

PLTW Implementation Best Practices For Schools

- Implementation Team
 - Members from School – teacher(s), counselor(s), curriculum coordinator, administrator
 - Partnership Team
 - Members from Community/Business/Industry
 - School staff
 - Parents
 - Students

- Partnership Team
 - Include schools administrators, PLTW teachers, counselors, a couple of PLTW parents and students—preferably a girl and a boy.
 - Include business/industry folks that need to hire STEM-literate employees—including engineering firms, architectural firms, banks, media, medical intuitions, chamber of commerce, manufacturing companies, etc.
 - Inform school parents of the program(s) and ask if their employers would be interested in partnering with you and providing opportunities for students.
 - Not the same team as the CTE Advisory Board
 - Can include same/similar members as was on PLTW School Implementation Team
 - Set expectations early and often
 - Preferred to meet 2x/semester
 - Agendas/minutes from meetings provided
 - Dates of next two meetings set/available
 - Have been tasked with items – not an ‘advisory only’ body
 - Active members - engaged
 - Consider doing this part of the day over the lunch period with hospitality provided or in the evening at alternate locations
 - Set the schedule to maximize participation
 - Consider sub-committees for special projects
 - Create a “Wish List” to share with everyone of what would matter most for the school/program
 - Good Partnership Teams...know PLTW programs well, offer internships for students, externships for teachers, scholarships, class lecturers, help with field trips—location, transportation, etc., refreshments and booths at STEM/PLTW nights, donation of equipment and dollars, help guide choice of specialization courses, help promote program awareness in the community, help fund student competitions, mentors for students, help support student projects, etc.

- PLTW Courses
 - Consider PLTW for all students
 - Consider the schedule and how to maximize participation, if elective
 - Current version of curriculum/software/equipment is being used
 - Portfolios/Engineering notebooks – consider using as a reflective journal
 - Current/up to date
 - Utilized well by students – signed/dated
 - Understood usage by students/staff
 - Will be reviewed by educator
 - Software
 - Loaded on computers
 - Working on computers
 - Current edition being used (or best edition for your computers)

- Instructors
 - Have attended PLTW training
 - Provided support to attend ongoing professional development
 - Are accessing LMS – reaching out to others
 - Ensure that Rostering of students with PLTW is complete and accurate
 - Have supplies/equipment/school support needed to teach course
 - Utilizing necessary items to teach course
 - Understand and have budget to purchase additional supplies as needed
 - Are not the only advocate/leader of PLTW in their school
 - Have technical support for course
 - Have administrator support for PLTW efforts—including helping to run the PLTW Partnership Team
 - Have presented before school board or to others
 - Connected and engaged with partnership team
- Gender and Diversity enrollment reflects school population
- Enrollment numbers show program can be sustainable
 - Plans for enrollment can be quantified and understood by key personnel
- Students and parents
 - understand ‘engineering’/STEM
 - understand how to get extra help outside of class
 - understand math requirements
 - understand where to get more information on career exploration/college or training options
 - understand what other curriculum is offered in the pathway (ex: HS – IED; MS – DM/AR; elem—Launch or IED, POE, CEA)
- Adequate Classroom/Lab space
 - Safety rules displayed
 - Professional – clean/tidy
 - Gender Neutral – appropriate
 - STEM awareness evident
- Administrators/Counselors
 - Understand PLTW
 - Can explain/understand ‘engineering’ and STEM pathways
 - Have attended at least one conference, prefer annual attendance
 - Show advocacy for program
 - Ensure budget is available for program to be sustainable
 - Have implementation plan for courses
 - Have a plan to recruit students into the program
 - Address gender/diversity enrollment issues
- Communications/Outreach
 - Have made others aware of the PLTW program outside school, includes:
 - Partnership team
 - Administrators
 - Guidance Counselor
 - Teachers
 - Parents and community members
 - School Board
 - Website/newspaper/school newsletter/promotional events
 - Press release announcing ‘implementation’ prepared
 - Reach out for questions/concerns/help to PLTW resources