

TEACHER EXTERNSHIP GUIDE





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* denotes items that are beneficial for both educators and the employer/host site

INTRODUCTION

What is a Teacher Externship?

Teacher Externships offer a unique professional development opportunity connecting the classroom to the workplace. They provide an experience in which teachers spend time in a workplace to learn through direct experience about trends, skill requirements and opportunities in industries related to their subject in order to enrich and strengthen their teaching and bring relevance to student learning. There are many types of workplace experiences such as student internships, teacher externships, job shadowing, informational interviewing, and service learning, but teacher externships “provide a peer-to-peer learning environment,” says WestEd Senior Research Associate Svetlana Darche. Externships range from a day of job shadowing to longer externships that are usually project-based and can last as long as a full summer. Teacher externships offer a professional development experience that is often transformative for educators and their students.

In Career Academies teacher externships take on increased meaning as Career Technical Education (CTE) teachers and core academic teachers build the bridge between skills-based and knowledge-based education. With the goal that all students be prepared for college and careers teachers must constantly update their own knowledge and skills about current workplace practices, requirements, and tools by gaining an “on the ground” understanding of economic and 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.

Purpose

The purpose of a teacher externship is to provide a unique professional development opportunity by allowing teachers to engage in activities in business and industry, and/or service-based organizations, to learn how classroom content and learning strategies are applied in the workplace. Teachers improve their pedagogical practices by incorporating new methods, labor market information, and employment skills that meet current industry best practices and standards. The educational goal of an externship is to increase a teacher’s ability to connect theory and practice and bring an understanding of current workplace practices and policies (e.g. problem solving methods, practical applications of theory, leadership concepts) into the classroom, thus increasing the relevance of student learning and preparing them for current workplace trends.

June Lee-Bayha, Senior Research Associate at WestEd, describes externships as a career-altering experience: “It energizes faculty. It changes the classroom dynamic when faculty become more like students and see what kind of world their students are entering. It raises the stakes of what’s being taught and can make teachers more empathetic to their students.” According to WestEd’s Svetlana Darche, the core ideas behind externships are rooted in a constructivist approach to education and in tenets of adult learning theory: Adults learn through doing and problem-solving; they need to

understand why they are learning something, and they learn best when the subject is of immediate use to them.

For anyone familiar with the theory and practice of Career Academies this falls in line with a common goal, providing a curriculum that combines interest in a career theme, such as arts & media or health, with the requirements needed for college entrance, often through project-based learning.

Contact Information

Staff at the Bright Minds Foundation is dedicated to facilitating and managing this project. For questions, please contact Jennifer Van Kirk, jennifer@brightmindsfoundation.org, 443-844-7458.

At the Howard County Public School System (HCPSS,) please contact LaRee Siddiqui at [Laree Siddiqui@hcpss.org](mailto:Laree.Siddiqui@hcpss.org), 410-313-6608 or Sharon Kramer at Sharon.Kramer@hcpss.org, 410-313-6797.

PLANNING DOCUMENT

This planning document is intended to help you begin to plan for a successful externship experience. No two teachers, schools or communities are alike and planning will lead to a richer and more useful experience. Please take the time to jot down your ideas related to the prompts below.

Externship Objectives & Expected Outcomes

What do you hope to get out of the externship experience and how will this translate to your work as a classroom teacher? Include curriculum or products you hope to develop through this experience. How will the externship experience lead to improved student learning?

How many hours or days will you spend in the workplace?

Your schedule and time commitment will be determined by you and the Bright Minds Foundation. There will be a total commitment of no less than 150 hours

When will I do an externship?

The externship program will be offered during the summer and teachers will receive a stipend for participation

How Will I Be Compensated For My Time?

The Bright Minds Foundation will provide a \$6,500 stipend for externship participants. Stipend will be awarded based on completion of the externship in its entirety. Questions about compensation can be developed here.

Planned Activities

What will you do during your externship? For example - information interviews with various departments such as Human Resources or Research & Development; work alongside someone sharing their day-to-day responsibilities; observe a team working together; learn a particular skill?

Contacting a Workplace

Brainstorm businesses, industry, and not-for-profit organizations that would integrate with your classroom. Use your Advisory Committee/Board, the Internet, your local Chamber of Commerce, Better Business Bureau, and colleagues to research appropriate places.

Contact the Human Resources or Public Relations Department if you do not already have a contact person. Use the “Background Statement/Application” and/or the “Sample Telephone Contact Sheet” in this guide.

Material Needs and Resources

What do you need to get ahead of time, such as safety equipment? Is there anything you should read or prepare before the experience?

AGREEMENTS FOR A SUCCESSFUL EXTERNSHIP

It is useful to have some type of agreement between the externship teacher and those organizing or hosting the externship, such as the Bright Minds Foundation (Bright Minds), a Regional Occupation Program, or a Chamber of Commerce, re. what each of the parties is expected to do to ensure a successful experience.

Some teachers set up their own externship; some complete an externship as part of professional development provided by the school or Bright Minds; and some teachers experience an externship as part of a specialized program such as through a community college cooperative. The externship will be facilitated through a collaboration between HCPSS, the Bright Minds Foundation, and a local business.

Teacher

- Attend orientation meeting(s) with the organizing entity and/or externship host
- Contact business/industry/community partners to set up externship
- Complete informational interviews with the key people during the externship
- Pay special attention to the types of competencies listed in the attached “SCANS” Skills document
- Maintain a reflective journal/notes during the externship
- Develop at least one lesson plan based on the externship using the standards for your subject matter (CTE or State Content Standards)
- Develop a summary, power point presentation or other professional development tool based on your experience that can be shared with colleagues
- Work with colleagues in a peer review process to strengthen lesson plans based on your experience
- Complete an evaluation of the externship experience
- Write a thank you note to the externship host
- Follow rules and regulations of your externship facilitator (Bright Minds) and host
- Be punctual and properly dressed
- Notify the organizing entity of any problems that arise out of the externship

Organizing Entity (i.e., The Bright Minds, ROP, local business, Chamber of Commerce)

- Conduct an orientation meeting
- Provide a point of contact for the teacher
- Contact business/industry/community partners to set up the externship
- Attend to any problems that affect or arise out of the externship
- Provide an evaluation tool for feedback from participants (teachers and host)

One question that usually arises in teacher externships is the role of the host site re. agreements and liability issues among the teacher, organizing entity, and the externship host. The below agreement and release of liability must be completed by all parties and provided to the Bright Minds Foundation prior to the beginning of the externship.

AGREEMENT FOR TEACHER EXTERNSHIP HOST SITE PARTICIPATION

Host Site:			
Site Contact Name:			
Address:			
Phone:			
Teacher Name:			
Teacher Contact Phone Number:			
Teacher email address:			
School Name:			
School Address:			
School Telephone:			Fax:
School Contact Name:			Contact Number:
Externship Duration	Days/Weeks:	Start date:	End date:

1. Host site agrees to develop a teacher externship that will:

- Provide a point of contact for the teacher
- Impart knowledge of career opportunities, organizational issues, hiring trends and skills required for work in the industry by providing teachers the opportunity to conduct informational interviews, shadow employees, make observations and collect appropriate materials
- Give the teacher the opportunity to make observations and perform tasks that will enhance understanding and skills in specific areas related to their teaching
- Provide an opportunity to observe and experience the types of competencies listed in the “SCANS” Skills document
- Report to the Bright Minds and/or report to the externship coordinator any problems or concerns that may arise during the course of the externship by calling 410 313 6608
- Maintain an adequate and safe training station and tools, which meet state and federal health and safety rules and regulations
- Inform teacher externs of all applicable rules, regulations and safety precautions established by federal or state law, regulation, or by the employer-host
- Complete an evaluation of the externship program

2. Teacher Externship Release of Liability for Awardee

This General Release of Liability (this “Release”) is made and entered into this ____ day of _____, 20____ by the Grant Awardee (“Awardee”) in favor of Howard County Public School

System (“HCPSS”), Bright Minds, The Howard County Public Schools Educational Foundation (“Bright Minds”), and _____ (“Externship Host”).

I. Preliminary Statements

Awardee voluntarily desires to participate in the Externship program offered by HCPSS for credit.

The Externship will take place at:

Name of Externship Host: _____

Location: _____

Duration: For a period to last no less than 150 hours and not to exceed twelve weeks.

This is NOT an agreement of Employment and Awardee has no expectation of future employment with the Externship Host. As grant recipient, the Awardee will receive a stipend to be disbursed by Bright Minds pursuant to all terms and conditions of the grant. Whereas, the Awardee shall indemnify and hold harmless HCPSS, Bright Minds, and the Externship Host as set forth below.

II. Awardee's Obligations and Release of Liability

The Awardee understands and agrees that:

- a. HCPSS, Bright Minds, and Externship Host do not carry or maintain medical, accident, or workers' compensation insurance coverage for the benefit of the Awardee during their participation in the Externship.
- b. HCPSS, Bright Minds, and Externship Host are not responsible for any personal injury or loss or damage to property suffered by Awardee during their participation in the Externship.
- c. Awardee agrees to abide by HCPSS' and the Externship Host's policies, procedures, rules, and regulations throughout the Externship. Awardee affirms that he/she has read and fully understands all material provided to him/her in connection with the Awardee's participation in the Externship. The HCPSS Teacher Externship Guide is hereby incorporated by reference.
- d. Awardee shall abide by all applicable state and federal laws and regulations, and policies of the Externship program. Awardee agrees that failure to do so may result in the termination of his/her participation in the Externship program and he/she will receive no further award compensation.
- e. Awardee, on behalf of himself/herself and his/her heirs, successors and assigns, hereby **does release**, acquit and forever discharge HCPSS, Bright Minds, and Externship Host, and their employees, officers, agents, successors and assigns, from any and all actions, suits, claims, damages, judgments (including pain and suffering, punitive damages, death, dismemberment, disability, physical or mental illness or loss or destruction of personal property of Awardee) arising out of the Awardee's participation in the Externship. Awardee acknowledges that the Externship is voluntary and that this Release is made freely, voluntarily, and under no compulsion.
- f. Awardee agrees **to indemnify** and hold HCPSS, Bright Minds, and Externship Host, harmless for any financial liability and obligation which he/she personally incurs, and for any injury, loss, damage, liability, cost or expense to the person or property of another which is caused or

contributed by the Awardee during his/her participation in the Externship.

- g. Awardee shall assume legal liability for any and all income taxes earned for participation in the Externship program; and further understands that the nature of an Externship does not typically allow for any unemployment benefits.

III. Miscellaneous Provisions

This release of liability shall be construed and enforced in accordance with the laws of Maryland. The Awardee agrees if a clause or provision of this agreement is held to be invalid by any Court of competent jurisdiction, the remaining provisions will continue to be enforceable.

Grant Awardee Signature
Name: _____

Date

Witness
Name: _____

Date

Emergency Notification Information:

Grant Awardee Name: _____
Date of Birth: _____
Emergency Contact's Name: _____
Address: _____
Phone Number: _____

Acknowledgment HCPSS

HCPSS, its successors and assigns, hereby does release and indemnify Bright Minds, and Externship Host, and their employees, officers, agents, successors, and assigns, from any and all actions, suits, claims, damages, judgments and holds Bright Minds and Externship Host harmless from any financial liability and obligation arising out of participation the Externship Program.

HCPSS
By: _____
Title: _____

Acknowledgment by Externship Host

_____, Externship Host, its successors and assigns, hereby **does release and indemnify** Bright Minds and HCPSS, and their employees, officers, agents, successors and assigns, from any and all actions, suits, claims, damages, judgments and holds Bright Minds and HCPSS harmless from any financial liability and obligation arising out of participation the Externship Program.

Externship Host

By: _____

Title: _____

Acknowledgment by Bright Minds

Bright Minds, its successors and assigns, hereby **does release and indemnify** HCPSS and Externship Host, and their employees, officers, agents, successors and assigns, from any and all actions, suits, claims, damages, judgments and holds HCPSS and Externship Host harmless from any financial liability and obligation arising out of participation the Externship Program.

Bright Minds

By: _____

Title: _____

3. Termination

This Agreement may be terminated by the mutual written consent of the parties or by service of ___ days written notice.

4. Notices

Notices shall be sent to the following addresses:

The Bright Minds Address:

Employer Address:

5. Entire Agreement

No change, modification, or addition to this Agreement shall be effective unless in writing and signed by both parties. This Agreement constitutes the entire understanding between the parties and supersedes any prior negotiations, understandings, and agreements, written or oral with respect to any activity contemplated herein.

IN WITNESS THEREOF, the parties hereto executed this Agreement on _____, 20__.

Authorized Bright Minds Representative	Date
Authorized Affiliate Representative	Date

PERMISSION TO PHOTOGRAPH THE WORKSITE AND EMPLOYEES

Taking photos of the worksite and employees during a teacher externship often provides a valuable resource for teachers and students once teachers return to the school site. Please grant permission to use these photographs in teacher created curriculum, on the school website, in school newsletters, in brochures, in power point presentations, and so on. The photographs will never be sold and will be used exclusively for educational purposes.

____ YES. I grant you permission to use photos taken during the teacher externship.

OR

____ NO. Please do NOT take or use any photos.

Host Site Signature of Permission: _____

Name: _____

Job Title: _____

Place of Employment: _____

Contact Information:

Phone: _____

Email: _____

Date: _____

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.

EMPLOYER-TEACHER EXTERN WORK PLAN

Externship Host Site:
Supervisor’s Name:
Teacher Extern’s Name:

Work Plan (To be developed by employer and Teacher-Extern)

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Period of Externship (Dates):

Number of hours:

Teacher Intern signature:

Host Site signature:

REMINDERS/CHECKLIST FOR A SUCCESSFUL TEACHER EXTERNSHIP

- Call the host site the day before to confirm the date(s), time(s), arrival location and parking location for your externship. Ask about lunch – should you bring one, will they provide one, will you go out to lunch with others?
- Wear appropriate attire for the host site
- Arrive at the agreed upon time

- Read/review the company handbook
- Follow all company guidelines and rules of confidentiality
- Act professionally at all times
- Stay actively engaged at all times
- Bring a copy of the work plan to the host site
- 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 SCANS Skills document, 21st 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

Name of Teacher Extern:

Name of Host Site:

Date	Time In	Time Out	Hours	Description of activities: jobs shadowed, informational interviews, projects assisted, etc.
TOTAL HOURS				

Teacher Intern signature:	Date:
Host Site signature:	Date:

QUESTIONS TO ASK AT WORKSITE/INFORMATION INTERVIEWS

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?

Use the next set of labor market questions, if applicable.

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

Other: _____

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?

WORKPLACE LEARNING OPPORTUNITIES¹

This tool is designed to help you get a better understanding of the level of complexity of the tasks that are performed at a worksite. For each of the competency areas listed below, please select the level at which the employees must perform.

Math

1	2	3
Not used on the job	Perform simple arithmetic computations	Perform complex computations (e.g., calculate interest rates, convert to metric system)

Writing

1	2	3
Not used on the job	Write simple messages	Perform more complex writing tasks (e.g., letters, sequential written directions)

Reading

1	2	3
Not used on the job	Read simple directions (e.g., labels, memos, filing directives)	Read more complex materials (e.g., instructional manuals, reports)

Task Complexity

1	2	3
Perform simple one-step tasks	Perform multi-step tasks	Perform more than one multi-step task simultaneously

Problem Solving and Trouble-Shooting

1	2	3
Identify problems when performing routine work assignments	Identify problems and possible solutions to routine work assignments	Perform complex, non-routine work assignments that require problem solving

¹ Almeida, C. & Steinberg, A. (Eds.). (2001). *Connected Learning Communities: A Toolkit for Reinventing High School*. Boston, MA: Jobs for the Future, 77.

Computer Technology

1	2	3
No use of a computer on the job	Use a computer for simple word processing and data-entry tasks	Use a computer as a tool for more complex assignments such as spreadsheets, graphs, and charts

Other Technology

1	2	3
No use of other technology on the job	Perform basic technical tasks	Perform advanced technical tasks such as helping maintain computer networks

Client / Customer Service

1	2	3
No interaction with clients / customers on a regular basis	Convey simple messages to clients	Handle client/customer questions and requests for services

Oral Communication

1	2	3
Job-related communications consist mainly of asking and answering questions	Prepare and convey simple ideas and information for co-workers and/or external clients	Prepare and convey complex ideas and information to co-workers and/or external clients

Organize and Analyze Information

1	2	3
File and organize materials	Prioritize information in a systematic way	Read, analyze, and interpret complex information

SKILLS OBSERVATION FORM WITH CLASSROOM APPLICATION NOTES

Please note the skills and personal qualities you observe during your externship that are necessary for solid job performance. Record the ways you see these skills being used and then consider how you could incorporate teaching these skills in your classroom.

Basic Skills	The Way the Skill Is Being Used	Classroom Application
Listening		
Speaking		
Appropriate Attire		
Body Language		
Team Interactions		
Technology Used		
Quality Control		
Customer Service		
Selecting and using appropriate tools/equipment		
Academic Skills	The Way the Skill Is Being Used	Classroom Application
Reading		
Writing		
Mathematics		
Scientific Concepts		
Historical Perspective		
Foreign Language		

Thinking Skills	The Way the Skill Is Being Used	Classroom Application
Creative thinking		
Decision making		
Problem solving		
Seeing things mentally		
Knowing how to learn		
Reasoning		
Negotiating		
Monitoring and Correcting Performance		
Designing or Improving Systems		
Acquiring and evaluating data		
Personal Qualities	The Way the Skill Is Being Used	Classroom Application
Individual Responsibility		
Sociability		
Integrity		
Time Management		
Respecting Diversity		
Teaching Others		

LEARNING AUDIT OF A WORKSITE²

The tool can be used in full or in part depending on the amount of time teachers have at the worksite. Teachers and other staff can work individually or in a team. If time at a worksite is limited, participants can complete Part C later.

Part A: Skills and Knowledge at Work

Using a combination of observation and interviews, try to record examples of at least one of the first three and at least two from the last five:

1. Technical skills people are using:
2. Interpersonal skills people are using:
3. Additional skills or personal qualities the job(s) seem to require:
4. Applications of mathematical reasoning / approaches in this workplace:
5. What types of materials people read as part of their work:
6. Applications of scientific concepts or methods:
7. How art and creative expression fit into this workplace:

Part B: Problems and Projects at Work

Through interviews, observations, and your imagination, come up with an example of a routine problem staff might deal with in this organization and, if time allows, a complex one:

1. A routine problem or issue people deal with in this organization:

² Almeida, C. & Steinberg, A. (Eds.). (2001). *Connected Learning Communities: A Toolkit for Reinventing High School*. Boston, MA: Jobs for the Future, 81.

2. A more complex challenge or problem that requires investigation and the contribution of several people:

Part C: Opportunities and Resources at Work

Individually or in small groups come up with ideas for the following questions. Be open-minded and creative:

1. What activities might the student be involved in at the work site(s) that would enhance his/her applied learning and academic skills?

2. What essential questions could a student investigate through work experience at the site(s)? Consider how the question:
 - a. Relates to the discipline(s) you teach
 - b. Is grounded in actual problems or processes at the workplace
 - c. Might capture the interest of a student

3. What Curricula ideas emerged from your visit?

EXTERNSHIP JOURNAL

Extern Host Site:	
Date:	Time:
Department Name:	
Contact Name:	
Title:	
email/telephone:	

Daily activities (list):

Comments on the activities you observed:

Questions to ask:

Observations linking classroom content to future careers:

Notes and other comments:

EVALUATION OF TEACHER EXTERNSHIP PROGRAM BY HOST SITE/EMPLOYER

Host Site/Company:

Contact (Individual Completing Evaluation):

Position:

Telephone:		email:			
Externship Dates	From:	To:	Today's Date:		

Please rate the externship program by circling the number that best represents your view:

1 Strongly Disagree	2 Disagree	3 Agree Somewhat	4 Agree	5 Strongly Agree	N/A Not Applicable			
I was contacted in enough time to make plans for hosting a teacher extern. Comment:			1	2	3	4	5	N/A
I received the information I needed to set up the externship. Comment:			1	2	3	4	5	N/A
My role in providing an externship was clear. Comment:			1	2	3	4	5	N/A
The amount of time allotted was: <input type="checkbox"/> just about right <input type="checkbox"/> too long <input type="checkbox"/> too long Comment:								
The teacher extern was able to obtain information about my company and my industry that will be useful for students. Comment:			1	2	3	4	5	N/A
The teacher extern was able to perform a function and/or produce a product that was of benefit to my company. Comment:			1	2	3	4	5	N/A
I would host another teacher/faculty-extern next year. Comment:			1	2	3	4	5	N/A
I would host another teacher/faculty-extern, but for a <input type="checkbox"/> shorter <input type="checkbox"/> longer time period. Comment:								

What could have been done to help make the experience more valuable for you or your company?
Comment:

I would like to offer opportunities to students (check all that apply):

- visit the classroom as a guest speaker
- provide informational interviews with employees
- job shadowing
- unpaid internship
- paid internship
- other

Other Comments:

THANK YOU FOR YOUR TIME AND INPUT

EVALUATION OF EXTERNSHIP PROGRAM FOR TEACHERS

Thank you for participating in the externship. In an effort to improve the experience for both educators and the host site/employer, please take the time to complete this form.

Name: _____

School: _____

Host Site/Employer: _____

Employee(s) Shadowed: _____

Date(s) Shadowed: _____ # of Hours: _____

<p>1. The externship was connected to my subject matter expertise? Comment:</p>	<p>Disagree Agree</p> <p>1 2 3 4 5</p>
<p>2. The experience made me more aware of workplace readiness (problem solving, technology, communication) required by the employer. Comment:</p>	<p>1 2 3 4 5</p>
<p>3. Discussions with the employer focused on the academic preparation required for the occupation(s) observed. Comment:</p>	<p>1 2 3 4 5</p>
<p>4. During the experience, I was able to identify ways in which I could incorporate skills needed in the occupation(s) observed into my classroom instruction. Comment:</p>	<p>1 2 3 4 5</p>
<p>5. The information I received prior to the externship provided an adequate and clear understanding of what to expect. Comment:</p>	<p>1 2 3 4 5</p>
<p>6. The amount of time I spent as an extern was appropriate. Comment:</p>	<p>1 2 3 4 5</p>
<p>7. What could have been done to help make the experience more meaningful for you? Comment:</p>	
<p>8. Would you participate in an externship again? Comment:</p>	<p>Yes_____ No_____</p>

General Comments:	
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SAMPLE THANK-YOU LETTER

Printed on school letterhead

Your Name
School Address
City, State, Zip Code
Email
Phone

Name of Contact Person
Name of Host Site/Employer
Address
City, State, Zip Code

Date

Dear Mr./Ms. _____:

Thank you for your time and willingness to host me as a teacher extern. I observed a variety of skills and competencies that I plan to implement in my _____ class. As a result of my experience with (name of site) _____ I will be more successful at helping students understand the connection between the classroom and workplace skills necessary for success. Through my externship experience I learned _____ and will use this new knowledge help students to be more prepared to transition to college and careers.

Sincerely,

Your Name
Title

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:

THE “SCANS” SKILLS³ A THREE-PART FOUNDATION

Basic Skills: reads, writes, performs arithmetic and mathematical operations, listens, and speaks

- A. Reading: locates, understands, and interprets written information in prose and in documents such as manuals, graphs and schedules
- B. Writing: communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs and flow charts
- C. Arithmetic/Mathematics: performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. Listening: receives, attends to, interprets and responds to verbal messages and other cues
- E. Speaking: organizes ideas and communicates orally

Thinking Skills: thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons

- A. Creative Thinking: generates new ideas
- B. Decision Making: specifies goals and constraints, generates alternatives, considers risks and evaluates and chooses best alternative
- C. Seeing Things in the Mind’s Eye: organizes and processes symbols, pictures, graphs, objects and other information
- D. Problem Solving: recognizes problems and devises and implements plan of action
- E. Knowing How to Learn: uses efficient learning techniques to acquire and apply new knowledge and skills
- F. Reasoning: discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem

Personal Qualities: displays responsibility, self-esteem, sociability, self-management, integrity and honesty

- A. Responsibility: exerts a high level of effort and perseveres towards goal attainment
- B. Self-Esteem: believes in own self-worth and maintains a positive view of self
- C. Sociability: demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings
- D. Self-Management: assesses self accurately, sets personal goals, monitors progress and exhibits self-control
- E. Integrity/Honesty: chooses ethical courses of action

³ In 1991 the U.S. Department of Labor published a series of documents outlining the findings of The Secretary’s Commission On Achieving Necessary Skills (SCANS). The Commission crafted a list of five “competencies” and three sets of “foundation” skills and personal qualities that summarized what they found to be required for individuals to succeed in the workplace – competencies and skills that all students should have before they leave school.

SCANS - FIVE COMPETENCIES

Resources: identifies, organizes, plans, and allocates resources

- A. Time: selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- B. Money: uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. Material and Facilities: acquires, stores, allocates, and uses materials or space efficiently
- D. Human Resources: assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: works with others

- A. Participates as Member of a Team: contributes to group effort
- B. Teaches Others New Skills
- C. Serves Clients/Customers: works to satisfy customers' expectations
- D. Exercises Leadership: communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. Negotiates: works toward agreements involving exchanges of resources, resolves divergent interests
- F. Works with Diversity: works well with men and women from diverse backgrounds

Information: acquires and uses information

- A. Acquires and Evaluates Information
- B. Organizes and Maintains Information
- C. Interprets and Communicates Information
- D. Uses Computers to Process Information

Systems: understands complex inter-relationships

- A. Understands Systems: knows how social, organizational, and technological systems work and operates effectively with them
- B. Monitors and Corrects Performance: distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
- C. Improves or Designs Systems: suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: works with a variety of technologies

- A. Selects Technology: chooses procedures, tools or equipment including computers and related technologies
- B. Applies Technology to Task: understands overall intent and proper procedures for setup and operation of equipment
- C. Maintains and Troubleshoots Equipment: prevents, identifies, or solves problems with equipment, including computers and other technologies

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 Civics

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 RESPONSIBILITY

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