

Preparing Advisory Board Members to Engage With Students

STRATEGY	DETAILS	MY NEXT STEPS
Set Clear Expectations	<p>Describe learning scenario in detail, including all elements related to:</p> <ul style="list-style-type: none"> ▪ Logistics ▪ Student Audience ▪ Academy/Course context ▪ Topics/stories to include 	
Script the Key Moves	<p>Be painfully explicit about what you need from their interaction with students:</p> <ul style="list-style-type: none"> ▪ “I need you to talk about these two concepts...” ▪ “I need you to help this group with...” 	
Test the Waters	<p>Help partners get to know students before their primary engagement:</p> <ul style="list-style-type: none"> ▪ Classroom visits ▪ Attend exhibitions of student work ▪ Bring students to partner prep meetings ▪ Plan for partners well in advance 	
Develop a Preparation Process	<p>Develop systems for:</p> <ul style="list-style-type: none"> ▪ Introductory conversations ▪ Classroom visits ▪ Guides and manuals ▪ AB “Partner Liaison” 	
Other:		

Quick Start Guide for Working with Academy Students

Whether you are preparing to be a guest speaker, mentor, job shadow host, or internship supervisor, use the suggestions below to ensure that your interactions with students are successful.

What to expect from our Academy students:

- *Our students want to connect* – they value honesty and appreciate adults who treat them with respect.
- *Our students want to learn* – they may be teenagers, but they are poised to make their transition into adulthood and the professional world of work.
- *Our students are a diverse group* – they represent a range of ethnicities, socioeconomic backgrounds, and life experiences.

Suggestions for working with our students:

- 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 **Academy outcomes** whenever possible (ask to see our list). We can't have too many adults restating the importance of this set of key skills, knowledge, and habits of mind.
- Model** professionalism and other career-ready skills. While the classroom atmosphere is more casual, please wear your usual workplace attire and model the skills you expect from your employees and colleagues.
- Remember to use the **Academy theme** 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. At least one teacher will be present to deal with any unexpected classroom management issues.

Partner Preparation Matrix

ENGAGEMENT	PREPARATION ISSUES TO EMPHASIZE	POTENTIAL PD STRATEGIES
Guest Speaker	<ul style="list-style-type: none"> ▪ Use academic language and vocabulary from the field. ▪ Don't be intentionally obtuse, but one of the goals is to expose students to the language of the field. 	<ul style="list-style-type: none"> ▪ Handout for guest speakers. ▪ Have potential speakers come and visit the classroom. ▪ Conduct personal conversations with potential speakers to clarify logistics, learning, and expectations. ▪ Have speakers teach students a skill in a workshop setting.
Job Shadow Host	<p><i>Guest speaker issues above, plus:</i></p> <ul style="list-style-type: none"> ▪ Share all aspects of industry, not just one specific job. ▪ Give students the systems perspective, including workplace culture. ▪ Make sure students move around the office and see the physical plant. 	<ul style="list-style-type: none"> ▪ Begin with personal conversations with job shadow hosts. ▪ Test-drive the job shadow experience as a teaching staff before students attend. ▪ Prepare a Job Shadow Host Manual ▪ Designate an AB person as a liaison for hosts.
Mentors	<ul style="list-style-type: none"> ▪ Develop a relationship with students and a relationship to the industry ▪ Skillful questioning and listening techniques are needed. ▪ Students should learn about setting up contacts and meetings with others. ▪ More of a coaching role. ▪ Train mentors on ground rules of confidentiality and how to identify when students need professional counseling. 	<ul style="list-style-type: none"> ▪ Provide a group training session for mentors. ▪ Videotape a typical mentor session and view during training. ▪ Prepare a Mentor Manual. ▪ Set up a Mentor website with FAQ and discussion boards.
Internship Supervisor	<p><i>Mentor issues above, plus:</i></p> <ul style="list-style-type: none"> ▪ Supervisor need to know the legal and HR issues related to teens and schools. ▪ Supervisors need to help students refine their professional strategies and processes. ▪ Ensure supervisors plan for regular temperature checks to see how things are going. ▪ Need to develop open, constant communication with teachers. 	<ul style="list-style-type: none"> ▪ Provide a group training session for Internship Supervisors. ▪ Have a student create an Internship Supervisor Manual as their internship project. ▪ Invite former Internship Supervisors to attend the training and speak to future supervisors about what works.



Experience Learning That Works!



“Bring a Partner to School” Day:

**Preparing
Advisory Board Members
to Engage With Students**

Theron Cosgrave & Michelle Swanson
Swanson & Cosgrave Consulting
www.swansonandcosgrave.com

Session Overview

- Presentation
- Discussion / Q&A
- Table Group Work
- Report Out & Wrap

Partner Sessions Gone Bad

1. Partners Gone Dull



Partner Sessions Gone Bad

2. Partners Gone Rogue



Partner Sessions Gone Bad

3. Partners Gone Inappropriate



Partner Sessions Gone Bad

4. Partners...Gone



Preparation is the Key

- 1. Set Clear Expectations**
- 2. Script the Key Moves**
- 3. Test the Waters**
- 4. Develop a Preparation Process**

1. Set Clear Expectations

Describe Learning Scenario in Detail:

- **Logistics**
- **Student audience**
- **Course/academy outcomes & context**
- **Topics/stories to include**

2. Script the Key Moves

Be Explicit on Key Elements:

- “I need you to spend the first five minutes talking about...”
- “Here is an outline of items I need you to address with this student project group...”

3. Test the Waters

Help Partners get to know Students:

- **Invite them to the classroom**
- **Invite them to a student work exhibition**
- **Bring students to partner prep meetings**
- **Plan well in advance for future partners**

4. Develop a Preparation Process

Systems are Needed...

- **Introductory Conversations**
- **Classroom Visits**
- **General Guides for All**
- **Specific Guides for Special Partner Roles**
- **Designate AB Liaison**

Other Tips

- Partners need to like students!
- Know how to use your partners – different roles for different partners
- Prepare students for partners—role play, share bios, prepare questions

Discussion / Q & A



Group Work Time

Outcomes:

- **Clarify & understand the 4 preparation elements presented here**
- **Discuss one element in depth, generate next steps for your program**
- **Prepare to report out**

Group Report Out

What did you discuss?

What next steps will you take?

Thanks For Attending!

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<http://tinyurl.com/PartnerPrep2012>