



TEACHER QUEST TAMPA BAY PILOT PROGRAM

2011 HANDBOOK

The Teacher Quest Tampa Bay Pilot Program is made possible through a grant from the Helios Education Foundation and is managed through Florida's Technological Research and Development Authority.

TEACHER QUEST TAMPA BAY PILOT PROGRAM
TABLE OF CONTENTS

Program Overview.....page 3

2011 Events Calendar.....page 4

Roles and Responsibilities of Program Participants.....page 5

Teacher Supervisor Guidelines.....page 9

Teacher Action Plan Components.....page 11

Teacher Implementation Report Components.....page 12

TEACHER QUEST TAMPA BAY PILOT PROGRAM

PROGRAM OVERVIEW

The Teacher Quest Tampa Bay Pilot Program is a paid professional development program for secondary teachers in the Tampa Bay Area. The program is managed by the Technological Research and Development Authority (TRDA) and is made possible through a grant from the Helios Education Foundation (www.helios.org).

The Teacher Quest Tampa Bay Pilot Program is designed to enhance teachers' science, math and technology skills and knowledge. The program provides a vital link between school and work, where teachers serve as a conduit for school students, exposing them to career and academic pathways, as well as connecting the math and science they learn in the classroom to the skills they will need in the workforce. Teachers receive training to develop lessons based on inquiry, problem solving and real-world relevance making math, science and technology more exciting and challenging for students.

The Teacher Quest Tampa Bay Pilot Program Handbook for Business Partners contains guidelines and information about sponsoring a teacher. For more information about the Teacher Quest Tampa Bay Pilot Program, contact Diane Matthews, Program Director at dmatthews@trda.org.

Technological Research and Development Authority
1050 West NASA Blvd., Suite 125
Melbourne, FL 32901
Telephone: (321) 872-1050, Ext. 106
Fax: (321) 872-1051
Website: www.trda.org

TEACHER QUEST TAMPA BAY PILOT PROGRAM
2011 EVENTS CALENDAR

February	7	Employment opportunities posted
March	11	Teacher application deadline
	14-31	Teacher Interviews
April	1-30	Teachers hired
	1-30	Business Partner phone orientations
June	16	Teacher Orientation workshop at Hillsborough Community College from 9:00 AM to 12:00 PM
	20	Teacher employment period begins
July	8	Teacher Action Plan deadline (draft) Teacher Mini-grant deadline (draft)
	14	Teacher mid-summer workshop - 90 minute teleconference
	19	Teacher Action Plan deadline (final) Teacher Mini-grant application deadline (final)
	28	Recognition Luncheon (11:00AM to 1:30PM) Teacher Action Plan presentations Teacher Mini-grants awarded Teacher employment period ends
August	5	Teacher Post-employment Survey deadline Business Partner Survey deadline
November	18	Teacher Implementation Report, Student Work Samples, Teacher End-of-Program Questionnaire deadline
December	31	Mini-grant final report deadline

TEACHER QUEST TAMPA BAY PILOT PROGRAM

ROLES AND RESPONSIBILITIES OF PARTICIPANTS

Who are the participants?

BUSINESS PARTNERS include companies, agencies and other organizations utilizing science, technology, engineering or mathematics (STEM) applications. Individuals from sponsoring organizations who work directly with the Teacher Quest program are identified as Business Partner Coordinators and Teacher Supervisors.

TEACHER QUEST STAFF includes a Program Director and Program Coordinator that work with sponsoring organizations, teachers and school systems to coordinate meaningful opportunities for all participants.

TEACHER participants are drawn from schools within commuting distance of sponsoring organizations. Teachers may participate for two consecutive years; however priority may be given to a first-year teacher.

What are the participants' roles and responsibilities?

THE BUSINESS PARTNER/SPONSOR (Company or Organization):

- ▶ Agrees to support one or more teachers in a science, technology, engineering or math (STEM)-related position for six weeks during the summer.
- ▶ Funds 50% of the total teacher compensation.

THE BUSINESS PARTNER COORDINATOR (Usually the Human Resource Director or Department Manager):

- ▶ Acts as liaison between the organization and the Teacher Quest staff. In organizations that employ only one teacher, the Coordinator and Teacher Supervisor activities are frequently performed by one individual.
- ▶ Develops a specific task or project for the teacher and creates a job description that assists Teacher Quest staff with matching highly-qualified teacher applicants with the job requirements. The Teacher Supervisor often assists the Coordinator in this activity.

- ▶ Conducts interviews with final teacher candidates. The Teacher Supervisor may be asked to interview the teacher as well.
- ▶ Attends a Recognition Luncheon in July for their participation in the program.

THE TEACHER SUPERVISOR:

- ▶ Prepares for the teacher's arrival by finalizing the summer assignment (outlines project expectations, defines teacher's duties, confirms summer schedule, arranges for work space, and notifies colleagues of the Teacher Quest Tampa Bay Program).
- ▶ Conducts a phone orientation with the teacher. Arranges a tour, provides an organizational directory, points out individuals who can provide various kinds of assistance, information, resources and explains how the organization works.
- ▶ Serves as a day-to-day advisor to the Teacher Quest teacher.
- ▶ Submits teacher's bi-weekly timesheet to TRDA.
- ▶ Provides valuable ideas and resources that can assist the teacher with developing an Action Plan that transfers STEM workplace applications, as well as career pathways and workplace expectations, to the classroom.
- ▶ Attends a Recognition Luncheon in July for their participation in the program.
- ▶ Provides feedback about the program via a survey.

TEACHER QUEST PROGRAM DIRECTOR:

- ▶ Responsible for the recruitment of Business Partners and teachers.
- ▶ Assists the Business Partner in developing the position description and defining the job experience.
- ▶ Oversees the day to day operation of the program, hires teachers, establishes program goals and utilizes resources.
- ▶ Works with school district curriculum personnel to identify meaningful STEM-related positions for teachers.
- ▶ Coordinates ongoing evaluation of the Teacher Quest program.

TEACHER QUEST PROGRAM COORDINATOR:

- ▶ Maintains the Teacher Quest database of teacher applications and employer job descriptions.
- ▶ Serves as liaison between the Business Partner Coordinator/Teacher Supervisor and the teacher. Coordinates interview and hiring process.
- ▶ Sends welcome package to the newly hired Teacher and conducts phone orientations to explain logistics and expectations of the program. Ensures the teacher is enrolled in the TRDA payroll system.

- ▶ Works with the teacher to coordinate job placement, receives and maintains required hiring documents, bi-weekly timesheets, Action Plans, Implementation Reports, and surveys.
- ▶ Coordinates venues and invitations for orientations, workshops, and recognition events.

TEACHER QUEST TEACHER:

- ▶ Carries out summer employment responsibilities as outlined by the program. Actively seeks opportunities to learn about the sponsoring organizations and to identify resources that may be interesting or useful to students and colleagues.
- ▶ Designs and implements an Action Plan using Florida Sunshine State Standards for applying the summer experience in their classroom during the school year. Action Plans are part of the program evaluation.
- ▶ May apply for a mini-grant to support lessons in their Action Plan.
- ▶ Attends a Recognition Luncheon in July for their participation in the program, and presents their Action Plan and receiving recognition for their participation in the program.
- ▶ Develops an Implementation Report, or assessment of their lessons. Implementation Reports are part of the program evaluation.
- ▶ Submits a Student Work Sample reflecting the impact of the lesson. Student Work Samples are part of the program evaluation.
- ▶ Provides feedback of the program in the form of a Pre-Employment Survey, a Post-Employment Survey, and an End-of-Program Questionnaire.

TEACHER QUEST FACILITATOR:

- ▶ Assists in planning and implementing workshops for teachers participating in the program. This includes the Orientation Workshop, the Mid-summer Workshop, and the Recognition Luncheon.
- ▶ Establishes and maintains continuous communications with participating teachers throughout the summer. This includes oral, written, and electronic communication.
- ▶ Reviews teacher mini-grant applications.
- ▶ Promotes and guides the development of teachers' Action Plans and Implementation Reports in accordance with Teacher Quest Tampa Bay Pilot Program guidelines.
- ▶ Documents progress and participation of teachers.

TEACHER QUEST EVALUATOR:

- ▶ Develops evaluation instruments, i.e., surveys, questionnaires, focus groups.
- ▶ Collects Pre- and Post Employment Surveys, Action Plans, Implementation Reports, Student Work Samples, and End-of-Program Questionnaires for evaluation analysis.
- ▶ Reviews teacher mini-grant applications.
- ▶ Conducts follow-up phone interviews with a sample of Business Partner Coordinators or Teacher Supervisors.
- ▶ Meets regularly with TRDA Program Director for status reports.
- ▶ Analyzes findings and submits an Annual Report to TRDA.

TEACHER QUEST TAMPA BAY PILOT PROGRAM

TEACHER SUPERVISOR GUIDELINES

The following strategies can be used to assist the Teacher Supervisor in working effectively with the teacher.

Prior to the Employment Period

- ▶ Establish a specific task or project the teacher will perform during his or her internship. Complete the task/project description on the registration form which describes the job requirements and skills desired to perform the job.
- ▶ Consider ways your company could benefit from the expertise of an educator. Teachers are very organized and flexible. They are good time managers and are capable of multi-tasking. They learn quickly in new environments and can contribute expertise in computation, data analysis, laboratory research, etc. They bring diverse experiences into the workplace.
- ▶ Define skills relevant to current and future workforce needs that can be shared with the teacher.
- ▶ Interview Strategies: Inquire about the teacher's classroom and teaching experience, and what he or she hopes to experience while on the job. Explain the nature of the task or project, expectations, and training that would be provided.

During the Employment Period

- ▶ **Workplace Orientation:** During the first week, help familiarize the teacher with the workplace. Introduce him/her to key contacts in your organization, location of phones, restrooms, and proper use of equipment. Include the teacher in meetings as appropriate and consider ways to help the teacher become accustomed to the work environment and tasks. Help the teacher gain an understanding of the dynamics of the organization and its policies.
- ▶ **Skills Assessment:** Consider the sequence of skills necessary to perform the task or project. Determine ways to help the teacher obtain the level of skills needed to complete the desired project.
- ▶ **Back-up Supervisor:** Identify a back-up contact person if the supervisor is absent.

- ▶ **Make goals and expectations clear.** Establish periodic meetings or communicate regularly with the teacher to make sure everything is on target and the task or project is making progress.
- ▶ **Assist the teacher** by providing information about careers and workplace expectations, as well the soft skills needed to perform those jobs. Arrange contacts and/or meetings between the teacher and key personnel within the organization.
- ▶ **Inquire about the teacher's Action Plan.** This is the plan in which the teacher transfers skills used on the job to the classroom. Teachers develop relevant lessons sparking student interest in the fields of science, technology, engineering and math by connecting classroom experiences to real-world applications.
- ▶ **Allow the teacher to participate in a mid-summer workshop.** Teachers will further develop their Action Plans and participate in a focus group activity led by the program evaluator. The mid-summer workshop is a 90-minute teleconference that requires the teacher to phone in from the workplace.
- ▶ **Notify the Teacher Quest staff** as soon as possible if you have any concerns about your teacher's performance.

End of Employment Period

Business Partner:

- ▶ Teacher Supervisor receives a copy of the teacher's Action Plan.
- ▶ A representative from the sponsoring organization (Teacher Supervisor, Business Partner Coordinator) accompanies the teacher to a Recognition Luncheon.
- ▶ Business Partner Coordinator or Teacher Supervisor completes an online survey used by the Evaluator to measure the successes and weaknesses of the program.
- ▶ Business Partner Coordinator receives a press release from TRDA about the 2010 Teacher Quest Tampa Bay Pilot Program.

Teacher:

- ▶ Submits an Action Plan.
- ▶ Submits an Implementation Report, or self-assessment of the teacher's Action Plan.
- ▶ Submits anonymous Student Work Samples demonstrating student impact. Samples can be in the form of a written report, pod cast, graphic presentation, etc.
- ▶ May apply for a mini-grant to support the teacher's Action Plan.
- ▶ Completes a Post-employment Survey and End-of-Program Questionnaire measuring successes and weaknesses of the program.

TEACHER QUEST TAMPA BAY PILOT PROGRAM

TEACHER ACTION PLAN

Teachers are required to develop an Action Plan, which contains an overview of their work experience and relevant lessons that translate back to the classroom. Teacher Supervisors receive a copy of the teacher's Action Plan. The Action Plan includes the following items:

Action Plan

Author:

Lesson Title:

Grade Level:

Subject Area(s):

Date:

Summer Work Experience

Describe your job responsibilities, duties and the skills you have learned that will be transferred to the classroom. How will your Teacher Quest experience change how you think, feel and teach?

Lesson Plan/Unit of Study

Objective(s):

Sunshine State Standards:

Materials:

Instructional Procedures:

Integration of Summer Work Experience/Follow-Up Activities:

Assessment Instrument:

Comments:

The Teacher Quest facilitator guides the teachers as they develop their Action Plans during their employment period, providing instructions, samples, and assistance. Teacher Action Plans are posted online at www.trda.org.

TEACHER QUEST TAMPA BAY PILOT PROGRAM

TEACHER IMPLEMENTATION REPORT

Teachers are required to develop an Implementation Report that outlines the teacher's personal assessment of the success with which the lessons were presented to and received by the students. It is completed upon execution of the teacher's Action Plan. The Implementation Report includes the following items:

Implementation Report

Author:

Lesson Title:

Grade Level:

Subject Area(s):

Date:

After the lesson, have your students reflect in writing using a 3R format: Write a **Recap** of the documentary and information learned; write a **Reflection** on their thoughts and opinions on some or all aspects of the lesson; and **Relate** what they've learned to their life in some way. Use your students' reflections to help you create your Implementation Report.

Describe how your Teacher Quest work experiences impacted the implementation of the classroom lesson you developed in your Action Plan. Was your lesson plan successful? How did it impact your students? What would you change about your lesson, if anything?

The Teacher Quest facilitator provides instruction, samples and aide to teachers in the development of teacher Implementation Reports. Teacher Implementation Reports are part of the program evaluation.