or answers.

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8. Evaluating Your Community - Data Sources Websites: • State finance department websites • State education departmental websites • 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 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.

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9. 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.
10. [IMAGE: Cover of Project Management Toolkit for Teachers]	• The Project Management Institute Educational Foundation – which is co-sponsoring this project, also has significant resources for educators, which you can share with them. • Their website, at pmief.org, has sections specifically collecting their learning resources for teachers and school administrators, including reports and toolkits about implementing project management skills in the classroom. • PMIEF offers free training workshops, both online and in-person, about project management and project-based learning. We can work with you to connect key teachers and administrators to this as a train-the-trainer resource. • For any teachers or adminstrators who want to reach a more expert level, PMIEF can connect them to scholarships for education and even degree work at many colleges.

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11. Questions?	•
12. Conclusion and Thanks [Contact information]	•