

# Teacher Externship Guide

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*\*Parts of this document were adapted from the University of California, Berkeley*

# Introduction to Teacher Externships

Teacher Externships are a creative way of building strong links and greater understanding between schools and businesses. In an externship, teachers across disciplines spend time in a business setting, visiting with various personnel, observing work activities, participating in projects, and gathering information for future classroom use.

With the goal that all students should be college and career ready, teachers must constantly update their own knowledge and skills about current workplace practices, requirements, and tools by gaining an “on the ground” understanding of career trends that will affect their students. The externship experience helps teachers connect classroom content with students’ future career interests and helps students develop both the academic and technical skills required in the world they are preparing to enter.

## **The Goals of a Teacher Externship are to:**

- Provide a paid professional development opportunity for teachers to spend time in a business or community agency.
- Communicate teachers’ practical knowledge of the world of work into the classroom and better articulate the needs of the local and global workforce. This will enable teachers to better respond to the student questions such as, “Why do I need to know this?” or “When will I use this again?”
- Increase a teachers’ ability to connect theory and practice and bring an understanding of 21<sup>st</sup> Century Skills into the classroom, thus increasing the relevance of student learning.
- Give employers other avenues of involvement in education. It allows them to inform educators about their expectations of employees in various positions and offer input into the curriculum, thereby contributing to the preparation of their future workforce.
- Examine new teaching strategies reflected in business organization structures (i.e. team approach and project management)



# Teacher Profile

Please take a minute to fill out and return to Brittany Cannon by Wednesday, May 27<sup>th</sup>. This will allow the business to get to know you before you arrive in June.

<b>Full Name:</b>	
<b>Address:</b>	
<b>Phone:</b>	<b>Email:</b>
<b>School:</b>	<b>School phone:</b>
<b>Principal's name:</b>	

## A. Education Background

Degree Major/Minor Subjects:
Credentials:

## B. Teaching Experience

List all courses you are currently teaching (include title, grade level(s))
Describe your students' characteristics in two sentences:

## C. Specialized Skills and/or Interests

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## D: Previous Non-Teaching Work Experience

Employer	Employer
Location	Location

Job Description/Duties	Job Description/Duties
Dates	Dates

**E. Emergency Contact Information**

Name:	Relationship:
Phone:	Address:

# SUGGESTED ACTIVITIES FOR A TEACHER EXTERNSHIP

1. Visit a variety of departments and functions within the company, to obtain a full view of the opportunities available.
2. Take a brief tour of the facilities and departments:
  - offices
  - meeting rooms
  - copy rooms
  - kitchen/cafeteria
  - common areas, "water cooler", bulletin boards/announcements
  - training facilities
  - other: \_\_\_\_\_
3. Receive an orientation to the "human resources" department/functions:
  - application materials
  - job listings
  - working conditions and benefits (hours, flexibility, vacation/leave opportunities, pension/profit-sharing plans, other incentives)
  - summer hire programs
  - sample resumes
  - salary ranges for various positions
  - performance review processes and tools
4. Conduct informational interviews; obtain information on the following:
  - the variety of occupations and positions in your industry, company and department
  - educational and skill requirements for your position and others in your department
  - the career path you took to your position
  - "a day in the life..."
  - common and more unusual problems and challenges
  - quality and performance standards and measurement
  - "what I like most and least about working in this industry"
  - current and future skill needs
  - short- and long-term industry trends
5. Obtain materials that help shed light on the company and industry:
  - organization chart
  - annual report
  - brochures
  - sample products: reports, presentation materials, film clips, photographs
6. Observe:
  - meetings
  - informal "coffee talk"
  - presentations
  - interviews
  - screenings

- lunch time/breaks
- 7. If appropriate, plan a project and ask for:
  - instructions and opportunities for questions and dialogue
  - tools
  - timeline
- 8. Work in a given position for some period of time, under the supervision of someone who can provide orientation and training in that job.

## Checklist for a Successful Teacher Externship

- Wear appropriate attire for the host site
- Arrive at the agreed upon time
- Follow all company guidelines and rules of confidentiality
- Act professionally at all times
- Stay actively engaged at all times
- Give employees time to answer your questions; let them do most of the talking
- Be enthusiastic about what you see and can do
- Bring a copy of 21<sup>st</sup> Century skills document and any other forms that might be useful throughout the day
- Complete detailed notes that you will use to help develop your lesson plans
- Be on the alert to connect and partner with key individuals who can serve as resources to the academy and/or education community
- Go beyond the needs of your own classroom and keep in mind others who could use the connections and resources
- Thank people you visit with for the hosting your externship
- Leave at the agreed upon time
- Send a thank you note

# Teacher Externship Time Log- Industry/Planning Days

**Name of Teacher Extern:** \_\_\_\_\_

**Teacher's School:** \_\_\_\_\_

**Name of Host Company:** \_\_\_\_\_

Date	Time In	Time Out	Hours	Description of activities: i.e. jobs shadowed, informational interviews, projects assisted, etc...
<b>TOTAL HOURS</b>				

Teacher Extern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Host Company Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Teacher Externship Time Log- Industry Study Activities

Name of Teacher Extern: \_\_\_\_\_

Teacher's School: \_\_\_\_\_

Date	Activity (Training, Book Study, etc...)	Hours
<b>Total Hours</b>		

Teacher Extern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

WBL Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Supervisor Questions**

1. Please give me a brief description of your company
2. Who are your clients or customers?
3. Do you have an organizational chart showing how your company is structured?
4. During the past several years, what major industry changes/issues have impacted your company?
5. What changes/issues does your company anticipate having an impact on the company's future development?
6. Describe your company's culture?
7. How many people are employed by the company?
8. How has technology affected the company?
9. What should I be teaching in my classroom to prepare students for employment in a company like this?
10. What would you recommend teachers do to strengthen the relevance of school to the workplace?

## **Labor Market Questions:**

Specify occupational area: \_\_\_\_\_

1. Do you see the local labor markets' need for new workers in your field increasing, decreasing or remaining steady?
2. Do you have labor market data you use with employers or potential investors?
3. In what specific areas, if any, is there new job growth?

4. How might this labor market change in the next five years?
5. What new skills are required of entry-level employees?
6. What skills are recommended for workers in the field who wish to advance?
7. What, if any, industry certifications do you consider desirable for a prospective employee?
8. What new technologies are emerging in this field?
9. Is there any additional information you would like educators to know?

### **Human Resource Questions**

1. What job classifications does your company have?  
Clerical/Marketing  
Unskilled Professional  
Semi-Skilled Technical  
Skilled Managerial
2. What job classifications do you expect to have the greatest demand within the next five years?
3. What level of education, training, skills, or experiences does an applicant need for an entry-level position?
4. What are some of the core abilities and skills you look for in a new hire for entry-level positions?
5. What should I be teaching in my classroom to prepare student for employment in a company like this?
6. What ideas or materials to you currently have that a teacher could use in the classroom?
7. What is the entry-level wage?

8. How do you locate future employees?
9. What training do you give employees?
10. How do you evaluate employees?
11. What is your company policy on attendance/tardiness?
  
12. What advice would you give a student who is interested in working for your company?
13. How is your company involved in education?
14. How is your company involved in the community?
15. What would you recommend teachers do to strengthen the relevance of school to the workplace?

## **Employee Questions**

1. Please describe your typical workday OR What are your main responsibilities?
2. How long have you been with the company?
3. What level of education or training is needed for your position?
4. What academic and technical skills are required for your position?
5. What should I be teaching in my classroom to prepare students for employment in a company like this?
6. What ideas or materials do you have that a teacher could use in the classroom?
7. How has technology affected your position?
8. What are your work hours?
9. What are the positive aspects of your job?
10. What are the negative aspects of your job?
11. What advice would you give a student who is interested in working in your job?
12. What would you recommend teachers do to strengthen the relevance of school to the workplace?
13. Would you be willing to participate on an academy advisory board?
14. Would you be willing to speak to my class?

15. Would you be willing to allow a student to job shadow?

16. Would you be willing to mentor a student?

## About the Partnership for 21st Century Skills

The Partnership for 21st Century Skills is a national organization that advocates for the integration of skills such as critical thinking, problem solving and communication into the teaching of core academic subjects such as English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

The Partnership and our member organizations provide tools and resources that help facilitate and drive this necessary change. Learn more and get involved at <http://www.21stcenturyskills.org>.

## 21st CENTURY STUDENT OUTCOMES

The elements described in this section as “21st century student outcomes” are the knowledge, skills and expertise students should master to succeed in work and life in the 21st century.

### **CORE SUBJECTS AND 21st CENTURY THEMES**

Mastery of **core subjects and 21st century themes** is essential for all students in the 21st century. Core subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and

In addition to these subjects, we believe schools must move to include not only a focus on mastery of core subjects, but also promote understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes**

#### **Global Awareness**

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures, including the use of non-English languages

#### **Financial, Economic, Business and Entrepreneurial Literacy**

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

#### **Civic Literacy**

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding the local and global implications of civic decisions

#### **Health Literacy**

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

#### **Environmental Literacy**

- Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
- Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
- Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
- Take individual and collective action towards addressing environmental challenges (e.g., participating

in global actions, designing solutions that inspire action on environmental issues

## **LEARNING AND INNOVATION SKILLS**

Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

### **CREATIVITY AND INNOVATION**

#### ***Think Creatively***

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

#### ***Work Creatively with Others***

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

#### ***Implement Innovations***

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

### **CRITICAL THINKING AND PROBLEM SOLVING**

#### ***Reason Effectively***

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

#### ***Use Systems Thinking***

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

#### ***Make Judgments and Decisions***

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis

- Reflect critically on learning experiences and processes

#### ***Solve Problems***

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

### **COMMUNICATION AND COLLABORATION**

#### ***Communicate Clearly***

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

#### ***Collaborate with Others***

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

### **INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

### **INFORMATION LITERACY**

#### ***Access and Evaluate Information***

- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

#### ***Use and Manage Information***

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

## **MEDIA LITERACY**

### **Analyze Media**

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

### **Create Media Products**

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

## **ICT (Information, Communications and Technology) LITERACY**

### **Apply Technology Effectively**

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/ networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

## **LIFE AND CAREER SKILLS**

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

## **FLEXIBILITY AND ADAPTABILITY**

### **Adapt to Change**

- Adapt to varied roles, jobs responsibilities, schedules and contexts
- Work effectively in a climate of ambiguity and changing priorities

### **Be Flexible**

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

## **INITIATIVE AND SELF-DIRECTION**

### **Manage Goals and Time**

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

### **Work Independently**

- Monitor, define, prioritize and complete tasks without direct oversight

### **Be Self-directed Learners**

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

## **SOCIAL AND CROSS-CULTURAL SKILLS**

### **Interact Effectively with Others**

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

### **Work Effectively in Diverse Teams**

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

## **PRODUCTIVITY AND ACCOUNTABILITY**

### **Manage Projects**

- Set and meet goals, even in the face of obstacles and competing pressures
- Prioritize, plan and manage work to achieve the intended result

### **Produce Results**

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

## **LEADERSHIP AND RESPONSIBILITY**

### **Guide and Lead Others**

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

***Be Responsible to Others***

- Act responsibly with the interests of the larger community in mind

## Outline for a Lesson Plan(s) Developed as a Result of the Externship

As you develop your lesson plan(s) be sure to review your curriculum (for either or both the Career Technical and/or Academic Content) standards to find the area(s) that best integrate with the activities you observed or engaged in during your externship.

### KEY CONCEPT(S):

Standard(s): \_\_\_\_\_ (number i.e. C11.0)

Summary:

### OBJECTIVES:

**CAREER TECHNICAL SKILLS & KNOWLEDGE:** *(try to rely on the CTE standards here even if you are an academic teacher)*

**ACADEMIC KNOWLEDGE & SKILLS:** *(try to rely on the Subject Matter Content Standards here even if you are a CTE teacher)*

### INTEGRATION POSSIBILITIES:

### PROJECT-BASED LEARNING OPPORTUNITIES:

### RESOURCES/MATERIALS NEEDED:

### MOTIVATIONAL OPENER:

**LEARNING ACTIVITIES:**

**HOMEWORK:**

**ASSESSMENT / CULMINATING PROJECT / EVALUATION:**

**CLOSURE:**

**LESSON PLAN REFLECTION:**

