

TEACHER EXTERNSHIPS

Journey From the Workplace to the Classroom

Educating Careers Conference

March 2, 2010

Marna Lombardi

CC-CTE-CC Grant Coordinator

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CC-CTE-CC Grant

- Four areas of Focus:
 - 7th/8th Grade Outreach
 - Professional Development for the Region
 - Increase awareness in Career Technical Education- teacher externships/student internships
 - Focusing on Industry Sectors:
 - H-T-R
 - Renewable Energy
 - Entrepreneurships



Teacher Externship Pilot – Summer 09

- Review existing programs
 - Job shadowing
 - Cuesta CC (2 summers) FLIP –math/science
 - State Center Consortium, Fresno
 - Houston A+ Program
 - Orange Coast Community College
- Format inspired by ROADTRIP NATION



Research/Literature Review

- WCL: Workplace Community Learning Experiences:
...observe and/or engage in activities in business/industry or service organizations.. to learn how classroom content and learning strategies will be applied outside the classroom.
- Benefits to educators..*fresh perspective,... able to explain value of content to students..*



(Phelps, 1998)

Workplace Experiences

- Student internships
- Teacher externships
- Job shadowing
- Informational Interviewing
- Service learning



Bottom Line: **Set goals, plan** (prepare), **do** (observe, question, define skills needed) and **apply** (incorporate in lesson plans)

Benefits in the Classroom from Teacher Workplace Experiences

- Tie curriculum to real-world applications
- Encourage students to work in groups
- More cooperative learning and open-ended problem based assignments
- Expanded career information into curriculum
- Experimented with inquiry based and student problem solving into lesson plans

(Ettinger, 1997)

Teacher Externship Pilot –

AHC 06/09

- 1 Career Guidance Technician
- 1 Middle School Instructor
- 4 area High School Instructors
 - 3 instructors (Hospitality, Restaurant Mgmt, & Family Consumer Sciences)
 - 1 instructor in Auto Body
- 2 AHC Faculty Members
 - Business and Recreation Management Instructors



Scope of Work Phase 1: WCL

- Attend orientation meeting
- Make arrangements with three business partners
- Maintain a reflective journal
- Attend culminating meeting to share experiences
- Complete program evaluation



Scope of Work: Phase 2:

Lesson Plan Development

- Develop one lesson plan per experience using the *CTE Model Curriculum Standards*.



- Share outlines with Program Coordinator to be showcased as best practices.
- Submit final program evaluation on classroom lesson plans.
- Share with other teachers at culminating meeting

Tools to complete assignments

- Individual meeting – Outlined Goals
 - Program Overview
 - Business/workplace commitment
 - Scope of work
 - Brainstorming on business/industry partners
- CA CTE Model Curriculum Standards (7-12)
 - Review competencies for Industry Sector
 - Sample lesson plan and format



Tools (cont.)

- Information Interviewing
 - Supervisor
 - Human resources
 - Employees
 - General Labor Market Questions
- Skills Observation Forms
- Workplace Competencies Observation Form
- Culminating and Networking Meeting



Goals of Teacher Externship Pilot

- Small scale – build on the model
- Reflective journaling
- Continuous improvement on model - systemic
- Develop lesson plans (3 per educator)
- Share results – best practices
- Develop ongoing relationships within the community
 - Advisory Committees
 - Guest Speakers
 - Community Relations – between education and B/I partners
 - Future field trips, internships, other externships.....



The Community Collaborative Experience

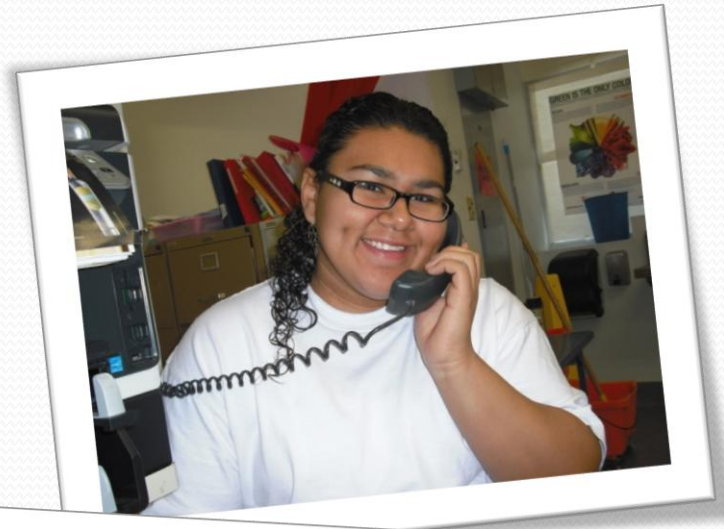
Amy Bean
Lompoc High School
Lompoc, California
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Our Food Service & Hospitality Class

- Implemented in fall of 2008.
- Student managed “espresso bar” for staff.
- 20 students rotate through 12 jobs
- Will change yearly with goals and personalities of new class
- Students exit with a certificate of competency
- ROP through North County

Student Jobs in the “Hot Spot”

- Answer phone /take orders
- “Front of the House”
- Expedite
- Cashier



- Delivery
- Baking
- Research/Development
- Marketing/Merchandising
- Purchasing/Kitchen manager



- Catering Manager
- Dishwasher



Goals for the Community Collaborative Internship

- Baking and Pastry
- Experience with Coffee Service
- Cake Decorating



Pastry Chef Benjie Puga

Lido's Restaurant/Dolphin Bay Inn Resort



Classroom Connection

- A problem in our classroom is limited prep time for pastry baking – 20 minutes.
- Kids come in at 7:10. Staff arrives and wants product at 7:30



One more Solution!



Industry Information

- **Baking/Pastry is still in demand.**
- **Work habits remain crucial: skills can be taught .**
- **Labor market is currently impacted.**
- **Post high school training in culinary will still require starting at the beginning, at Lido's culinary staff is expected to “stage”.**
- **Beginning sous chef/prep chef salary = \$40K**

Classroom Connection



Gina's Piece of Cake



Classroom Connection

- “On the Clock” behavior
- Storage Ideas
- Ticket process



Industry Information

- TV Shows have raised consumer expectations without a corresponding expansion of pocketbooks.
- Demand for cakes has increased
- Demand for sweets has stayed the same
- Training a baker's apprentice takes 2 yrs.
- Keep trained staff is difficult – no commitment level to this as a career.



Southside Coffee Co.



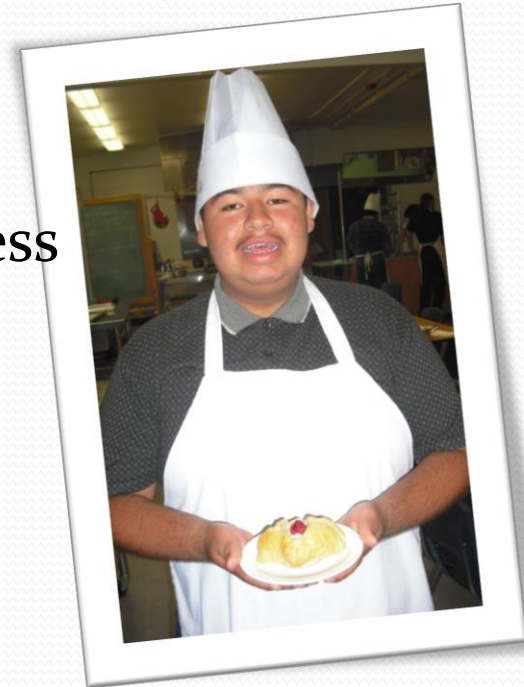
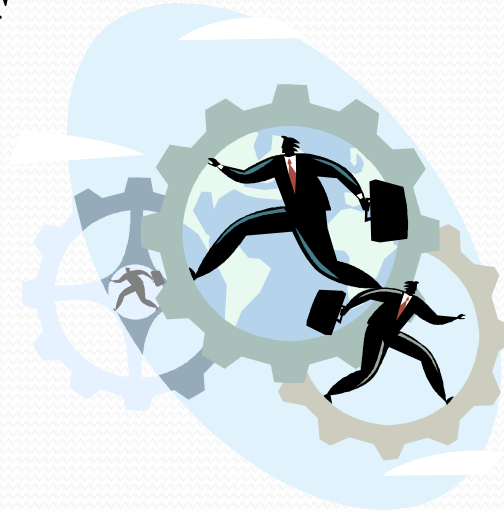
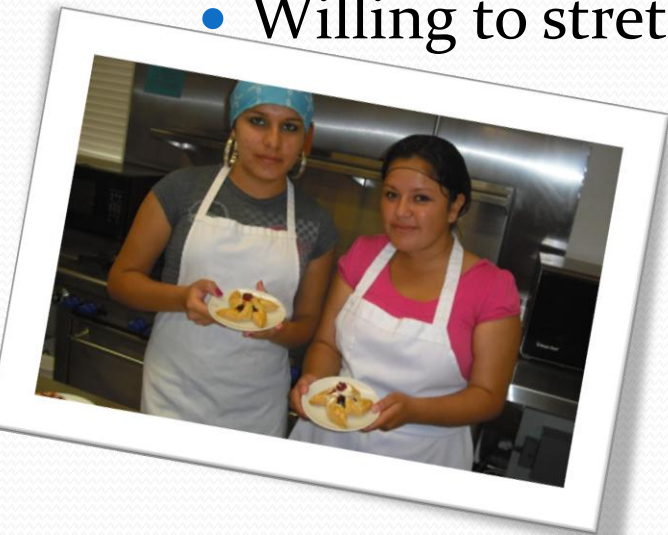
Industry Information

- The current economy has affected the coffee shop.
- Workers will start and likely remain at minimum wage with no benefits.



Similarities in all FSH businesses

- Personality Crucial to getting and maintaining work.
 - Smile
 - Sense of humor
 - Ability to fit in with culture of the business
 - Open minded
 - Willing to stretch self



Work Habits desired by FSH employers

- Good judgment
- Attentive to work – leave problems at the door
- Ability to multi-task
- Able to work unsupervised once a task is taught
- Attendance
- Academics are secondary to personality and work habits



Classroom Connection

- Hospitality connection – personality (with customers and with the team) can be more important than skills or education.
- Revised my expectations in the classroom to coincide with what employers are needing.
- Constant review with students of what expectations will be awaiting them in the job field.

The Collaborative Experience

Jimmy Palacios

Instructor, Restaurant Occupations
Regional Occupational Program
Santa Ynez Union High School
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Chumash Casino

- Pastry Chef, Martin Huerta
 - Executive chef- 5 years experience overseeing the kitchen
 - Experience in the following:
 - Cordon blue New York
 - Hilton Hawaii
 - AZ- all catering
 - Student catering-work experience
 - Pastry chef commitment- comes in 3am for special orders



Classroom Connection

- **Key Concept:**
 - Students understand and apply the basics of baking, pastry, and dessert preparation in
- **Performance Objectives:**
 - *To introduce the concept*
 - *To have students understand*

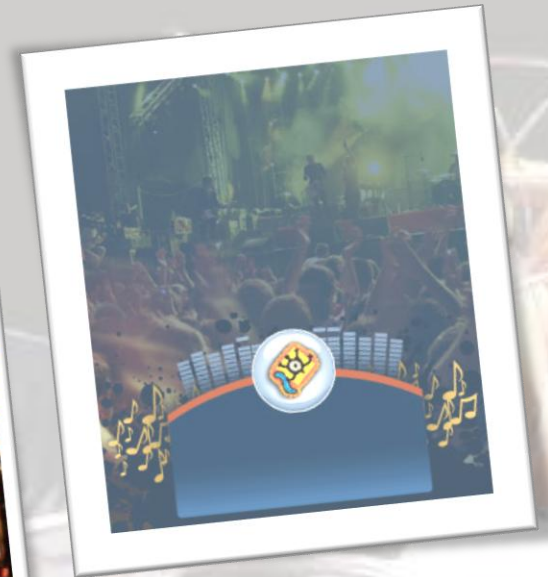
Chumash

- Chumash

- Events

- Casino

- Restaurant



Classroom Connection

- **Key Concept:**
 - Use, maintain, and store the tools, utensils, equipment, and appliances appropriate for preparing a variety of food items
- **Performance Objectives:**
 - *To introduce the concept:*
 - to introduce a fast way to using a food slicer to help you prep food in a Kitchen faster
 - *To have students understand:*
 - The food slicer as a piece of equipment that could help them prep food faster and get more stuff done.

Chumash Restaurant

- Fast paced restaurant
- High volume
- Portion control
- Appearance of food



Big Concern

- **SAFETY**



Neilson's Market Place

- Comprehensive understanding of operations within the market:
 - Relationship to ROP
 - General manager vs. Chain stores
 - Advertising
 - How do we compete?
 - Hands on experience in the store
 - Fundraising/donating to the high school
 - Deli/meat department
 - Ordering for wine tasting

Classroom Connection

- **Key Concept:**

- Students understand major aspects of the food service and hospitality industry and the role of the industry in local, state, national, and global economies:
 - Students understands and applies the knowledge and skill essential for effective customer service.

- **Performance Objectives:**

- *To introduce the concept:* A Food market with many different departments.
- *To have students understand:* the multiple aspects of a food market

Neilson's Market Place

- Local employer
- Customer service emphasis
- Community based
- Inventory
- Shelf space
- Ordering
- SAFETY

Benefits to work experience:

- Advisory committee members
- Student internships
- Guest speakers
- Community relation

Teacher Externship Forms

Business Information



Business Information (use for each work assignment)

Company Name: _____
Contact Name: _____
Department: _____
Telephone #: _____ Fax #: _____ Address: _____
Externship Dates: _____ Time: _____
Check-in Location: _____
Directions to Company: _____
Dress Requirements: _____ Parking: _____

CHECK LIST

- _____ Set the date for the visit (June 22-25, 2009)
- _____ Confirm the appointment the week before the visit.
- _____ Arrive at the agreed upon time.
- _____ Follow all company guidelines at the site.
- _____ Act professionally at all times.
- _____ Give employees time to answer your questions. (Let them do most of the talking.)
- _____ Be enthusiastic about what you see.
- _____ Thank contact for externship visit.
- _____ Leave at the agreed upon time.
- _____ Complete detailed notes that will be used to help develop your lesson plan.
- _____ Send thank-you note.

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CHECKLIST for Teacher Externship Program



CHECKLIST for Teacher Externship Program

Participate in the CC-CTE-CC (Central Coast Career Technical Education Community Collaborative) Grant Teacher Externship Program.

Check Date

Teacher/ Counselor Externship Duties include:

Attend orientation meeting with Marna Lombardi prior to externship.
 Sign off on the registration form and / or additional assignment form.
 Set up three business partners to job shadow or work with. (We have information on what is expected of the businesses, and suggestions can be made on contacts, but the responsibility will lie with each participant to set up the workplace visits.) Let Marna know of the three businesses and contact information.
 Spend up to 15 hours in three CTE Pathway related businesses or industry companies or in three different areas within one company (i.e. 3 days at 5 hours at each workplace for a total of 15 hours in job shadowing)
 It is estimated that an additional estimated 15 hours will be spent writing up the classroom activities.
 Complete informational interviews of the key people you meet during the site visit and summarize these answers.
 Keep a reflective journal to refer back to for your curriculum activities.
 Use the California Career Technical Education Model Curriculum Standards for grades 7-12 for format for the curriculum activities.
 Complete the Classroom/Counselor Activity Worksheets.
 Develop at least one classroom or counselor project or presentation/ per experience (minimum 3 complete activities) based on your experience. Please note that these will be shared as best practices.
 Share experience, project and/or presentation with project participants at FINAL MEETING.
 Complete Faculty/Counselor Evaluation.
 Implement activity/presentation with students during the school year. Follow-up via email with Marna Lombardi once it is completed in the classroom.
 Present your findings/feedback via an e-mail survey.
 Write a thank you note to the business partners that you have visited.

In addition, the participant will ensure successful implementation of externship activities in compliance with both AHC and Chancellor's Office policies and procedures.

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CTE Curriculum Standards



CTE Curriculum Standards

Outline for Teacher Externship Program from Allan Hancock College

Suggestions as you develop your lesson plans: Review the Curriculum Standards Book provided to you. H-T-R industry sector is listed starting on page 229. Find the area that best describes the work that you did in your externship (i.e. Food Science, Food Service and Hospitality, Tourism and Recreation) Review the competencies (note #'s) and follow this format as you build your lesson plan.

KEY CONCEPT:

Standard: _____ (number i.e. C11.0)

Summary:

PERFORMANCE OBJECTIVES:

To introduce the concept:

To have students understand:

TECHNICAL STANDARDS ADDRESSED: (tie these in with the competency)

ACADEMIC SKILLS REINFORCED:

MATERIALS:

MOTIVATION OPENER:

PRESENTATION:

APPLICATION of Lesson Plan:

ASSESSMENT / EVALUATION:

CLOSURE:

LESSON PLAN REFLECTION:

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CTE Curriculum Standards



CTE Curriculum Standards

SAMPLE LESSON PLAN-

used in Recreation Management Course taught at Allan Hancock College for Paul LeSage.

KEY CONCEPT:

Standard C11.0 Hospitality, Tourism and Recreation

Students understand and apply the fundamentals of planning events for a diverse clientele

PERFORMANCE OBJECTIVES:

To introduce the concept of event planning as a career

To have students understand the multiple aspects of an event (i.e. planning a large meeting)

TECHNICAL STANDARDS ADDRESSED:

C11.1: Understand the purposes and target audiences of various venues

Ask for their experiences of large events that they have attended (i.e. concerts, festivals, conferences, graduation, family reunions, AHC Career Day, etc)
What are some memories of what you experienced from an attendee viewpoint? (was it a long line? Was it security? Was it lack of restrooms; was it well organized or very disorganized)

C12.1: Plan special events based on specific themes, budgets, agendas, space and security needs, and itineraries.

Who pays for these events; who plans them; how do they get started; is there money to be made? Today we will plan an actual event that I am in charge of for February 2009.

C13.1: Know how to establish business relationships with a variety of locations, food suppliers and other vendors

The example we will use today will be a meeting for 150 attendees.
Let's hear from the group - what kind of budget do we need to host this meeting at the Santa Maria Inn (\$1000, \$2000, \$5000, \$10,000) -

C14.1: Develop schedules, registration tools, event materials and programs

Faculty/Counselor or Externship Evaluation



Faculty/Counselor Externship Evaluation

Thank you for participating in the Faculty/Counselor Externship. In an effort to improve this experience for both the educators and the employers, please complete this brief survey for each experience and return it to Marna Lombardi.

Thank you.

Name: _____

School: _____

Company: _____

Employee(s) Shadowed: _____

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

1. The externship was connected to your subject matter of expertise?

Agree Disagree

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

4. During the experience, ways were identified in which classroom instruction could incorporate the skills needed in the occupation(s) observed.

1 2 3 4 5

5. The procedures and guidelines provided for the job shadow experience give an adequate and clear understanding of what to expect.

1 2 3 4 5

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

7. Would you participate in the Externship Program again?

Yes _____ or No _____

Please Return Evaluation at Final Meeting.

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Information Interviews



Information Interviews

(Sample questions to help develop background on company and industry and their workforce needs)

Supervisor Questions:

Would you give me a brief description of your company?
Who are your clients or customers?
How is your company organized?
During the past several years, what major industry changes/issues have impacted your company?
What changes/issues does your company anticipate having an impact on the company's future development?

What is the company's culture?
How many employees are with the company?
See attached labor market survey for the industry sector. Ask questions if applicable.

Human Resource Questions:

What job classifications does your company have?

Clerical/Marketing
Unskilled Professional
Semi-Skilled Technical
Skilled Managerial
Other: _____


What job classifications do you expect to have the greatest demand within the next five years?
What are the titles of entry-level positions in your company?
What level of education, training, skills, or experiences does an applicant need for an entry-level position?

What is the entry-level wage for that position?
How do you locate future employees?
What training do you give employees?
How do you evaluate employees?
What is your company policy on attendance/tardiness?
What advice would you give a student who is interested in working for your company?
How is your company involved in education?
How is your company involved in education?

How is your company involved in the community?

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community members to know?

Middle School, High School, ROP
& Community College Faculty,
Counselor and Career Specialist
Teacher Externship/Business
Partner
Contact Information (Have your
contact person sign off on this
sheet during visit)



**Middle School, High School, ROP & Community College
Faculty, Counselor and Career Specialist Teacher**
Externship/Business Partner
Contact Information (Have your contact person sign off on this sheet during visit)

Name of participant: _____

1. Business /Industry Name: _____

Date of visit: _____

Contact Name: _____

Title: _____

Phone: _____

Email: _____

2. Business /Industry Name: _____

Date of visit: _____

Contact Name: _____

Title: _____

Phone: _____

Email: _____

3. Business /Industry Name: _____

Date of visit: _____

Contact Name: _____

Title: _____

Phone: _____

Email: _____

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Career & Technical Education



Career & Technical Education

PERMISSION SLIP FOR PHOTOGRAPHING YOUR WORK SITE OR EMPLOYEES

From time to time we take pictures during Externship/Internship activities. We would like your permission to use these pictures on our website, in our newsletters, or on our brochures. We also will never sell these pictures; we will use them exclusively for **The Community Collaborative** and general college activities and marketing purposes.

____ YES. I grant you permission to use photos on **Allan Hancock College's** and **The Community Collaborative Grant (CC-CTE-CC)** websites, newsletters and/or brochures.

OR

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

Employer/Employee Signature _____

Job Title: _____

Place of employment: _____

Contact information:

Phone: _____

Email: _____

Date: _____

Faculty/Counselor Externship Program Overview



Faculty/Counselor Externship Program Overview

Intent of Faculty/Counselor Externship: The intent of the Faculty/Counselor Externships is to provide business-and industry-based work experience to community college, middle and high school and ROCP faculty, counselors, and career specialists to improve their work with students by incorporating new skill sets, methods, labor market information, employment skills and lessons learned to meet industry standards for a trained workforce in high skill, high wage jobs that contribute to the economic development of the Central Coast. The educational goal of such an externship is to increase the counselor, career specialist, and instructor's ability to connect theory and practice and bring an understanding from the world of business (e.g., problem solving methods, practical applications of theory, and leadership concepts) into the classroom.

Business /Workplace Commitment:

Identify/provide a facilitator/mentor for a site tour of your company

Plan the tour/visit of the company allowing the educators to observe in two or more departments. (one should probably be HR)

Arrange for informational interviews for faculty/counselor in each department they visit

Share ideas with the faculty/counselor that could be incorporated into a classroom activity to provide information about the industry and or products and services provided by the company.

Examples of the type of information the faculty/counselor could be provided during their visit:

- Present an overview of the company and industry related information

- Provide a tour of the company showing the production or product/service development and delivery process used in the company

- Provide information on jobs available within the company

- Define the job specific skills and soft skills required for employment

- Describe the hiring process for new employees

- Provide salary range information for the company and industry in general

- Discuss any industry trends that would affect the demand for employees

- Identify any new skill sets necessary to enter the industry

- Identify any resources, informational or other type, available to provide the schools to help inform students about your industry

Faculty/Counselor Requirements:

Attend orientation meeting with Marna Lombardi prior to June 19, 2009.

Spend time in three CTE Pathway related businesses or industry companies or in three different areas in one company. Have company representative sign off on contact information sheet for documentation.

Complete informational interviews of the key people you meet during the site visit

Keep a reflective journal of your activities to help develop lesson plans for your classroom.

Develop classroom or counselor projects or presentations based on your three work experiences.

Share your experiences with other participants at culminating meeting on Friday June 26th from 10:30 – 1:30 at the Historic Santa Maria Inn in Santa Maria.

Complete Faculty/Counselor Evaluation

Develop lesson plans using the CTE Standards and Model Curriculum (suggested format given) and send Marna a copy when completed.

Implement activity/presentation with students and present feedback via an e-mail survey

Project Coordinator:

Marna Lombardi: Coordinator CC.CTE.CC Allan Hancock

(805) 922-6966 Ex 3901 Cell: 805-709-5035

mlombardi@hancockcollege.edu

Sample Externship Thank You Letter

*—feel free to edit,
adapt, or use a
handwritten note*



Sample Externship Thank You Letter—*feel free to edit, adapt, or use a handwritten note*

Date _____

Name of contact person _____
Name of business/industry _____
Address _____
City, State, Zip code _____

Dear _____:

Thank you for your time and willingness to work with me during my externship experience. I observed several skills and competencies that can be implemented in my _____ class. As a result of my experience with you, I will be more successful at helping students understand the connection between academic learning and workplace skills necessary for success in the world of work.

Sincerely,

Teacher's name _____ Department _____
Name of school _____

SCOPE OF WORK



SCOPE OF WORK For Teacher Externship Program and for Counselors

Participate in the CC-CTE-CC (Central Coast Career Technical Education Community Collaborative) Grant Teacher Externship Program, January/February 2010.

Teacher and Counselor Externship entails the following:

Attend orientation meeting with Marna Lombardi prior to signing the Additional Assignment Form.
Arrange with three CTE Pathway business partners to job shadow or work.
Spend 15 total hours in the workplace.
Complete informational interviews of the key people you meet during the site visit and maintain a reflective journal during work experience.
Develop at least one summary/training exercise per experience (minimum 3 complete activities) based on your experience. Please note that these will be shared as best practices.
Work with another faculty member in a peer review process to strengthen lesson plans.
Complete the Program Evaluation.

Teacher Lesson Plan development:

Develop at least one classroom per experience (minimum 3 complete activities) based on your experience. Outlines will be provided that follow the CTE Model Standards format for each industry sector.
Share outlines with Program Coordinator to be showcased as best practices.
Submit final program evaluation on classroom lesson plans.

Counselor Lesson Plan development:

Develop at least one activity per experience (minimum 3 complete activities) based on your experience as a Power Point or sharing session for students and / or staff.
Share and submit outline with Program Coordinator to be showcased as best practices.

In addition, the participant will ensure successful implementation of externship activities in compliance with both AHC and Chancellor's Office policies and procedures.

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Skills Observation Form: Place of employment



Skills Observation Form: Place of employment: _____

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.

Basic Skills:

Reading

Writing

Mathematics

Listening

Speaking

Thinking Skills:

Creative thinking

Making decision

Problem solving

Seeing things mentally

Knowing how to learn

Reasoning

Personal Qualities:

Individual Responsibility

Sociability

Self-Management

Integrity

Workplace Competencies Observation Form/Notes Page



Workplace Competencies Observation Form/Notes Page

Utilize this worksheet to help identify the workplace competencies observed during your externship (one form per worksite). Record the way you see these competencies being used.

Resources:

Allocating Time
Money
Materials
Space
Staff

Interpersonal Skills:

Working on teams,
Teaching others,
Serving customers,
Leading, negotiating, and
working with people from
culturally diverse backgrounds.

Systems:

Understanding social-organizational and technological systems,
Monitoring, and correcting performance,
Designing or improving systems

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THANK YOU!

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