



# Wyoming Teacher Externship Handbook



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**Wyoming Department of Education**

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

## Introduction

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### What is a teacher externship?

Teacher externships offer a unique professional development opportunity connecting the classroom to the workplace. The externship provides workplace learning through direct experience in a workplace environment. This can include learning about industries related to their content, including trends, skill requirements, and industry information to enrich the student experience. Many workplace experiences include student internships, teacher externships, job shadowing, informational interviewing, and service learning. Teacher externships “provide peer-to-peer learning environment,” says WestEd Senior Research Associate Sventlana. 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** – The teacher is fully integrated into a team, or department, to assume specific duties.
- Exposure Experience** – The teacher will gain insight into a business or industry by shadowing executives, managers, and teams in multiple departments. The teacher may also benefit from examining a specific skillset.
- Event Experience** – Event Experience: The teacher participates in a specific event on behalf of a 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. The goal is to prepare students for college and career opportunities. Teachers must constantly update their own knowledge and skills about current workplace practices, requirements, and tools. The externship experience helps teachers connect classroom content with students’ future career interests. Teachers are instrumental in helping students develop both 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 where students work in groups, engage in cooperative learning, and experience open-ended, real-life, problem-based assignments.

Externships also give employers other avenues of involvement in education. Employers can inform educators about their expectations for employees in various positions and offer input to the curriculum, thereby contributing to the preparation of their future workforce. They can also serve as guest speakers, advisory council members, host field trips and job shadows, or offer internships for students. In addition, externships build teacher-industry relationships allowing teachers to help promote the opportunities of an employer's industry to students. 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 the opportunities in their industry.

Externships benefit both teachers and 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.

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.

## Planning Document

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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? Please include curriculum, assignments, or projects 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 equivalency 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 opportunities for job-shadows and internships.

### **When will I find time for an externship?**

Externships can be done at anytime. They are usually worked on during school breaks, especially over the summer. They can also be done throughout the school year outside of contract hours.

### **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. This stipend is limited to 40 externship hours per fiscal year.

### **Planned activities**

What will you do during your externship? For example - structured 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, industries, and not-for-profit organizations that would contribute to your content area. Use your Advisory Council/Board, the Internet, your local Chamber of Commerce, and colleagues to research appropriate places.

Contact the Human Resource 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

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You may want to send a letter of introduction and/or background information before or after you contact a prospective externship host. In any case having your information written down on a sheet of paper will help you think about what skills, experiences, and knowledge 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' demographic in two sentences:

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

Total years teaching (include this year):

List and briefly describe workshops, conferences, and seminars completed within the last two 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

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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 the entry-level workers lack the basic skills and knowledge needed to be immediately productive in the workplace. The Wyoming Department of Education is working to increase student achievement and motivation through new teaching and learning strategies in response to these trends. 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 to prepare all students for college and careers.

The teacher externship is designed to expose teachers to careers and work environments to 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 in an effort to better prepare young people for the challenges of today's work environment.

Here's how you can help. I am planning a teacher externship for (when). An externship can be up to forty hours in length. 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

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### 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 learn 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 start date)** ?

Company name: \_\_\_\_\_

Primary product/service: \_\_\_\_\_

Secondary product/service: \_\_\_\_\_

Contact name: \_\_\_\_\_

Department: \_\_\_\_\_

Telephone: \_\_\_\_\_ Cell phone: \_\_\_\_\_ Email \_\_\_\_\_

Address: \_\_\_\_\_

Externship date(s): \_\_\_\_\_

Time: \_\_\_\_\_

Check-in location: \_\_\_\_\_

Directions to company: \_\_\_\_\_

Parking/Entrance/Security information: \_\_\_\_\_

Dress requirements: \_\_\_\_\_

## Agreements for a Successful Externship

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Is it useful to have an agreement between the externship teacher and the host organization regarding expectations to ensure a successful experience? What are each parties expected to do to ensure a successful experience?

The following information is meant to serve as a starting point to develop a clear understanding of expectations and/or roles and responsibilities for everyone involved

### **Teacher**

- Attend orientation meeting(s) with the externship host and/or externship host
- Contact business/industry/community partners to set up externship
- Complete informational interviews with 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
- Take photos, as allowable, to share your experience with students and colleagues
- Develop at least one lesson plan based on the externship using the Wyoming State CTE Standards
- Develop a summary, powerpoint 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 online survey of the externship experience
- Write a thank you note to the externship host
- Follow rules and regulations of your employer (the school district) and the externship host
- Be punctual and appropriately dressed

### **Externship host (business)**

- Conduct an orientation meeting
- Provide a point of contact for the teacher
- Provide the opportunity for photos if allowable
- Provide an opportunity for teacher feedback

## Permission to Photograph the Worksite and Employees

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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 classroom. Please grant permission to use these photographs in teacher-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. Permission is granted to use photos taken during the teacher externship. OR

NO. Please do NOT take or use any photos.

Externship Host Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Job Title: \_\_\_\_\_

Place of Employment: \_\_\_\_\_

Contact Information:

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Date: \_\_\_\_\_

## Suggested Activities for a Teacher Externship

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1. Visit a variety of departments to gain a sense of the depth and breadth of the industry opportunities.
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/internship programs
  - sample resumes
  - salary ranges for various positions
  - performance review processes and tools
4. Conduct structured interviews; obtain information on the following:
  - the variety of occupations and positions in each 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:
  - organizational chart
  - annual report
  - brochures
  - sample products: reports, presentation materials, film clips, photographs

6. Observe:

- meetings
- informal “coffee talk”
- presentations
- interviews
- screenings
- lunch and/or work 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 a period of time, under the supervision of someone who can provide orientation and training in that job.

## Employer-Teacher Extern Work Plan

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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-extern signature: \_\_\_\_\_

Host-site signature: \_\_\_\_\_



## Reminders/Checklist for a Successful Teacher Externship

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- Call the externship 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 externship host
- 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 externship host
- 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 State CTE 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 classroom and keep in mind others who could use the connections and resources
- Thank people you visit with for hosting your externship
- Leave at the agreed-upon time
- Send a thank you note



## Questions To Ask at a Externship Host/Structured Interview

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### 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 impacting on the company's future development?
6. Describe your company culture?
7. How many people are employed by the company?
8. How has technology affected the company?
9. What should I teach in my classroom to prepare students for employment in your company?
10. What would you recommend teachers do to strengthen the relevance between school and 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 students for employment in your company?
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 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 between school and the workplace?

## Employee Questions

1. Please describe your typical workday OR 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 teach in my classroom to prepare students for employment in your company?
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 interested in working in your job?
12. What would you recommend to teachers to strengthen the relevance between school and 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 Opportunities<sup>1</sup>

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

### Math

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

### Writing

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

### Reading

<b>1</b>	<b>2</b>	<b>3</b>
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

<b>1</b>	<b>2</b>	<b>3</b>
Perform simple task	Perform multi-step tasks	Perform more than one multi-step task simultaneously

### Planning and Decision Making

<b>1</b>	<b>2</b>	<b>3</b>
Not a responsibility of the job	Assist in planning steps required to complete multi-step assignments	Helps identify alternative methods to complete multi-step assignments and planning steps

### Problem Solving and Trouble-Shooting

<b>1</b>	<b>2</b>	<b>3</b>
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

### Computer Technology

<b>1</b>	<b>2</b>	<b>3</b>
No computer use 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

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

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**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

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**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

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**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 necessary for solid job performance. Record how 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		



<b>Thinking Skills</b>	<b>The Way the Skill Is Being Used</b>	<b>Classroom Application</b>
Creative thinking		
Decision making		
Problem solving		
Visualize a finished product		
Knowing how to learn		
Reasoning		
Negotiating		
Monitoring and correcting performance		
Designing or improving systems		
Acquiring and evaluating data		
<b>Personal Qualities</b>	<b>The Way the Skill Is Being Used</b>	<b>Classroom Application</b>
Individual responsibility		
Social skills		
Integrity		
Time management		
Respecting diversity		
Teaching others		

## Learning Audit of a Worksite<sup>2</sup>

This tool can be used in its entirety or partly depending on the 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 structured 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 do people read as part of their work:

7. Applications of scientific concepts or methods:

<sup>2</sup>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 structured 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 worksite(s) to 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 curricular content, projects, or ideas emerged from your visit?

## Externship Journal

---

Externship Host: \_\_\_\_\_

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 next year.

1 2 3 4 5 N/A

Comment:

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 or participate in the following opportunities (check all that apply):

- visit the classroom as a guest speaker
- provide structured interviews with employees
- provide paid internships for students
- provide unpaid internships for students
- serve on an advisory council
- participate in a career fair
- other

Other Comments:

Thank you for your time and input.

## Evaluation of Externship Program for Teachers

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In an effort to improve the experience, please complete the online survey, following the instructions below.

To complete the [survey](#), you will need your WISER ID. If you do not have this information, please contact your school district's human resource department and they should be able to provide it to you

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?<br>Comment:   |          |   |   |       |   |
| 2. The experience made me more aware of workplace readiness (problem solving, technology, communication) required by the employer.<br>Comment:                            |          |   |   |       |   |
| 3. Discussions with the employer focused on the academic preparation required for the occupation(s) observed.<br>Comment:   |          |   |   |       |   |
| 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.<br>Comment: |          |   |   |       |   |
| 5. The information I received prior to the externship provided an adequate and clear understanding of what to expect.<br>Comment:   |          |   |   |       |   |

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

1 2 3 4 5

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)

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Your Name  
School Address  
City, State, Zip Code

Name of Contact Person  
Name of Externship/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 helping students understand the connection between what they are learning in the classroom and the skills necessary for success in the workplace..

Through my externship experience, I learned (examples) and will use this new knowledge to help students be successful beyond high school.

Sincerely,

Your Name  
Title  
Email  
Phone

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

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As you develop your lesson plan(s), be sure to review your Wyoming State CTE and/or Academic Content Standards. Determine the standards where your externship experience can be integrated based on the activities you observed or engaged in during your externship.

### **Key concept(s):**

Standard(s) Number:      Summary:

### **Objectives:**

**Career technical skills and knowledge:** (drawn from the Wyoming State CTE Standards)

**Academic knowledge and skills:** (drawn from the Academic Content Standards)

**Integration possibilities:**

**Project-based learning opportunities:**

**Resources/materials needed:**

**Motivational opener:**

**Learning activities:**

**Homework:**

**Assessment/culminating project/evaluation:**

**Closure:**

**Lesson plan reflection:**

## The “Scans” Skills<sup>3</sup>

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### 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 the best alternative
- C. Problem Solving: recognizes problems and devises and implements a 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 course of action

<sup>3</sup> 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

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## 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 a 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.



# Wyoming Teacher Externship Process

## Step 1 – Planning Process

*Before beginning the externship, contact Dr. Michelle Aldrich at [michelle.aldrich@wyo.gov](mailto:michelle.aldrich@wyo.gov) to confirm you are eligible for the externship reimbursement. Please note that stipends have a 40 hour cap per state fiscal year (July 1 - June 30).*

## Step 2 – Payment

If you have been paid by either the Wyoming Department of Education (WDE) or any state agency you were assigned a vendor code number (VC#). Provide the VC# with your externship documents. If you are unsure or would like to verify that your information is correct, please contact [ilaine.brown1@wyo.gov](mailto:ilaine.brown1@wyo.gov). Alternatively, if you have never been paid by WDE or any state agency, please follow these directions::

- Complete, **sign**, date, scan and email the most current version of the IRS Form [W-9](#) to [ilaine.brown1@wyo.gov](mailto:ilaine.brown1@wyo.gov)
- Should you wish to be paid by direct deposit we will need you to also provide the original banking documentation, for example: an unused, voided check or an original letter from your financial institution verifying your account/routing information to: the original to: Wyoming Department of Education, ATTN: Brittany Scherden, 122 W. 25th St. Suite E200, Cheyenne, WY 82002-0050. These documents must be original..

## Step 3 – Documents

Please scan and email the following externship documents to [ilaine.brown1@wyo.gov](mailto:ilaine.brown1@wyo.gov):

- Paycheck stubs from the employer (if you were paid by the employer)
- Completed Teacher Externship Time Log page 15 (signed by the employer)
- Completed PTSB form and questions for Externship CEUs page 36 (if CEUs are desired).

Please note, if you have been paid by the employer, that amount will be deducted from the stipend (i.e. if you were paid \$10/hr. you will receive a \$25/hr. stipend from WDE). Upon receipt of all documents, an invoice will be generated. The invoice and supporting documents will be processed for payment. Depending on the volume of payment requests, it could take up to three (3) weeks to complete the payment process once the invoice is generated.

## Step 4 – Survey

Complete the [survey](#). You will need your WISER ID. If you do not have this information, please contact your school district's human resource department and they should be able to provide it to you.

## 2022-2024 Focused Professional Development Rubric

CATEGORY	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT	0 POINT
1. Connection to Content Area subject I teach	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
2. Connection to Business and Industry	Industry training or provided	80% provided by industry	60% provided by industry	50% provided by industry	Industry involved minimally	No industry involvement
3. 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 related to Perkins priorities*	No connection to Perkins priorities*
4. Duration of Training	> 16 hours	12 to 16 hours	8 to 12 hours	4 to 8 hours	2 to 4 hours	< than 2 hours
<b>Please select a point value for each line number 1-4. Add the points selected for each line to arrive at the total number of points for the professional development attended.</b>						
Total Points						

**\*Perkins priorities: Career advisement and development; special populations**

## 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 Time log form signed by externship host 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](mailto:ptsbworkshoprequests@wyo.gov)

### 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: \_\_\_\_\_

## Focused Professional Development Worksheet

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

CTE Instructor Name: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_ Program: \_\_\_\_\_

_____	INNOVATIONS Conference	5 points
_____	Native American Conference	5 points
_____	ACTE Best Practices & Innovations	5 points
_____	National Career Pathways Network	5 points
_____	ACTE Region V	10 points
_____	Content Area Training	10 points
_____	CTSO National training	10 points
_____	ACTE Vision	15 points
_____	WY ACTE Conference	15 points
_____	Inspire Ingenuity	15 points
_____	Career Development Facilitator	20 points
_____	Other (Please include agenda and completed Professional Development Rubric)	
_____	<b>Subtotal Focused Professional Development</b>	
_____	<b>Externship hours completed</b>	
	<ul style="list-style-type: none"> <li>▪ One hour of externship =1 point of focused professional development</li> <li>▪ To receive stipend please complete the Externship Invoice and submit to michelle.aldrich@wyo.gov</li> <li>▪ To receive PTSB CEU's for externship please complete Externship Summary and submit to ptsbworkshoprequests@wyo.gov</li> </ul>	
_____	<b>Total points earned for the current year</b>	