Crafting a Pitch to Practitioners

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Why Think About Your Pitch to Practitioners?

• Their concerns and ways of expressing those concerns are likely to be different from yours.
• Like you, practitioners are busy.
• Your ability to build the bridge to those concerns “more than half way” is likely to enhance your likelihood of success.
### Who Are Practitioners, Anyway?

<table>
<thead>
<tr>
<th>Educators</th>
<th>Educational Leaders</th>
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</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Principals</td>
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<tr>
<td>Informal educators</td>
<td>Coaches</td>
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<tr>
<td>Youth development specialists</td>
<td>District curriculum specialists</td>
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<td>Volunteers</td>
<td>Principal supervisors</td>
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<td>Parents</td>
<td>Museum education directors</td>
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<td>Peer leaders/explainers</td>
<td>Youth program managers</td>
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</tbody>
</table>

**Table:**
- **Educators:** Teachers, Informal educators, Youth development specialists, Volunteers, Parents, Peer leaders/explainers.
- **Educational Leaders:** Principals, Coaches, District curriculum specialists, Principal supervisors, Museum education directors, Youth program managers.
NABC: A Way to Organize a Pitch

• Need
  – The other person’s need or concern that your design will address.

• Approach
  – The angle or strategy you are bringing on how to address that person’s need.

• Benefits
  – The benefits to the other person or groups with whom they are concerned that will result from taking your strategy. Compensation is not a benefit.

• Competition (not part of today)
  – The alternatives to your strategy that may be well known, popular, have been tried and failed, etc.
Tool: Translating a Pitch

• Your task:
  – Write out two versions of the “need” “approach” and “benefits”:
    • One for a research audience (e.g., funder)
    • Another for an educational organization leader (e.g., museum education director, district leader, principal) or educator.
  – Use only one sentence for each.
  – Write them side by side, so we can together explore the differences
• Format: NAB(C)
**Questions for Discussion**

- What are the points of difference and overlap you notice in your statements?
- Does one feel more “authentic” than another? If so, why?
- Does writing the educator or education leader frames lead you to want to change how you frame your work for future colleagues at all? If so, how?