

**Partnership for 21st Century Learning
Bringing Project Management into the School Transformation Conversation**

**TRAIN-THE-TRAINER WORKSHOP #2
Talking Points**

	Slide/Frame	Talking Points
1.	Title slide	
2.	What We Will Cover Today <ul style="list-style-type: none"> • Sharing updates and information • Celebrating successes, discussing challenges • Preparing to Volunteer in the Classroom 	<ul style="list-style-type: none"> • This webinar (presentation) won't be heavy on tips and facts coming from us to you. • As we have done in the past, 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. • Lastly, we know that many of you and your fellow PMI members are excited to volunteer inside classrooms. To help you prepare, we have some suggestions for how to work with teachers and students. • We will also discuss how you and other employers can partner with them to develop good Work-Based Learning opportunities.
3.	Sharing Updates and Information	<ul style="list-style-type: none"> • 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?

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<p>4.</p> <p>What successes can we celebrate?</p> <p>What challenges have you encountered?</p>	<ul style="list-style-type: none"> • 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?
<p>5.</p> <p>Website Update</p> <p>[IMAGE: Website Home Page]</p>	<ul style="list-style-type: none"> • [update on new materials available on the website and social media group]
<p>6.</p> <p>Getting Started in the Classroom</p> <ul style="list-style-type: none"> • Existing programs • School district websites • Your kids' schools • Low-performing schools • Contact the principal • Meet with teachers 	<ul style="list-style-type: none"> • 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.

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<p>7. Working with Teachers</p> <p>“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.”</p> <p>- <i>Science Education In Our Elementary and Secondary Schools</i>, Sandia National Laboratories</p>	<ul style="list-style-type: none"> • 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.

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<p>8. Working with Students</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • The National Academy Foundation 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, <i>Science Education In Our Elementary and Secondary Schools</i>, from Sandia National Laboratories, which has a chapter on working with students.

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<p>9. Quality work-based learning experiences</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. • The National Academy Foundation 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.
<p>10. Questions?</p>	<ul style="list-style-type: none"> •
<p>11. Conclusion and Thanks</p> <p>[Contact information]</p>	<ul style="list-style-type: none"> •