



GaDOE Career, Technical, and Agricultural Education

Educator Externship Packet

**SCHOOL YEAR
2022-2023**

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OVERVIEW OF EXTERNSHIP GUIDE

This Educator Externship Guide is designed to provide, both the participating educators and host business sites, with information and documents that frame the experience. Components have been adapted from several national models including the Nebraska Work-based Learning Manual (<https://www.education.ne.gov/workplace-experiences/>), the Nashville Tennessee Externship Project (<https://studylib.net/doc/14736915/edc>), the Licking County Educational Service Center (<https://www.lcesc.org/Downloads/2020%20Goals%20and%20Requirements.pdf>, <https://www.lcesc.org/Downloads/2020%20Educators%20in%20the%20Workplace%20Program.pdf>, and https://www.lcesc.org/Educators_in_the_Workplace.aspx), and the Career Academy Support Network, University of California at Berkeley (<https://casn.berkeley.edu/>).

This document is available electronically on CTAE Resource Network (CTEARN) and the Department of Education website at [Economic and Workforce Development \(gadoe.org\)](http://economicandworkforcedevelopment.gadoe.org).

EXTERNSHIP GOALS

An externship is a professional learning opportunity which allows educators to complete a period of service in the workplace. This collaborative experience gives educators and business professionals a structured time to connect with one another for mutual learning, so educators ultimately enhance instructional practices which result in improved student performance.

In summary, the Educator Externship experience seeks to:

- Increase awareness and knowledge of labor market trends including changing work competencies and attitudes.
- Give a realistic perspective of today's workplace and the skills students need to succeed.
- Provide an opportunity to gather information for designing curriculum and improving core indicators.
- Offer educators rich professional learning to enhance subject expertise and explore new teaching/counseling strategies.
- Increase awareness of career pathway potential in occupational areas.
- Give business professionals and educators an opportunity to have a constructive dialogue.
- Enable businesses to actively support workforce development.
- Build collaborative partnerships between education and business & industry.
- Define employability skills development needed by business & industry.

BENEFITS OF EXTERNSHIPS

Business partners will have the opportunity to:

- Make a positive impact on classroom curriculum and instructional practices.
- Aid in preparing students with the skills they need to enter the work force.
- Gain a realistic perspective about teaching and learning in schools today.
- Develop a better understanding of the governance and management of a school system.
- Develop personal connections with educators and students (partnerships).
- Share vision and mission of company and provide first-hand account of issues influencing industry.
- Highlight specific local needs which may vary from other hiring organizations.
- Gain access to their talent development pipeline earlier which results in positive engagement with future employees.

Educators will have an opportunity to:

- Gain an understanding of the skills needed in today's workplace.
- Develop personal connections with business professionals.
- Increase knowledge of changing workplace competencies and attitudes.
- Obtain a better understanding of the post-secondary requirements students need.
- Examine new teaching strategies reflected in business organization structures (i.e. team approach, project management).
- Experience practical, hands-on activities with various employees/positions which may be documented and replicated in the classroom or lab (connect lessons to technical application).

Students will have an opportunity to:

- Understand and experience how school learning relates to the workplace.
- Identify the skills and competencies required in the workplace and in post-secondary education.
- Participate in an active and content-relevant learning environment.
- Experience a curriculum that employs real world applications.
- Learn the value of developing connections and networking among business professionals.

In conjunction with the University of Georgia's Carl Vinson Institute of Government, the Georgia Department of Education partnered with a local school district with an existing educator externship program to develop an informative video demonstrating the power and benefits of educator externships. Follow this link to view the video: [Georgia Teacher Externship Case Study \(uga.edu\)](http://uga.edu)

EXTERNSHIP EXPECTATIONS

- Educators will spend (3) days away from the school building, with a host business, learning about a high-demand or locally prominent industry.
- Externships are an opportunity for educators to observe and interact with business professionals in a setting that better replicates the speed and demands of an existing industry.
- Educators who participate in an externship should be able to identify demonstrable links between theoretic knowledge taught in the classroom to those skills being used in the workplace.
- Externships assist with the development of professional connections related to the appropriate subject areas being utilized in the classroom, on advisory councils, and in testing and assessments.
- Educators who complete an externship have more understanding of workplace trends that are changing how business is conducted, to include skill deficiency/development, technology and tool or utensil advancement and economic factors influencing short- and long-term outlooks.
- The company, along with their externs, will identify a list of items required to remain compliant, safe, and productive when working under typical condition. The host company will provide materials (clothing, safety, tools, and other protective gear) needed to perform the externship.

ELEMENTS OF SUCCESSFUL PROGRAM

How can I translate the experiences from the externship to my everyday educational practice?

It is important the externship have meaning for the educator and the business partner. The experience should provide information that will translate into activities preparing students for the future. The externship should also help the educator meet their curriculum and professional goals.

The following are four basic elements of a successful and meaningful externship experience:

- **Ownership:** Both the educator and the business partner must be invested in the development of a meaningful externships and follow-up in the classroom.

- **Input:** By linking the externship to curriculum and the *Skills for College and Career Readiness* (<http://cte.ed.gov/employabilityskills/>), an employability skills framework will be created. The framework enables the educator and the business partner to understand how the externship they are experiencing together directly impacts what is taught in the classroom and how it contributes to the employability of students. See page 6 for more information about the Employability Skills Framework.

- **Reflection:** The externship will present the educator with new information which needs to be incorporated into everyday educational practice. Time is required for understanding the connection between educators and the world of work. Host site partners also need to understand the school environment, by observing and asking questions, of the educator.

- **Accountability:** The externship is a means to an end; that end is improved student learning and quality professional development for educators. As a result, instructional methods change to reflect the way "business" is conducted in the world of work. Ultimately, the collaborative partners are accountable, along with the extended community, for providing youth with the knowledge and tools they need for the future.

VIRTUAL/HYBRID EXTERNSHIPS

In response to the COVID Pandemic, some business and industry partners may prefer a virtual externship format rather than the traditional design. An externship can be adapted successfully into the virtual environment with the appropriate commitment from all the parties involved. The extern and their business partner should adapt “Externship Expectations” from page 2 and the “Elements of a Successful Program” on page 5 to their virtual environment to meet the standards established by this guide. Additionally, a hybrid experience can also prove beneficial and effective as it is still a high-quality experiential learning experience, but with increased flexibility. A hybrid experience uses the multiple day format with parts of the experience taking place virtually and parts of the experience in-person (ex. Day 1 virtual, Day 2 in-person, Day 3 virtual). Although, virtual experiences may not meet the 24-hour time recommendation for an externship due to the restraints of virtual participation, a fully developed framework will ensure the experience is mutually beneficial for the educator and the industry partner. If assistance is needed in establishing a virtual/hybrid externship program, please contact Patrick Ledford, Economic Development Liaison, at the Georgia Department of Education to assist with formulating the externship: patrick.ledford@doe.k12.ga.us.

2021-2022 State CTAE Staff Externship Experiences

To promote the importance and need for local externship programs, each year Career, Technical, and Agricultural Education staff at the Georgia Department of Education complete an externship experience. For 2021-2022, experiences were a combination of virtual, hybrid, and in-person. This guide was utilized to develop the framework for each experience and promoted with business and industry partners. Below are some of the business and industry partners that participated in the 2021-2022 externship experiences.



Skills for College and Career Readiness

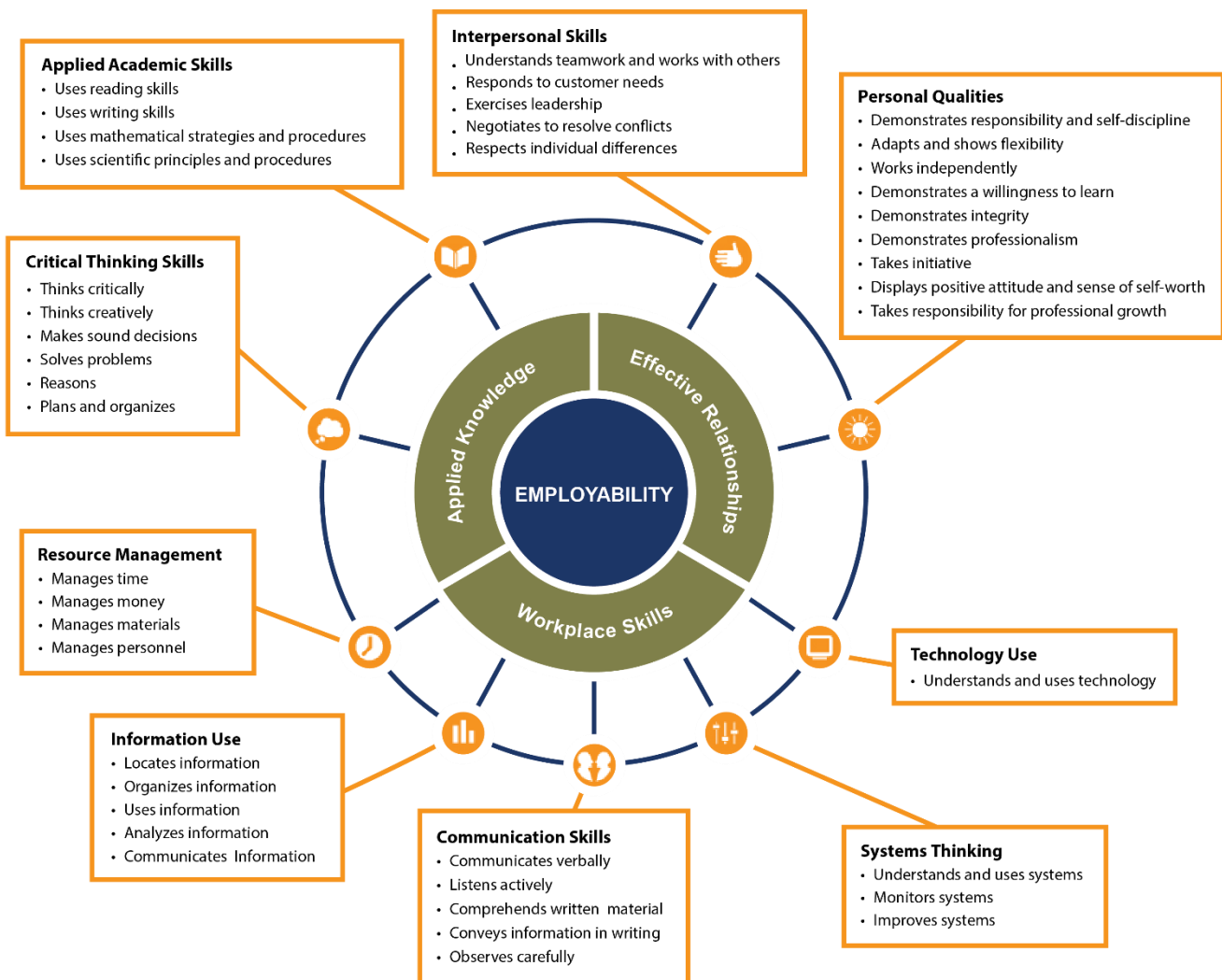
<http://cte.ed.gov/employabilityskills/>

Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called employability skills. Employability skills are general skills that are necessary for success in the labor market at all employment levels and in all sectors. These skills have several names – soft skills, workforce readiness skills, career readiness skills – but they all speak to the same set of core skills that employers want. The Employability Skills Framework is a one-stop resource for information and tools to inform the instruction and assessment of employability skills. [PCRN: Employability Skills \(ed.gov\)](http://cte.ed.gov/employabilityskills/)

EMPLOYABILITY SKILLS FRAMEWORK

Employability Skills: A Crucial Component of College and Career Readiness

Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called “employability skills.”



EDUCATOR EXTERNSHIP REQUIREMENTS

Requirements of the Externship Program are:

1. Spend the total number of days and hours (3 days at 8 hours per day) required at the host industry site.
2. Complete the outlined requirements that include the following:
 - a. Making daily journal/reflections (one page per day) during the experience;
 - b. Developing a unit plan, lesson plan, or improvement plan for implementation the educator will share with instructors or administrators at ACTE/GACTE or GSCA/ASCA conference during a breakout session.
 - c. Evaluating the externship experience.
 - d. Writing a thank you note to the host site.
3. Be punctual, appropriately dressed, and follow the host site instructions for working at the assigned facility.
4. Actively seek out opportunities to learn about the company and to identify company resources that may be useful to students and colleagues.

EDUCATOR QUESTION BANK FOR HOST SITE

Directions: During the externship experience, use the question bank below (when and as applicable) to gather information about the host site and to spur conversations with their employees encountered daily:

Employer Mentor/Coach 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. How has the COVID pandemic affected day to day business?
6. What changes/issues does your company anticipate having an impact on the company's future development?
7. Describe your company's culture?
8. How many people are employed by the company?
9. How has technology affected the company?

10. What should I be teaching in my classroom to prepare students for employment in a company like this?
11. What would you recommend educators do to strengthen the relevance of school to the workplace?

Labor Market Questions:

What industry:

Specify occupational area(s):

1. Do you see the local labor markets' need for new workers in your field increasing decreasing, or remaining steady?
2. How do you utilize Labor Market data in-house?
3. In what specific areas, if any, is there new job growth?
4. How might this industry change in the next five years?
5. What new skills are required of entry-level employees?
6. Are there defined opportunities for advancement within your company?
7. What is the typical level of education and type of degree or programs that you look for?
8. What new technologies are emerging in this field?
9. What characteristics does your company look for in a local school system when determining partnerships and creating alignment?
10. Is there any additional information you would like educators to know?
11. What type of generational differences are you seeing in your company?

Human Resource Questions:

1. What job classifications does your company have (skilled, unskilled, professional, 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 are the 2-3 traits your best employees share?
12. What is your company policy on attendance/tardiness?
13. What advice would you give a student who is interested in working for your company?

14. How is your company involved in education?
15. How is your company involved in the community?
16. What would you recommend teachers do to strengthen the relevance of school to the workplace?
17. Does your company offer work-based learning or apprenticeship placements to high school students? If so, are these positions paid? If not, what keeps you from offering these?

Employee Questions:

1. Please describe your typical workday. 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 career field?
12. What would you recommend educators do to strengthen the relevance of school to the workplace?
13. Would you be willing to participate on an advisory board and/or committee within the school setting?

DAILY JOURNAL ASSIGNMENT – DAY #1

Directions: *At the end of each day, take time to reflect in “no more than ONE PAGE” on your experience by either summarizing your day and its application to your classroom OR by responding to the topics below:*

DAILY ACTIVITIES: (List)

Comments concerning the activities you observed or participated in doing:

Questions to ask business partner:

Observations linking externship to your classroom, a school program, or pathway:

Observations linking externship to employability skills framework in classroom:

Observations linking externship to “common threads” among business & industry partners (soft skills – math skills – communication skills – computer skills – drug tests – financial literacy – driver’s license):

Any ideas for unit/lessons that could be created based on observations today:

Any ideas for presentation that could be created based on observations today:

NOTES AND OTHER COMMENTS:

DAILY JOURNAL ASSIGNMENT – DAY #2

Directions: *At the end of each day, take time to reflect in “no more than ONE PAGE” on your experience by either summarizing your day and its application to your classroom OR by responding to the topics below:*

DAILY ACTIVITIES: (List)

Comments concerning the activities you observed or participated in doing:

Questions to ask business partner:

Observations linking externship to your classroom, a school program, or pathway:

Observations linking externship to employability skills framework in classroom:

Observations linking externship to “common threads” among business & industry partners (soft skills – math skills – communication skills – computer skills – drug tests – financial literacy – driver’s license):

Any ideas for unit/lessons that could be created based on observations today:

Any ideas for presentation that could be created based on observations today:

NOTES AND OTHER COMMENTS

DAILY JOURNAL ASSIGNMENT – DAY #3

Directions: *At the end of each day, take time to reflect in “no more than ONE PAGE” on your experience by either summarizing your day and its application to your classroom OR by*

DAILY ACTIVITIES: (List)

Comments concerning the activities you observed or participated in doing:

Questions to ask business partner:

Observations linking externship to your classroom, a school program, or pathway:

Observations linking externship to employability skills framework in classroom:

Observations linking externship to “common threads” among business & industry partners (soft skills – math skills – communication skills – computer skills – drug tests – financial literacy – driver’s license):

Any ideas for unit/lessons that could be created based on observations today:

Any ideas for presentation that could be created based on observations today:

NOTES AND OTHER COMMENTS

EDUCATOR EXTERNSHIP ACTION PLAN
Where do we go from here?

Communication and planning are essential to the continuation of the partnership that started during the Externship experience. Consider the following questions to create an action plan that serves as a road map for implementation of the experience during the next school year:

1. *How and when will you communicate with your host site?*
2. *What ways can this new partnership be expanded in order to impact student learning and support workforce development?*

Educator(s): _____

Academic Year: _____

Business & Industry Site: _____

Business & Industry Employee: _____

Task(s)	Person(s) Responsible	Timeline									
		Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May

Educator Extern
REFLECTIVE EVALUATION OF EXTERNSHIP

Name: _____

Title: _____

Business Partner: _____

Date: _____

At the end of your externship experience, please respond to the items below and submit the required documents to the Externship Liaison electronically at *Email, Fax, or dropbox*.

- What was the most important thing you learned from this experience?

- How will this experience benefit your classroom or pathway?

- How will this experience benefit your teachers?

- How will this experience benefit your students?

- What advice would you give others participating in future Educator Externships? What suggestions do you have for strengthening the program next year?

TIME SHEET

At the end of your externship experience, please respond to the items below and submit the required documents to the Externship Liaison electronically at Email, fax number, or drop box.

Educator: _____

Company Name: _____

Contact Person: _____

Phone Number: _____

DATE	TIME IN	TIME OUT	CONTACT PERSON'S INITIALS

Locating an Externship Host Sample Letter

(Please delete this heading before sending to Externship Host.)

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

Date

Possible Externship Host
Possible Externship Address
City, State, Zip Code

Dear Possible Externship Host Manager, Owner, or Head of Human Resources:

Please let me take this opportunity to introduce the idea of your company hosting an educator extern. As you are probably aware, employer surveys (conducted both locally and nationally) conclude that most entry-level workers lack the basic skills and knowledge needed to be immediately productive in the workplace. In response to these trends, the Name of Your School is working to increase student achievement and motivation through new teaching and strategies. This includes employers, administrators, teachers, counselors, parents, and community working more closely together. Using an innovative curriculum, hands-on real-world projects, and workplace experiences this Name of Your School 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 to prepare all students for college and careers.

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

Here's how you can help. We are planning educator externships for Dates of Externship. The externship should last three complete days. If you have any questions or need additional information please contact List Contact Person (i.e. CTAE Director) at Contact Person's Phone Number.

Sincerely,

Type Your Name Here
Type Your Job Title Here

Permission to Photograph the Worksite and Employees

Taking photos of the worksite and employees during an educator's externship often provides a valuable resource for educators and students once the educator returns to the school site. Please grant permission to use these photographs in educator created curriculum, on the school website, in school newsletters, in brochures, in PowerPoint presentations, and so on. The photographs will never be sold and will be used exclusively for educational purposes.

_____ YES. I grant permission to use photos taken during the educator externship.

_____ 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: _____

Sample Thank You Letter

(Please print on school letterhead or a prepare a personal handwritten note or card.)

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

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 an educator extern. I observed a variety of skills and competencies that I plan to implement in my *Name of Your Class* class. As a result of my experience with *Name of Host Site* I will be more successful at helping students understand the connection between classroom and workplace skills necessary for success.

Through my externship experience I learned *List some tasks or competencies learned* and will use this new knowledge to help students be more prepared to transition to college and careers.

Sincerely,

Type Your Name Here
Type Your Job Title Here

Links to Externship Forms

- [Reminders/Checklist for a Successful Educator Externship](#)
- [Educator Externship Packet - Daily Journal Assignment - Day 1](#)
- [Educator Externship Packet – Daily Journal Assignment – Day 2](#)
- [Educator Externship Packet – Daily Journal Assignment – Day 3](#)
- [Background Statement/Application](#)
- [Workplace Learning Opportunities](#)
- [Outline for Lesson Plan\(s\) Developed as a Result of the Externship](#)
- [Educator Extern Reflective Evaluation of Externship](#)
- [Evaluation of Teacher Externship Program by Host Site/Employer](#)