

MATERIALS FOR TRAIN-THE-TRAINER

TOOLBOX OBJECTIVES

- To identify the appropriate terms for the work-based learning experiences to be provided.
- To identify expectations and benefits for all stakeholders within a work-based learning partnership.
- To develop an action plan for coordinating a teacher or student internship with a local business.
- To develop processes and forms as an industry partner to increase the effectiveness and efficiency in providing teacher and/or student internships within a company.
- To use forms in communicating appropriate information to parents concerning a job shadowing/internship experience.
- To provide information addressing the legal/labor issues for local businesses.
- To use appropriate documentation and reflection tools for the shadowing/internship experience.
- To develop and infuse contextual/real-life learning applications that match business and industry standards into the current classroom curriculum.

**PARTNERING WITH BUSINESS AND INDUSTRY
FOR A SUCCESSFUL FUTURE
Detailed Agenda for Train-the-Trainer**

8:30-9:00	Registration (Each participant will pick up materials for the workshop)
9:00-9:15	<p>Workshop welcome Welcome participants and introduce yourself. Introduction of Participants: Have the participants briefly state their names, what they teach, where they are from, and their expectations of the workshop to their team table. Review agenda and state the objective. Give location of restrooms, break areas, lunch sites.</p>
9:15-9:35	<p>Overview of training manual Explain the mission/purpose of the manual. (See page 2) Walk the participant through the sections on "Introduction" (using transparencies provided) and "Evaluation."</p>
9:35-10:35	<p>Team time Explain and give direction on the jigsaw method. The jigsaw procedure requires participants to become a team expert on an assigned topic, then teach the team members what they learned about the topic. Have teams of three number off one to three or color code the materials. All number <i>ones</i> will become an expert on "Internship-Teacher/Student Forms," <i>twos</i> "Internship-Business Forms," <i>threes</i> "Job Shadowing". Participants will move to an assigned area in the room to learn about their section of the toolbox. Then each will return to their team and share the information. If possible, assign a facilitator for each numbered group during the learning experience. The facilitator provides directions for the activity. If the numbered group is too large for discussion, divide the group into teams of eight after directions are given.</p>
9:35-9:40	
9:40-9:50	<p>Facilitator provides purpose of the activity to their numbered group:</p> <ul style="list-style-type: none"> • Ones: "To discuss how we will use the toolbox to develop internships for teachers and students by becoming experts on Teacher/Student Forms." • Twos: "To discuss how a business can use the toolbox and show teachers and students real world application by becoming experts on Business Forms." • Threes: "To discuss how we will use the toolbox to develop job shadowing experiences for students and teachers by becoming experts on Job Shadowing." <p>Explain that participants will have five minutes to share their topic on how they can use the toolbox to develop internships when they return to the original team table.</p>
9:50-10:00	Give participants time to look at each form. Have <i>ones</i> and <i>twos</i> look at "Checklists" and "Suggestions" within section <u>Coordinator of Internship</u> .
10:00-10:10	Review what experts will discuss about how to use this toolbox section when they return to original team table.
10:10-10:35	Participants share their section of expertise within their team. (Limit 5 minutes per person. Notify the team at each interval to wrap up.)
10:35-10:50	Break
10:50-11:35	<p>Panel of business, teacher, and student representatives All panel members explain for 10 minutes each their position and the role they have had with internships/job shadowing.</p>
10:50-11:20	<p>Business Testimony, Teacher Testimony, and Student Testimony Give the audience time to ask questions of the panelists. Also, have questions prepared to ask in case the audience doesn't.</p>
11:20-11:35	Question and Answers

- 11:35-11:50 **Overview of Participants Handbook**
 Participants review “Teacher Perspective,” “Sample Questions,” and “Teacher Observation Form.” Each team participant will pick one different “Perspective,” three different “Questions,” and three different “Observations” to ask the employees or tour guide about during the tour. Time will be given for participants to share in their teams.
- 11:50-12:00 **Afternoon activities overview**
 Explain to participants they will be assigned a tour guide after lunch. Each tour will start at a different point in the plant, and all tours will end back where they began. Review safety policy.
- 12:00-1:00 **Lunch**
- 1:00-3:00 **Business/Industry tour**
- 3:00-3:15 **Break**
 Scheduling the break at this time will allow groups to return without disturbing others.
- 3:15-3:50 **Team time**
 Teams use sharing time to discuss tour and questions asked.
- 3:15-3:35
 3:35-3:50 Using “Participants Handbook,” participants will answer one question from each of the following pages: “Teacher Reflections,” “Souvenirs” (see sample page). Each team will fill-in the Objective and Learning Activities on the “Lesson Plan.”
 Ask for volunteers by subject area to share lesson plan ideas.
- 3:50-4:00 **Closing**
 Restate the objective of the workshop.
 Thank the participants for coming.
 Explain how they can obtain the training guide.
 Have them fill in evaluation of the workshop.

WORK-BASED LEARNING: INTERNSHIPS AND JOB SHADOWING

Participants Agenda for Train-the-Trainer

Workshop Objective: To provide hands-on, in-service training in Work-Based Learning. The following how-to topics will be presented:

Student/Teacher Shadowing
Business Information

Student/Teacher Internship
Legal/Labor Issues

Schedule:

Registration

Workshop welcome

Overview of training manual

Team time

Break

Panel of business, teacher, and student representatives

Overview of Participants Handbook

Overview of afternoon activities

Lunch

Business/Industry tour

Break

Team time

Closing

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

TEACHER PERSPECTIVE

Points to Ponder Before Beginning Teacher Internship:

Describe your greatest learning experience:

Did it occur in school?

Why was it powerful learning?

What goals do you want to accomplish while job shadowing?

Why did you pick this company?

What do you think you will observe that will be relevant to your students?

What areas or departments do you think would interest your students?

What positions in the company do you think would interest your students?

What job skills will you see?

What will be attitude of the employees?

What communication skills will you see?

What examples of teamwork will you see?

What mathematics will be used on the job?

What scientific concepts are used?

What technology/equipment does the company have?

What "hands-on" teaching activities do you think you will incorporate into your classroom?

What occurs in business that you can use in the classroom?

Do you think you will find a role model for your students?

How will you make your curriculum more rigorous after your internship?

How do you think you will describe your internship experience?

What did you think will be the most positive aspect of your job shadowing?

What do you think will be the most negative aspect of your experience?

What do you think will be the pros/cons of teacher internship?

SAMPLE QUESTIONS

General

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 company's dress code?

How many employees are with the company?

Full-time:

Part-time:

Temporary/Seasonal:

What job classifications does your company have?

Clerical

Sales/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?

Given two equally qualified applicants, how does the company choose which one to hire?

Who interviews the applicants?

How many applications are received (week, month, year)?

How many applicants are interviewed?

What training do you give employees?

How do you evaluate employees?

What is your company policy on attendance/tardies?

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 the community?

Specific

Describe your typical work day.

What level of education is needed?

What academic and vocational skills are required for your job?

What is the salary range for this job?

What hours do you work?

What are the positive aspects of your job?

What are the negative aspects of your job?

What advice would you give a student who is interested in working in your occupation?

How did you get this job?

Would you be willing to participate on an advisory board?

Would you be willing to speak to my class?

Would you be willing to allow a student to job shadow?

Would you be willing to mentor a student?

What other employee should I job shadow?

TEACHER OBSERVATION FORM

<u>Category Observed</u>	<u>Evidence</u>
Employee Attire	_____
Communication Activities:	_____
Reading	_____
Writing	_____
Speaking	_____
Listening	_____
Body Language	_____
Team Interactions	_____
Scientific Concepts	_____
Mathematical Concepts	_____
Historical Concepts	_____
Technology Used	_____
Software Used	_____
Employee Training	_____
Leadership Skills	_____
Employee Attitudes	_____
General Job Skills	_____
Specific Job Skills	_____
Integrated Work	_____
Good Work Habits/Behaviors	_____
Poor Work Habits/Behaviors	_____
Materials/Equipment/Tools	_____
Visual Aids/Posters/Videos/Graphs/Maps	_____

TEACHER REFLECTIONS

Write three facts you learned.

1.

2.

3.

Describe your experience:

How did this internship influence you?

What statement did you hear that you will quote to your students?

What activity did you observe that you will use in your classroom?

Would this site be beneficial for a student to visit?

What level would you rate your overall teacher internship?

_____ Above Average _____ Average _____ Below Average

What grade would you give yourself for your "trek?" ___ A ___ B ___ C ___ D ___ F

What occurred during your internship that has relevancy for your classroom?

What occurred that would interest/excite students?

What activities did you observe that would appeal to auditory learners?

What activities did you observe that would appeal to kinaesthetic/tactile learners?

What concepts or activities could you integrate with other subjects?

What activities would enhance concepts you already teach?

What life-long learning activities were seen during the internship?

What ideas can you use to create a bulletin board?

List strategies you know to teach the new concepts/activities you observed?

What will you tell the school administration about this experience?

What will you tell other teachers about this experience?

What will you tell students about this experience?

What will you tell counselors about this experience?

What activities would motivate students?

How did you grow professionally?

Any other reflections?

SOUVENIRS

Terms/Vocabulary	Concepts/Skills
“Real Life” Examples	“Hands-on” Activities

“The more you learn, the more you earn.”

SAMPLE SOUVENIRS

Terms/Vocabulary	Concepts/Skills
Pinch points Vernier scale Prints Mig welding Spray Arc welding Ground drive gearbox Planetary mount ISO 9001	Quality comparison charts Cross-functional teaming Cross-training/multiskilling Assembly stations/lines Test stands
“Real Life” Examples	“Hands-on” Activities
Production change request Quality comparison charts	

“The more you learn, the more you earn.”

LESSON PLAN

Objectives:

Advanced Preparation:

Resources/Materials:

Pre-learning Activities:

Learning Activities:

Closure/Homework:

Assessment: