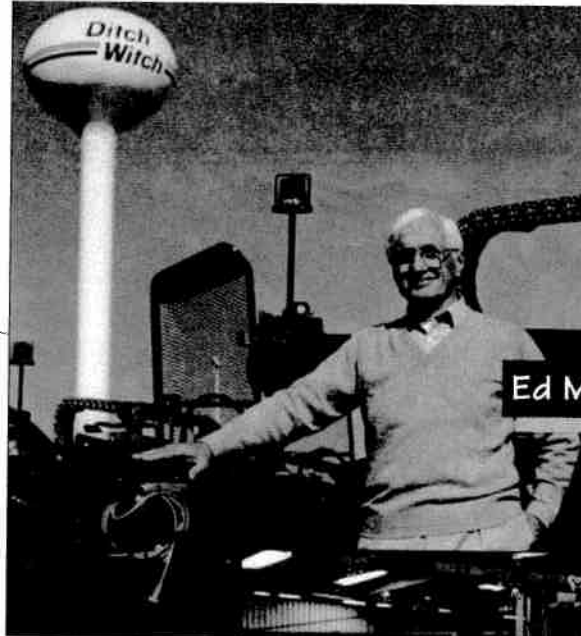


Work-Based Learning: Internships and Job Shadowing



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Ditch Witch
The Underground Authority

April 6, 1998

Welcome!

We are pleased to be your host for this workshop. Our company has been involved in the School-to-Work effort in Oklahoma for several years. We see the need to educate our young people concerning what careers are available to them and what type of education they need to be successful in the career of their choice. We are certainly willing to share our career opportunities with students and provide work-based learning for any student willing to learn.

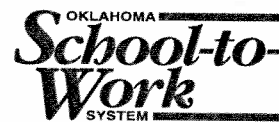
You, as a teacher or administrator, have a big job with many requirements that must be fulfilled. We, along with other businesses, would like to become your partner. We would like to help you understand what kinds of skills students need to be successful in the workplace and are willing to show you how these skills are applied so you can, in turn, show the students.

The possibilities are endless. We take part in this effort to help close the circle of involvement that requires teachers, parents, industry, and students to work together to benefit the *students* and help them be successful at whatever they choose to do. By doing this, we help to ensure our own continued success, as well.

Enjoy your time on our campus and, rest assured, that we are in this together.

Sincerely,
Ed Malzahn
Ed Malzahn
President and CEO

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**WORK-BASED LEARNING:
INTERNSHIPS AND JOB SHADOWING**

FOREWORD

Oklahoma has made tremendous progress in building its statewide school-to-work system over the past three years. Many educators, community leaders, and partners have been involved in this successful launch, and we owe them a great deal of gratitude. They have worked hard to achieve what some considered an impossible task.

While the implementation of Oklahoma's school-to-work system is well underway, there is still much to be done. We are now in the process of teaching all stakeholders about the various components of school-to-work. To accelerate this process, we have developed a contextual learning workshop series, with train-the-trainer toolboxes, to use with our partners at the local level.

This workshop toolbox series will help you develop a cascading taskforce to assist you in providing exciting professional development opportunities to educators and partners within your local partnership. This series of train-the-trainer workshops includes a toolbox full of tools and resources that educators and partners can use to implement major components of school-to-work. Each toolbox workshop is designed around a major component of school-based or work-based learning. Each toolbox contains content materials, sample workshop agendas, workshop lesson design templates, presentation design templates, and workshop impact evaluation processes.

The design of these toolboxes is an initiative of the Professional Development Division of the Oklahoma Department of Vocational and Technical Education in collaboration with the School-to-Work and Guidance Divisions. The content of each workshop resulted from the work of a committee of experts and successful practitioners from around the state who were asked to identify the major factors of success for their assigned component of school-to-work. We commend and appreciate the efforts of these committees. A particular note of gratitude is also extended to the agency staff members who supported these endeavors, such as Diana Whitley and Kathryn Anderson for their many hours of word processing and editing. Special thanks go to Kathryn Moore for her graphic designs and layouts. We also appreciate the input and direction from the Curriculum and Instructional Materials staff, especially Craig Maile. Special thanks to Camilla Riley for developing the PowerPoint presentation. We appreciate Kim Downey, Linda Houck, Renae Lomenick, and Diana Whitley for preparing the disks. Thanks are also expressed to LaMecia Stiles for assisting with the follow-up section in each toolbox.

A special thank you for the employees of The Charles Machine Works, Inc., including:

Ed Malzahn, CEO
The Charles Machine Works, Inc.

Gary Hallock, School-to-Work Coordinator
The Charles Machine Works, Inc.

Cody Harman, Past Student Intern
The Charles Machine Works, Inc.

Sheri Justus, Manager of Human Resources
The Charles Machine Works, Inc.

We hope that the Contextual Learning Workshop Toolbox series will provide strong, practical resources for our local partners. We appreciate your vision for school-to-work on the local level and your desire to increase student learning and teacher effectiveness for all students.

Karen Warner
Professional Development Division,
Oklahoma Department of Vocational and Technical Education

ACKNOWLEDGMENTS

The Curriculum and Instructional Materials Center (CIMC) extends its appreciation to the individuals who played key roles in the development of this publication. Such a comprehensive effort requires contributions from many people. We sincerely appreciate the support necessary to complete this project.

Special thanks are extended to the following persons who committed their time and expertise:

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Teacher Externship, Sandy Mittelsteadt, ODVTE, Stillwater, OK 74074-4364.

Oklahoma Department of Vocational and Technical Education, 1996. Implementing a Local School-to-Work Partnership: Legal and Labor Considerations, Curriculum and Instructional Materials Center, Stillwater, OK 74074-4364

PURPOSE

We are presently in a paradigm shift in education to prepare young people for the twenty-first century. The classrooms of the future can no longer be contained within the four walls of a school. It can no longer evolve around a teacher but must be student-centered. The teacher should become a facilitator of resources. However, these resources will not be able to be generated and contained within the classroom. They will be created from partnerships within our communities and involving business/industries on the local, national, and even international levels. Our students must be able to move beyond the skill level of the instructor. The teacher must be able to make a smooth transition from being an expert, to being a coach, to being a cheerleader. Internships, when done properly, are a gateway to a world of resources beyond the classroom.

According to experts, the key to unlocking learning is not within the teacher but within the student. We must learn how to appropriately teach students by appealing to their preferred mode for receiving information. Next, we must move from teacher-based instruction to student-based construction by teaching students how to use information to learn and solve problems. For example, business and industry partnerships can be an intriguing ticket out of the classroom to an abundance of resources and relevant knowledge. It allows the student to see the use of knowledge in a holistic framework, not isolated bits of information. Claims are abundant that students will be much more committed to learning when they see a connection between what they are expected to do in school and their lives in the future. Teachers must realize that every student brings talents, experiences, and knowledge to the classroom. Partnerships can assist a teacher in showing respect for a student's potential and accessing the interests, skills and knowledge possessed by our students. Thinking that teachers have time to teach to the unique styles of each and every student is unrealistic. However, a real partnership, especially with business and industry, will provide more resources to develop the quality and quantity of learning strategies necessary to engage students to the highest level possible.

One author states that a teacher, who cannot provide immediate examples of how a subject relates to the real world, lacks the competence to engage students in a quest for knowledge. Another expert claims that school, by its very structure, eliminates a child's natural love for learning. A child learns by engaging all the senses. It is only upon entering school that a child's interest, creativity and rate of learning rapidly declines. Business and industry can provide an opportunity for students to do more than just memorize; students must learn to think, apply and realize a need for lifelong learning. It is an excellent opportunity to match interest to career and to provide meaningful, relevant information that has purpose. All these factors are keys to developing a successful school experience for our young people. According to the Oklahoma Regents for Higher Education, of the 100 students who enter the ninth grade, 75 graduate and 25 drop out before graduation. Of the 75 who graduate, 25 will enter the military, go straight to work, or remain unemployed. Fifty will enter Oklahoma colleges and universities. However, only 10 will stay in school and complete a degree. Therefore, the need for schools and communities to partner for education is crucial. We must learn to develop a real partnership in which both business and education receive a tangible product. The returns for both parties will be better schools, better employees, better communities, more jobs and a better economy for all.

Permission granted from Karen Warner

HOW TO USE THIS TOOLBOX

- Use this guide to design and implement internships in business and industry, as well as job shadowing experiences, as part of work-based learning planning.
- The internship and job shadowing experience can be accomplished by either teacher or student, interchangeably.
- Much of this book consists of forms which you may use to implement work-based learning.
- Access the forms shown in this book from the computer disk included.
- Forms can be modified to meet the needs of specific participants.
- Additional materials may be added to the three-ring binder.

During teacher internship activities, teachers who continue to be employed by their school district are typically covered by their employer's worker compensation program.

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INTRODUCTION

MISSION/PURPOSE AND GLOSSARY

Mission/Purpose: To successfully partner business and education to enhance the learning process.

The work-based component may include paid work experience, teacher or student internship, job shadowing, school sponsored enterprise and on-the-job training for academic credit.

The word *externship* may be substituted for internship especially in a health care setting where the term intern has another meaning.

Goals:

- To gain insight on the authentic applications of skills and supporting technologies found in today's businesses.
- To increase knowledge of relevant academic and technological skills needed in today's business world and transfer that knowledge to the classroom.
- To increase business awareness of educator expertise and training.
- To establish a community network of involved business people educators and students.

Glossary

Job Shadowing: a limited experience(s) broadening teachers'/students' exposure of career opportunities by observing employees in their everyday workplace setting.

Mentoring: a process establishing an in-depth relationship between the mentor and the student(s). The mentor is a model and coach who guides, advises and assists the mentee in researching an occupation/profession.

Internship: a paid or unpaid supervised practical experience for the teacher/student or recent graduate. The experience takes place in a workplace setting for an extended period of time and affords teachers and students the opportunity to see a relationship between school courses and career choices as they perform actual tasks.

Work Experience: the combination of classroom application with real job experience, organized and coordinated by an educational institution to provide work-based learning opportunities for students in a chosen occupation/profession.

Teacher Internship/Externship: a supervised observation or training for teachers to gain a practical overview of a particular workplace setting in order to make curriculum relevant to students and/or update teacher skills.

Work-Based Learning: consists of five mandatory activities: (1) work experiences; (2) a coherent sequence of job training and work experiences that are coordinated with the activities in the school-based learning component; (3) workplace mentoring; (4) instruction in general workplace competencies such as positive work attitudes, employability skills and participative skills; and (5) broad instruction in all aspects of an industry. The work-based component may include paid work experience, job shadowing, school sponsored enterprises and on-the-job training for academic credit.

School-based Learning: instruction that includes (1) career exploration and counseling in order to help students who may be interested to identify and select or reconsider their interest, goals, and career majors; (2) initial selection by interested students of a career major not later than the beginning of 11th grade; (3) a program of study designed to meet the same challenging academic standards established by states for all students under the Goals 2000: Educate America Act, and to meet the requirements necessary for students to earn a skill certificate; and (4) regularly scheduled evaluation to identify academic strengths and weaknesses of students and the need for additional learning opportunities to master core academic skills.

Contextualize: Hands-on, connecting learning to experience or real-life, discovery learning.

**BENEFITS/EXPECTATIONS:
BUSINESS EXPECTATIONS**

- Recruit a skilled workforce.
- Promote good public relations.
- Increase awareness and knowledge for teachers and students pertaining to the types of careers available within the region.
- Improve teacher awareness of the work ethic and interpersonal skills needed in today's business world.
- Participate in the educational process by establishing working relationships between business and education.
- Provide teacher "real life" experiences to enhance classroom teaching.
- Drive rigorous academic and technical curricula to give students the skills needed in today's business world.
- Establish prerequisite student skills and expectations, and orientate teachers prior to work-based learning.

BENEFITS/EXPECTATIONS: TEACHER EXPECTATIONS

- Establish working relationship between business and education.
- Engage student in the learning process through relevant curriculum.
- Add relevant content to the curriculum to meet industry standards.
- Incorporate “hands-on/real life” applications with critical thinking. Integrate curriculum.
- Improve guidance and counseling for students.
- Motivate students to broaden their career goals.
- Enhance student opportunities with volunteering, job-shadowing, mentoring, apprenticeships, summer internships and employment.
- Promote academic and vocational skills required by employers to prepare students for the workplace.
- Create a Speakers Bureau of guest speakers.
- Generate field trips.
- Organize a Business and Industry Advisory Board.
- Locate supplemental equipment or materials.
- Work with businesses in building prerequisite skills and expectations to prepare students for work-based learning.

BENEFITS/EXPECTATIONS: STUDENT EXPECTATIONS

- Establish business contacts and build references within career interest.
- Add real-life experience to learning.
- Build problem-solving skills through real-life experiences.
- Application of guidance and counseling to assist in career decision making.
- Broaden career goals.
- Enhance career opportunities by volunteering, job shadowing, mentoring, apprenticeships, summer internships and employment.
- Enhance academic and vocational skills required by employers.
- Build desirable work ethic.
- Adhere to industry standards and program guidelines.