

TEACHER/STUDENT FORMS

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.

SUPPORTING ACTIVITIES FOR THE TEACHER

- Describe the use of math, science, communication or other curricula as to its current function in the industry.
- Identify curriculum concepts that business or industry uses and incorporate into current content areas.
- Describe the differences between current application of concept and application in workplace.
- Describe the principles underlying the concept usage.
- Identify the variety of occupations in business/industry setting and level of education required for employment.
- Develop a series of lesson plans that “contextualize” academic concepts with an occupational area.
- Develop one plan for a student activity/project that reflects both academic and vocational objectives.
- Explain curriculum projects and application of concepts to other teachers, parents, and/or administrators.
- Write a news release for the local newspaper regarding experience.
- Keep a log of experiences and information researched during the internship.
- Present information of the internship to School-to-Work meeting or workshop and/or departmental meeting or faculty meeting.
- Identify personal goals prior to internship.

POTENTIAL SITES

Research a company as a potential internship site. Brainstorm businesses that would integrate with your classroom. (Contact human resources or public relations department if you have no contact person.)

<u>Company Name</u>	<u>Contact Name</u>	<u>Telephone</u>
1. _____		
A. Primary Product/Service _____		
B. Secondary Product/Service _____		
2. _____		
A. Primary Product/Service _____		
B. Secondary Product/Service _____		
3. _____		
A. Primary Product/Service _____		
B. Secondary Product/Service _____		
4. _____		
A. Primary Product/Service _____		
B. Secondary Product/Service _____		
5. _____		
A. Primary Product/Service _____		
B. Secondary Product/Service _____		

APPOINTMENT/PHONE SCRIPT

Call to arrange teacher internship appointment:

(Example: "My name is _____ and I teach at _____ .

I would like to incorporate some "real life" experiences into my classroom, as I am teaching a unit on career exploration next month. May I job shadow for a couple of hours one afternoon next week? I'm particularly interested in observing lab technicians perform their job duties. I would also like to ask them questions, such as their level of education, salary range, typical workday, and positive aspects of their job. Would this be possible?"

Company Name _____

Contact Name _____

Department _____

Telephone _____ Fax _____

Address _____

Internship Date _____ Time _____

Check-In Location _____

Directions to Company _____

Parking _____ Dress Requirements _____

Foreseeable Problems _____

Checklist:

- Confirm the appointment the day 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 internship visit;
- Leave at agreed upon time;
- Send thank-you note.

APPLICATION AGREEMENT

PURPOSE

- To develop working partnerships between math, science, and language arts teachers and business and industry.
- To provide these teachers with industry knowledge and experiences to assist them with curriculum development and delivery.
- To better prepare teachers to meet the evolving needs of students and businesses.

FUNDS AVAILABLE

There will be a \$466 stipend available for each of six approved internship teacher teams. Each stipend is divisible by the number of local team members participating in the internship, and the corresponding amount will be paid by the fiscal agent to each member upon completion of the internship and submission of the evaluation report.

ELIGIBLE APPLICANTS

Applications are being sought from teacher teams made up of at least one teacher from each of the following disciplines:

- Math
- Science
- Language Arts

All teachers on the team must be employed by the same school district and must teach in grades 7-12.

PROCESS FOR APPLICATION

Teacher teams should submit the completed application/agreement by (date) to the address listed on the cover page of this application. All information requested on the application must be provided. The superintendent (or his/her designee) must sign the application denoting approval for the teacher team to participate in this activity. Notification of acceptance will be made by June _____ 199__.

APPLICATION REVIEW

All complete applications submitted in a timely manner will be reviewed by three Region 7 STW Executive Council members selected by the council's chairperson. A teacher team will be selected from each local STW partnership to receive an internship award. In the event a local partnership is not represented in the application process, the chairperson may authorize the review team to select a teacher team from another partnership. It is the intent of the Executive Council to award six internships.

(Permission granted from Region 7)

TEACHER APPLICATION

Name _____

Current Position/Title _____

School _____

Business/Industry Mentor _____

Company _____

Teacher Agreement

In accepting this internship assignment, I agree to:

- Follow all rules and policies of the company.
- Adhere to the training plan jointly developed by the company and the intern.
- Evaluate the internship experience by communicating successes of this experience, and complete written report to the sponsoring company.

Business/Industry Agreement

As a partnering company in the teacher/counselor intern program, we agree that the intern will be:

- Employed as an interim employee only.
- Intern will be compensated by consortium.
- Assigned to a company mentor who will develop the training plan and will coordinate the intern's activities.
- Provide opportunities to learn new skills and technologies.
- Informed about employee requirements and personnel needs.

Intern Job Title _____

Start Date _____ Concluding Date _____

Business/Industry Sponsor _____ Date _____

Applicant's Name _____ Date _____

TEACHER APPLICATION

Name _____ Social Security No. _____

Home Address _____ City _____ ZIP _____

School District _____ Grade or Subject _____

School Telephone _____ Fax _____

Business and Industry Partner _____

Business Location _____

Business Contact Person _____ Phone _____

Teacher Agreement: In accepting this opportunity to intern with the business listed above, I agree to:

- intern _____ hours (number of hours) in this place of business
- follow all policies and safety procedures of business while on site
- conduct myself in a professional manner at all times
- keep a log of experiences and information researched during the internship
- write a news release for the local newspaper regarding my experience
- transfer knowledge to my students and peers through selecting one of the following options—
 - (a) doing a presentation for School-to-Work meeting or workshop
 - (b) doing a presentation for an in-house departmental meeting or faculty meeting
 - (c) writing and presenting a lesson plan incorporating information and experiences gained during this internship

Teacher's Signature

Business Representative

Principal's Signature

Date of Internship

Presentation Date

Permission granted from P.R.O.S. Partnership
Make sure that both parties retain a copy.

SHADOWING/INTERNSHIP AGREEMENT THE CHARLES MACHINE WORKS, INC./AGRICULTURAL EDUCATION

The Charles Machine Works, Inc., Oklahoma Department of Vocational and Technical Education, and the Billings school district believe that the education of students should be a partnership. This agreement will establish The Charles Machine Works, Inc./Agricultural Education internship partnership, and through this partnership all will benefit. The partners agree that this program will be educational in nature and strive to prepare teachers through academics and workplace skills. The goal of the program is to provide teacher knowledge of relevant academics and technological skills needed in today's business world and to transfer that knowledge to classroom instruction.

Definitions:

Shadowing - The shadowing portion of the program is defined as a worksite experience in which the student agrees to spend approximately 40 hours with mentors in specific work areas at The Charles Machine Works, Inc. The schedule will be worked out on an individual basis with the company. The teacher will be observing and participating in the work performed at the identified work areas. However, the shadowing experience is not intended to be employment nor is the work performed intended to be productive. The purpose of shadowing is to help the teacher put to use the skills learned and prepare the teacher for possible selection into the internship program that follows.

Internship - The internship portion of the program is defined as a paid work experience in which the student is an employee of the company for the summer. The intern will be required to perform duties and tasks assigned. In addition, the intern will be expected to adhere to the following criteria:

- Arrive at work on time.
- Adhere to the workday time schedule.
- Dress appropriately.
- Perform as a responsible employee.

The internship should include a wide variety of work experiences. Also, employment should be similar to the status of other employees of The Charles Machine Works, Inc. However, the internship program is limited to a specific time frame and at no point are teachers guaranteed employment on a full-time basis after completion of the internship.

Other Items:

- Teachers participating in shadowing will be selected by a team; however, if at any point during the shadowing if the mentor or the teacher determines that this experience is not appropriate for the teacher, the experience will be terminated. If the mentor or teacher feels that more instruction is needed after the initial visit, the teacher's schedule will be altered. In addition, if at any time the teacher does not fulfill his/her obligation to the project, the teacher's experience may be terminated.
- Teachers participating in the internship will be selected by The Charles Machine Works, Inc., through an application and interview process. Upon selection, all interns will be evaluated similar to all employees of The Charles Machine Works, Inc., and subject to the rules and regulations of the company.

- *All teachers participating in the shadowing and/or internship programs are obliged to hold in confidence all confidential proprietary information of The Charles Machine Works, Inc., and never use any such information except in the performance of their duties under these programs. Upon request of The Charles Machine Works, Inc., the teacher will sign a separate Non-Disclosure Agreement, as may be reasonable under the circumstances.*
- *Teachers participating in the shadowing and/or internship programs acknowledge that they will be covered as employees under the worker's compensation policy of The Charles Machine Works, Inc., during the term of the internship, and that this policy will be the exclusive remedy for any personal injuries which may be suffered by teachers while working in the shadowing and/or internship program.*
- Mentors for shadowing will be selected by The Charles Machine Works, Inc.
- Mentors will be provided training before the shadowing begins _____ .
(Date)
- The project may be terminated by either partner if deemed necessary.
- The Oklahoma Department of Vo-Tech will assist in the project as needed.

We agree to abide by the structure of the Internship Partnership as set by this agreement:

The Charles Machine Works, Inc.

Oklahoma Department of Vo-Tech

Billings High School

APPROVAL LETTER

Date

Dear Internship Participant:

Congratulations! Your internship request has been approved. Many positive results will evolve from this opportunity.

From the business list you provided me, I have selected a company for your internship. Your internship will be at _____ . This is the first contact concerning this program; therefore, it is important for you to describe the Teacher Internship Program and School-to-Work in general. You will need to set up a tentative work schedule including specific dates and times to equal approximately 35 hours. This schedule, the six lesson plans, and the class activity will need to be completed by June 20.

I have enclosed a description of the program for your reference. Please try to meet all specific objectives when writing the Suggested Training Plan with your mentor. Also included is a copy of the Business/Intern Agreement that will need to be completed with your participating mentor. The Tentative Work Schedule, Suggested Training Plan, and Business/Intern Agreement need to be completed and returned to me as soon as possible.

If the business selected is not interested in providing an internship, please contact me immediately to arrange an alternative site.

If you have any questions, please contact me at _____ . I hope this experience will be as enjoyable for you as it has been for teachers who have participated in the past.

Sincerely,

Enclosures

Permission granted from Grady County School-to-Work Partnership

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 the employees' attitudes?

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 dress policy?

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 OBSERVATION FORM (Cont.)

Time Issues

Health/Safety Issues

Diversity Respected

Motivation Activities

Quality Control

Evaluation/Performance Reviews

Problem Solving/Trouble Shooting

 Acquiring Information

 Evaluating Information

 Organizing Information

 Interpreting Information

Critical Thinking/Decision Making

Liability/Insurance Concerns

**EXAMPLE OF PREREQUISITE SKILLS/KNOWLEDGE:
THE CHARLES MACHINE WORKS, INC.**

Each business/industry will identify and/or adapt its own prerequisite skills and knowledge prior to the extended work-based learning experience. For the short-term work-based experience, a business will provide a brief safety orientation.

SAFETY

- I. Personal Safety
 - A. Eye Protection
 - B. Foot Protection
 - C. Ear Protection
 - D. Grinding Dust and Hazardous Fumes
 - E. Clothing, Hair, and Jewelry
 - F. Hand Protection
 - G. Lifting
 - H. Proper Reporting of Injuries
- II. Identifying Shop Hazards
 - A. Compressed Air
 - B. Housekeeping
 - C. Fire Safety
 - 1. Classification of Fires
 - 2. Types of Fire Extinguishers
 - 3. 'First Line' Fire Fighting Incipient Stage Fires
 - 4. Notification of Fires
 - D. Electrical Safety
 - 1. Basic Electrical Hazards Cords/Lights/Bare Wires/Circuit Breakers
 - 2. Lock Out/Tag Out - Authorizes/Affected
 - 3. Notification of Hazard
 - 4. Notification of Injury
 - 5. Response to Electrical Problems Injuries/Accidents/Hazards
 - E. Carrying Objects
 - F. Machine Hazards
 - 1. Eye Protection
 - 2. Hand Protection
 - 3. Chemical Hazards
 - 4. Pinch Points/Machine Hazards
 - 5. Electrical Hazards

6. Maintenance vs. Setup Procedures

7. Lock Out/Tag Out

- III. Industrial Safety and Federal Law
 - A. Duties of Employers and Employees
 - B. Occupational Safety and Health Standards

MATHEMATICS

- I. Introduction to Common Fractions and Mixed Numbers
 - A. Addition
 - B. Subtraction
 - C. Multiplication
 - D. Division
 - E. Combined Operations
- II. Introduction to Decimal Fractions
 - A. Addition
 - B. Subtraction
 - C. Multiplication
 - D. Division
 - E. Combined Operations
 - F. Powers
 - G. Roots
- III. Introduction to Electronic Calculators
- IV. Metric Conversions (Length: inches to centimeters)

BASIC PRINT READING

- I. Lines
 - A. Bases for Interpreting prints
 - B. The Alphabet of Lines
 - 1. Object Lines
 - 2. Hidden Lines
 - 3. Center Lines
 - 4. Extension Lines
 - 5. Dimension Lines
 - 6. Projection Lines, Other Lines, and Line Combinations

- II. Views
 - A. Three-View Drawings
 - B. Arrangement of Views
 - C. Two-View Drawings
 - D. One-View Drawings
 - E. Auxiliary Views
- III. Dimensions and Notes
- IV. Sections

MEASURING TOOLS

- I. Precision Measurement
- II. Basic Measuring Tools
 - A. Steel Rule
 - B. Rule Depth Gage
 - C. Combination Square
 - D. Calipers and Dividers
 - E. Hardened Steel Square
- III. Vernier Scale
 - A. Vernier Instruments (NOTE: May be too heavy for this level of students.)
 - 1. Caliper
 - 2. Protractor
 - 3. Universal Caliper
 - 4. Height Gage
 - 5. Bevel Protractor
- IV. Micrometer Measurement
 - A. Vernier Micrometer
 - B. Other Micrometer Instruments
 - C. Proper Care of Micrometers
 - D. Reading a Micrometer

BASIC PAINTING

- I. Paint Gun Operations
- II. Nomenclature, Cleaning, Safety

BASIC MECHANICAL SKILLS

- I. Torque Measurements
- II. Hand Tools
- III. Impact Tools
- IV. Hardware Identification
- V. Fittings, Hoses, Sealant

WELDING

- I. Mig Welding
- II. Spray Arc Welding
- III. Weld Symbols

TEACHER REFLECTIONS

Write three facts you learned.

Describe your experience.

How did this internship influence you?

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

Write an activity you observed 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 lifelong 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/multi-skilling 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.”

DAILY LOG

Date _____ Mentor _____

Work Area _____

Day's Assignments:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Skills that were learned:

Teacher Comments:

Mentor Comments: _____

Teacher

Date

Mentor

Date

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LESSON PLAN

Objectives:

Advanced Preparation:

Resources/Materials:

Pre-learning Activities:

Learning Activities:

Closure/Homework:

Assessment: