



Teacher Externship Handbook

WYOMING
EPARTME T F E UCATI

TABLE OF CONTENTS

*Introduction	
What is a Teacher Externship? _____	1
Purpose _____	1
Benefits _____	2
Planning Document _____	3
Background Statement/Application _____	5
Locating an Externship Host	
Sample Letter _____	7
Sample Telephone Contact Sheet _____	8
Agreements for a Successful Externship _____	9
Permission to Photograph the Worksite and Employees _____	10
*Suggested Activities for a Teacher Externship _____	11
*Employer – Teacher Extern Work Plan _____	13
Reminders/Checklist for a Successful Teacher Externship _____	14
*Teacher Externship Time Log _____	15
Questions To Ask at a Worksite/Information Interview _____	16
Workplace Learning Opportunities _____	19
Skills Observation Form with Classroom Application Notes _____	21
Learning Audit of a Worksite _____	23
Externship Journal _____	25
*Evaluation of Teacher Externship Program for Host Site/Employer _____	26
Evaluation of Externship Program for Teachers _____	28
Sample Thank You Letter _____	30
Outline for a Lesson Plan(s) Developed as a Result of the Externship _____	31
The SCANS Skills, A Three-Part Foundation _____	33
SCANS – Five Competencies _____	34
Attachment 1 – Professional Development Rubric _____	35
Attachment 2 – PTSB for Externship CEUs _____	36
Attachment 3 – Professional Development for Career and Technical Education Teachers _____	37

* 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.

Externships provide a way for teachers to have “hands-on” experiences in the corporate or nonprofit workplace. Listed below are three types of externship experiences:

- Integration Experience** – This externship provides a teacher in the workplace for *two to three weeks* (option of 20-40 hours per week) in the summer. The teacher is fully-integrated into a team, or department, to assume specific duties.
- Exposure Experience** – For *one to two weeks* (option of 20-40 hours per week) in the summer, the teacher extern involved in the exposure experience will gain insight into a business or industry by shadowing executives, managers and teams in multiple departments. The exposure experience may also allow the teacher to benefit from examining a specific skill set.
- Event Experience** – The event experience includes a teacher extern participating in a specific event on behalf of the hosting organization. The teacher extern is available to work at the discretion of the hosting organization on an actual event as well as pre-event planning and follow-up days to the event as desired by the hosting organization.

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 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 standards. The educational goal of an externship is to increase a teacher’s ability to connect theory and practice and bring an understanding of 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.

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.

Benefits

With first-hand exposure, teachers can design and implement classroom activities, projects and work-based learning opportunities that will add relevance and meaning to students' classroom learning. Externships provide a fresh perspective that lets teachers tie curriculum to real-world applications. They gain an increased ability to explain the value of what students are learning. This often leads to activities in which students work in groups, engaging in cooperative learning and open-ended real-life, problem-based assignments.

Externships also give employers other avenues of involvement in education. They can inform educators about their expectations of employees in various positions and offer input to the curriculum, thereby contributing to the preparation of their future workforce. They can also become guest speakers, advisory council members, mentors, host field trips and job shadows, or offer internships for students. In addition they provide an avenue for educators to "market" their industry, spreading the word to students about their opportunities in the industry.

The benefits for teachers are many but, so too are the benefits for the hosting employer. Many companies do not have the means to give to their community through financial or equipment donations but are rich in what they can provide in training and experience. In-kind donations of time and expertise are immensely valuable and provide employers an opportunity to show their commitment to their community. States even provide tax incentives to businesses that provide such services.

Peer-to-peer experiences where educators and adults working in industry share their experiences provide valuable insights into the demands and challenges of education and the modern workplace and make learning more meaningful for students.

The Wyoming Department of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment of employment in its programs or activities. Inquiries concerning Title VI, Title IX, Section 504, and ADA may be referred to Wyoming Department of Education, Office for Civil Rights Coordinator, 122 W. 25th St. Suite E200, Cheyenne, WY, 82002-2060 or 307-777-7675, or the Office of Civil Rights, Region VIII, U.S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582, or 303-844-5695 or TDD 303-844-3417.

This information will be provided in an alternative format upon request.

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 and 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?

Suggestion – spend at least two full days or the equivalent of 16 hours in the workplace. The more time you spend the more you will learn and the more contacts you will make for future possibilities such as guest speakers, field trips and student job- shadows/internships.

When will I do an externship?

This is usually during school breaks, especially over the summer, or perhaps on a fall or spring break. Or you might take time from the school year and utilize a substitute?

How will I be compensated for my time?

If you do an externship as a release day from work with a substitute, your district may pay for a substitute with general funds. If it is during non-contract days: the Wyoming Department of Education will provide a \$35.00 per hour stipend less anything the business or industry pays you.

Pursuant to the State of Wyoming Administration and Information rule, a contract will be required if the stipend exceeds \$1,500. If the externship will exceed \$1,500 in one fiscal year, please contact WDE to start the contract process prior to commencing your externship.

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 Council/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?

BACKGROUND STATEMENT/APPLICATION

You may want to send a letter of introduction and/or background information either before or after you make contact with a prospective externship host. In any case having your information written down on a sheet of paper will help you think about what skills and experiences you bring to the experience and what you want to gain from the externship.

Full Name: _____

Address: _____

Phone: _____ **Email:** _____

School: _____ **School phone:** _____

Principal's name: _____

School address: _____

School website: _____

A. Education Background

Degree Major/Minor Subjects University/College:

Credentials:

B. Teaching Experience

List all courses you are currently teaching (include title, grade level(s))

Describe your students' characteristics in two sentences:

Are you currently teaching full time? Yes No If no, percent time you are working:

Total years teaching (include this year):

List and briefly describe workshops, courses, or seminars completed within the last three years:

List committees on which you have served:

C. Specialized Skills and/or Interests

D: Previous Non-Teaching Work Experience

Employer: _____ Dates : _____

Location: _____

Job Description/Duties: _____

Employer: _____ Dates : _____

Location: _____

Job Description/Duties: _____

E. Resume

Include a 1-2 page standard-format resume if you have it available.

F. Emergency Contact Information

Name: _____ Relationship: _____

Phone: _____ Address: _____

Name: _____ Relationship: _____

Phone: _____ Address: _____



LOCATING AN EXTERNSHIP HOST SAMPLE LETTER

Your Name
Your School Address
Email
Phone number

Possible Externship Host (Employer) Information

Dear _____,

Please let me take this opportunity to introduce the idea of your company hosting a teacher externship. As you are probably aware, employer surveys (conducted both locally and nationally) conclude that the majority of entry-level workers lack the basic skills and knowledge needed to be immediately productive in the workplace. In response to these trends, the Wyoming Department of Education is working to increase student achievement and motivation through new teaching and learning strategies. This includes employers, teachers, counselors, parents and the community working more closely together. Through the use of innovative curriculum, hands-on real-world projects, and workplace experiences our (school name) seeks to integrate the foundation skills of reading, writing and math with workplace skills such as problem solving, critical thinking, teamwork and use of technology in order to prepare all students for college and careers.

The teacher externship is designed to expose teachers to careers and work environments so they can work with high school students more effectively. It is an opportunity for teachers to observe first-hand what the 21st century workplace entails and to interact with business professionals. It allows teachers to provide links between the skills and knowledge taught in the classroom and those being used in the workplace so that we can better prepare young people for the workplace ready for the challenges there.

Here's how you can help. I am planning a teacher externship for (when). They can last anywhere from two days, or the equivalent of sixteen hours, to as much as a 6-8 week summer. I will contact you within the next two weeks. Meanwhile if you have any questions or need additional information please contact me at (contact info).

Sincerely,

Your name
Title

LOCATING AN EXTERNSHIP HOST SAMPLE TELEPHONE CONTACT SHEET

Example:

Hello, my name is **(your name here)** and I teach at **(school name here)**. I would like to incorporate some real-world experiences into my class. I teach **(name of class(es), unit(s), project(s))** and hope to learn more about **(area of interest)**. I understand from **(how do you know this – colleague, internet, Chamber of Commerce)** that **(your company)** is doing great work in this area. I'm particularly interested in observing **(who or what do you want to see/do)**. I would also like to find out about the range, required levels of education, salary ranges, typical workdays, and pros and cons of the jobs there. Would your organization be open to hosting me for an externship for **(state amount of time, i.e., hours/days, and a start date)** ?

Company name: _____

Primary product/service: _____

Secondary product/service: _____

Contact name: _____

Department: _____

Main telephone: _____ Cell number: _____ Fax _____

Address _____

Externship date(s): Time: _____

Check-in location: _____

Directions to company: _____

Parking/Entrance/Security information: _____

Dress requirements: _____

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 business re. what each of the parties is expected to do to ensure a successful experience?

The following information is meant to serve as a helpful example and starting point to develop a clear understanding of expectations and/or roles and responsibilities for each party involved.

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 employer (the school district) and host
- Be punctual and properly dressed
- Notify the organizing entity of any problems that arise out of the externship

Externship host (business)

- Conduct an orientation meeting
- Provide a point of contact for the teacher
- Attend to any problems that affect or arise out of the externship
- Provide an evaluation tool for feedback from teachers

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)

Period of externship (dates): _____

Number of hours: _____

Teacher-extern 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 Wyoming Standards, 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 extern signature: _____ Date: _____

Host site signature: _____ Date: _____



QUESTIONS TO ASK AT A WORKSITE/INFORMATION INTERVIEW

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 (use if applicable.):

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 do 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 circle the level at which the employees must perform.

Math

1
Not used on the job

2
Perform simple arithmetic computations

3
Perform complex computations (e.g., calculate interest rates, convert to metric system)

Writing

1
Not used on the job

2
Write simple messages

3
Perform more complex writing tasks (e.g., letters, sequential written directions)

Reading

1
Not used on the job

2
Read simple directions (e.g., labels, memos, filing directives)

3
Read more complex materials (e.g., instructional manuals, reports)

Task Complexity

1
Perform simple

2
Perform multi-step tasks one-step tasks

3
Perform more than one multi-step task simultaneously

Planning and Decision Making

1
Not a responsibility of the job

2
Assist in planning steps required to complete multi-step assignments

3
Helps identify alternative methods to complete multi-step assignments and plan steps

Problem Solving and Trouble-Shooting

1
Identify problems when performing routine work assignments

2
Identify problems and possible solutions to routine work assignments

3
Perform complex, non-routine work assignments that require problem solving

Computer Technology

1
No use of a computer on the job

2
Use a computer for simple word processing and data-entry tasks

3
Use a computer as a tool for more complex assignments such as spreadsheets, graphs, and charts

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

Other Technology

1
No use of other
technology on the job

2
Perform basic technical tasks

3
Perform advanced technical tasks
such as helping maintain
computer networks

Client / Customer Service

1
No interaction with clients/
customers on a regular basis

2
Convey simple messages to clients

3
Handle client/customer questions
and requests for services

Oral Communication

1
Job-related communications
consist mainly of asking and
answering questions

2
Prepare and convey simple
ideas and information for
co-workers and/or external clients

3
Prepare and convey complex
ideas and information to
co-workers and /or external clients

Organize and Analyze Information

1
File and organize materials

2
Prioritize information in
a systematic way

3
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.

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. How / where writing and other communications skills are in use:

6. What types of materials people read as part of their work:

7. Applications of scientific concepts or methods:

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

8. How art and creative expression fit into this workplace:

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

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:

I would host another teacher/faculty-extern, but for a: shorter 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:

Disagree Agree
1 2 3 4 5

1. The externship was connected to my subject matter expertise?
Comment:

1 2 3 4 5

2. The experience made me more aware of workplace readiness (problem solving, technology, communication) required by the employer.
Comment:

1 2 3 4 5

3. Discussions with the employer focused on the academic preparation required for the occupation(s) observed.
Comment:

1 2 3 4 5

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:

1 2 3 4 5

5. The information I received prior to the externship provided an adequate and clear understanding of what to expect.
Comment:

1 2 3 4 5

6. The amount of time I spent as an extern was appropriate.
Comment:

7. What could have been done to help make the experience more meaningful for you?

Comment:

8. Would you participate in an externship again?

Yes

No

Comment:

General Comments:

SAMPLE THANK-YOU LETTER (printed on school letterhead)

Your Name
School Address
City, State, Zip Code

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 name or study course) 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 (examples) and will use this new knowledge help students to be more prepared to transition to college and careers.

Sincerely,

Your Name
Title
Email
Phone

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 and knowledge: (try to rely on the CTE standards here even if you are an academic teacher)

Academic knowledge and 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, mathematical computation and mathematical ability to reason, 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. Problem Solving: recognizes problems and devises and implements plan of action
- D. Seeing Things in the Mind’s Eye: organizes and processes symbols, pictures, graphs, objects and other information
- 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. Humans 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.

ATTACHMENT 1: PROFESSIONAL DEVELOPMENT RUBRIC						
CATEGORY	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT	0 POINT
Connection to Content Area	100% of this is related to the subject I teach	80% of this is related to the subject I teach	60% of this is related to the subject I teach	50% of this is related to the subject I teach	25%- 50% of this is related to the subject I teach	No connection to the subject I teach
Connection to Business & Industry	Industry training or provided	80% provided by industry	60% provided by industry	50% provided by industry	Industry involved minimally	No industry involvement
Connection to Perkins Priorities	100% of this is related to Perkins priorities*	80% of this is related to Perkins priorities*	60% of this is related to Perkins priorities*	50% of this is related to Perkins priorities*	Less than 50% of this is related to Perkins priorities*	No connection to Perkins priorities*
Duration of Training	➤ 16 hours	12 to 16 hours	8 to 12 hours	4 to 8 hours	2 to 4 hours	< than 2 hours
COLUMN TOTAL						
TOTAL POINTS						

*Perkins priorities: Career advisement and development; special populations

ATTACHMENT 2: PTSB for Externship CEUs

DIRECTIONS

1. Submit the following documentation to PTSB to request PTSB Professional Development Credit:

Individual Request for Professional Development Credit completed form

Copy of proof of externship i.e. Externship Documentation form signed by externship supervisor

This externship was at least 7 Contact Hours (*Requests for less than 7 hours are not eligible for credit*)

Attached typed response to each Individual Development Statement (*No more than 1-page typed total*)

- A. What skills or knowledge did you improve by participating in this externship?
 - B. Explain how this externship participation has improved or changed you, your teaching of your content area, or your classroom?
 - C. How does this externship align with your content area?
 - D. How have you applied or will you apply your new knowledge and skills to your profession?
 - E. Documentation of dates and hours of externship.
2. Requests must be received by July 1st of each calendar year.
 3. Submit completed requests to PTSB via email to ptsbworkshoprequests@wyo.gov, via fax to 307.777.8718, or to the address above

EDUCATOR INFORMATION

Educator's Name: _____

SS# or PTSB#: _____

Email Address: _____

Phone Number: _____

Mailing Address: _____

EXTERNSHIP INFORMATION

Name of employer or business entity where externship done:

Address: _____

Externship Contact: _____

Total hours of externship completed for previous year (July 1 – June 30) _____

Requested PTSB Professional Development Credits _____

Educator Signature: _____ Date: _____

PROFESSIONAL DEVELOPMENT FOR CAREER & TECHNICAL EDUCATION (CTE) TEACHERS

Full-time teachers who work in programs of study that are eligible for Perkins V funding at the secondary or post-secondary level will need to **accumulate a minimum of 15 points of professional development/externship each year with the goal of accumulating 75 points of professional development/ externship between July 1, 2020 and June 30, 2025. A minimum of 37 points must be earned through externships** to be considered a high quality CTE program.

CTE Instructor Name: _____

District: _____ **School:** _____ **Program:** _____

- _____ Wave Conference 5 points
- _____ INNOVATIONS Conference 5 points
- _____ Native American Conference 5 points
- _____ ACTE Best Practices & Innovations 5 points
- _____ National Career Pathways Network 5 points
- _____ SPOT Training 5 points/topic
- _____ Sector Connector 5 points
- _____ ACTE Region V 10 points
- _____ Content Area Training 10 points
- _____ CTSO National training 10 points
- _____ Plan A State Training 10 points
- _____ ACTE Vision 15 points
- _____ WY ACTE Conference 15 points
- _____ Career Development Facilitator 20 points
- _____ Other (Please include agenda and completed Professional Development Rubric)
- _____ Professional Development Subtotal
- _____ **Externship hours completed**

- **1 hour =1 point of professional development**
- **To receive stipend please complete the Externship Invoice and submit to WDE % Dr. Michelle Aldrich 122 W. 25th Street E200 Cheyenne, WY 82002**
- **To receive PTSB CEU's for externship please complete Externship Summary and submit to PTSB 1920 Thomes Ste. #100 Cheyenne, WY 82002**

_____ Total points earned for current year