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Educator Externships: Bridging the Learner Profile with Real World Applications

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Session Goals:

- By the end of the session, participants will:
 - Understand the **benefits** of educator externships
 - Explore various ways that an externship helps **bolster** the Learner Profile
 - Develop an **action plan** to begin an educator externship locally



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ACTIVITY

Think or Write:

1. How many jobs have you held before your career in education?
2. Describe the most interesting one(s).
3. How many years have you been in education?



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Goals for an educator externship:

- “Take a teacher to work” day
- Short
- First-hand experience
- Transform teaching & learning





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Benefits for educators:

- Enhanced awareness of critical workplace skills
- Get out of the classroom “bubble”
- Develop a network of peers (in and out of education)
- Innovative PD
- Understanding of how the IB Learner Profile and ATLs matter in “the real world”





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What teachers say:

Year III Science teacher: “One message from JPL that I really liked was the importance of creativity and the arts even in science and mathematics (ie. *balance*). Today, it is essential that they apply creativity to their problem-solving (after all, they're solving problems that don't have formulaic solutions).”

Year II Design Teacher: “One message I heard quite a bit is the ability to problem solve (*thinker/inquirer*) and also communicate well with others. They also want folks who aren't afraid to try new things (*risk takers*). It seemed like many of them weren't really interested in the "knowledgeable" aspect but more the personality traits. One of the guys at the credit union said, "I can train banking, but I can't train customer service and problem solving.”

4th Grade Teacher: “I am thrilled to learn that literacy of all kinds, written, oral, digital, is fundamentally at the core of making or breaking a career.”



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What are educators taking back to their classes?

- 4 Cs:
 - Critical Thinking
 - Creativity
 - Communication
 - Collaboration
- Process rather than product
- Don't fear failure
- Professionalism
- Open-ended assessments





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CRITICAL THINKING

Critical Thinking Data Collection copy (1 page)

• Record skills you observe – then consider how you could incorporate teaching these skills in your classroom.

CRITICAL THINKING		
Critical Thinking	Way Skill Is Being Used	Classroom Application
<ul style="list-style-type: none">• Reason effectively• Use systems thinking (analyze how parts of a whole interact with each other to produce overall outcomes)• Make judgments & decisions (analyze, evaluate, synthesize, connect, interpret, draw conclusions, reflect critically)• Solve problems• Negotiate• Self-monitor & correct performance• Design or improve systems		



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CREATIVITY

Creativity Data Collection (1 page)

creativity data

CREATIVITY		
Creativity	Way Skill Is Being Used	Classroom Application
<ul style="list-style-type: none">• Use variety of idea creation techniques• Create new & worthwhile ideas• Elaborate, refine, analyze & evaluate own ideas• Work creatively with others• Develop, implement & communicate new ideas effectively• Be open to different perspectives & incorporate input• Demonstrate creativity, & understand real world limits to		



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COLLABORATION

Collaboration Data Collection (1 page)

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COLLABORATION		
Collaboration	Way Skill is Being Used	Classroom Application
<ul style="list-style-type: none">• Work effectively & respectfully with diverse teams• Exercise flexibility & willingness to compromise to reach a common goal• Assume shared responsibility for collaborative work; value the individual contributions made by all team members		



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COMMUNICATION

Communication Data Collection (1 page)

communication data

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COMMUNICATION		
Communication	Way Skill Is Being Used	Classroom Application
<ul style="list-style-type: none">• Articulate thoughts & ideas using oral, written & nonverbal communication• Listen effectively• Use communication for a range of purposes• Utilize multiple media & technologies• Communicate effectively in diverse environments		



Summative Assessments...

- **Year II Individuals & Societies**

Your goal is to understand how one person can make change. You will convince the editors of Time Magazine to choose your selected individual for a special edition of its magazine. You are a staff editor of the magazine who is selecting one “big maker of change” from the Renaissance & Reformation eras to be in this special edition. You will create a presentation for the other staff editors and the Editor-in-Chief in order to win the cover story. This presentation needs to demonstrate the individual’s life, achievements, and lasting effects accompanied by a piece of writing that is at least 700 - 1200 words. All senior editors of Time magazine will view your presentation.



Summative Assessments...

- **Year III Language & Literature**

You are going to develop a pilot episode for the next TV season in order to demonstrate your understanding of how we are affected by change. As a freelance TV show writer, you will be given the basic framework of a story and will develop all the plot elements and your own writer's style and voice. The president of NBC wants to see your "angle" on the theme of change in your narrative. If your story has a unique angle on change, you will be called back as part of the top 5 pilots to be pitched to a focus group. You will be assessed on Criterion A: content and Criterion C: style & language mechanics.



GRASPS

- Goal
- Role
- Audience
- Situation
- Product or Performance
- Standards for Success

From Wiggins and McTighe Backward Design



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Benefits for Businesses and Corporations:

- Better understanding of how students are being prepared for the workplace
- Potentially help shape education for the “real world”
- Give back to the community
- Create a partnership with students & teachers





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El Segundo, CA...





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Our experiences with externships:



- 21st century Professional Development
- 3 Cohorts by 2014/ 2015
- El Segundo Education Foundation
- 5 Fridays per year
 - Begin with introductions
 - Tour companies/ businesses
 - End day debriefing



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Participating Businesses...

- Start locally
- Create interest
- Contacts: owner/ Public Relations department
- Communicate what the goals are for the visit
- Sign privacy agreements
- Set the agenda





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At the district level:

- Administrator support
- 2-3 facilitators/ organizers
- Funding: Ed Foundation
- Limit number of days per year
- Make the outcomes meaningful for K-12
 - The 4 Cs
- Provide sample questions
- Ensure time to debrief





How to start an educator externship in your own school district...

- List local businesses
- Who would be willing to be the organizer/ facilitator?
- District-wide or site specific?
- Funding?
- First steps?



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Documents:

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