

Teacher Externships

District Planning Guide

Personalized Professional Development for Career and Technical Education (CTE) Teachers



Introduction

What is a Teacher Externship?

A teacher externship is a professional development opportunity available to career and technical education (CTE) teachers in South Dakota, looking to enhance their knowledge and skills through a personalized experience. Like an internship or a job shadow for students, externships offer educators a hands-on, career connected learning experience with an industry or community partner, in a peer-to-peer learning environment. CTE teachers are constantly updating their own knowledge and skills about current workplace practices, requirements, and trends to better equip their students for college and career success. Educators use what they learn during their Externship experience to enhance their CTE classroom content with the most up-to-date information from the workforce.

Why Participate in a Teacher Externship?

There are many benefits to participating in a Teacher Externship experience. As a truly personalized form of professional development, a Teacher Externship experience can:

- Enrich career-connected classroom pedagogy
- Enhance industry and education relationships
- Increase opportunities for student work-based learning opportunities
- Build CTE programs that are adaptive and innovative
- Increase teacher efficacy

Getting Started

How to Implement a Teacher Externship Experience

Because the nature of the Teacher Externship experience is that of a personalized professional development opportunity, there is no singular “best way” to structure the experience. However, successful Teacher Externships tend to include the same components to ensure a high-quality experience.

- Application/Selection Process
- Planning Guide
- Experience Reflection
- Industry Partner Follow-up

The Teacher Externship Playbook includes details of each of these components with examples and templates. However, for a Teacher Externship to be truly meaningful, it must be personalized to meet the needs of both the teacher and the industry or community partner supporting the Experience. Additionally, a successful Teacher Externship Experience is going to result in improved student outcomes in the CTE classroom.

To help plan and implement a successful Teacher Externship, the following Planning Guides have been created.

Educator Planning Guide

Guidance for educators wanting to participate in a Teacher Externship Experience.

District Planning Guide

Guidance for districts or consortiums wanting to implement a Teacher Externship Experience.

Industry Partner Planning Guide

Guidance for business and industry partners wanting to implement or participate in a Teacher Externship Experience.

District Planning Guide

Use the following resources to help plan, implement, and support a district-approved Teacher Externship Program. The resources provided are meant as a guide and should be modified to fit the individual needs of each district and/or building.

High-quality Teacher Externship experiences should include the following four phases that both the CTE educator and the business/industry partner should incorporate into their Externship Plan.

- **Self-Assessment & Goal Setting**
- **Action Planning**
- **Externship Experience**
- **Reflection & Follow-up**

Additional information and resources for detailing each of these phases can be found in the **Teacher Playbook** and the **Industry Partner Playbook**. It is recommended that district administration thoroughly review both planning guides when creating their district-approved Externship Experience.

If a Teacher Externship Experience is being offered as a building or district-approved professional development option AND it will be supported through an Externship Coordinator, it is also recommended that an **Application Process** also be included as a part of the planning and implementation of a Teacher Externship Program.

Roles & Responsibilities

A district-sponsored or district-run Teacher Externship program should be supported by a single point of contact or an Externship Coordinator. Typically, this role would be a person currently serving as:

- District or Building Administrator
- Teacher PD Coordinator
- Internship or WBL Coordinator
- CTE Department Chair or Perkins Director

If there is not a person serving in one of these roles who has the capacity to coordinate a Teacher Externship Program at the district/building level, then it is recommended that a school/district utilize the guidance in the Educator Planning Guide and implement the Teacher Externship model as a teacher-directed form or professional development with the educator serving as the main point of contact for their own experience.

District Role & Responsibilities

If district or school-run, the following are recommended responsibilities of the district or school coordinator:

- Establish criteria and an application process for CTE teachers to participate.
- Arrange for business and industry partners to mentor and host CTE teachers.
- Submit all required documentation for Perkins reimbursements.
- Partner teacher externs with industry partners and help coordinate meetings, program expectations, and any other program logistics.
- Communicate all program requirements and guidelines with teacher externs and industry partners.
- Collect experience assessments and reflections and conduct any necessary follow-up with teacher externs and industry partners.

CTE Teacher Role & Responsibilities

- Submit all required documentation required by the district program, including application, receipts for reimbursement, experience reflections.
- Read/review the industry partner handbook and policies prior to the experience.
- Follow all company guidelines and rules of confidentiality.
- Act in a professional way that represents yourself, your school district, and the company at all times.
- Stay actively engaged.
- Bring a copy of the work plan to the host site.
- Ask questions and give employees time to answer; take notes.
- Be enthusiastic about what you see and can do.
- Go beyond the needs of your own classroom and keep in mind others in your school community or CTE department who may benefit from information learned.
- Thank people you visit with for hosting your Externship Experience.

Industry Partner Role & Responsibilities

- Communicate all company guidelines and policies to the Experience Coordinator and teacher extern prior to the experience.
- Help Experience Coordinator establish criteria for the teacher extern application process.
- Conduct an orientation meeting that provides information on company policies and procedures expected of the teacher while at the placement.
- Provide a point of contact or experience “lead” for the Experience Coordinator and teacher extern.
- Allow teacher access to a variety of experiences, including hands-on when possible.
- Provide reasonable accommodations for individual teacher needs when possible.
- Communicate any changes to the plan, experience assessments or evaluations with the Experience Coordinator.
- Establish a plan for continued relationship building with the teacher extern and their classroom/students.

Application Process

For a district or school-run Teacher Externship Program, it is recommended that an application process be established to help manage the program. The following are recommended questions to include as a part of the application process.

1. Basic Teacher Questions

- a. School/building (if multiple in the district)
- b. Email
- c. CTE cluster/courses taught
- d. Years of classroom experience

2. Industry Specific Questions

- a. Did the teacher come from industry (alternative certification) or from a traditional teacher prep program?
- b. Does the teacher have industry experience (prior to teaching, part-time or summer job)? If so, provide details.

3. Cluster/Courses/CTE Content Specific Questions

- a. What skills, knowledge/content are they wanting to learn more about?
- b. Is the experience going to support an existing course or to help implement a new CTE course?
- c. Why are they interested in participating in the Externship?
- d. What do they plan to gain from the experience?

4. Recommendation Form

- a. If administered by someone other than the teacher's direct supervisor, determine whether a recommendation form also needs to be included in the application process

Suggested Timeline

The following is a suggested timeline of events to help a district administer implement a district- or school-run Teacher Externship Program.

4-6 Months Prior to Experience

Initial Planning

- Determine scope and structure of externship
- Develop and submit a budget for the program
- Assess teacher interest

2-4 Months Prior to Experience

Business Recruitment

- Identify and meet with business and industry partners for the program
- Prepare application process for teachers

Teacher Recruitment

- Open application process for teachers
- Review applications and select teachers for the program
- Support design of personalized learning plan for each externship candidate

1-2 Months Prior to Experience

Finalize Experience Plans

- Ensure that all Externship plans have been finalized between the industry partners and the educators participating

2-4 Weeks Post Experience

Reflection and Follow-up

- Ensure all required documentation completed by businesses and educators
- Follow-up with industry partners and teachers to discuss the experience
- Finalize any district requirements for the program

Implementation Considerations

Use the following questions to help guide the implementation of a district or school-run Teacher Externship Experience.

<p>Goals & Outcomes</p>	<p>What are the goals of the program?</p> <p>What are the expected outcomes of the program?</p>
<p>Budget</p>	<p>Will Perkins funding be used to help support the program?</p> <p>What other funds are available to support the program?</p> <p>What costs will be the responsibility of the teachers? The district? The businesses?</p>
<p>Capacity</p>	<p>Who will be responsible for supporting and supervising the program?</p> <p>What possible partners can help support the program? (College, community organizations, business partners)</p>
<p>Criteria</p>	<p>How will teachers be selected to participate in the program?</p> <p>What will be required of the teachers who are chosen to participate in the program?</p> <p>What will be required of the industry partners selected to participate?</p>
<p>Logistics</p>	<p>How will required documents be submitted by teachers and businesses?</p> <p>When will the experiences take place and what will the duration of the experiences be? (Summer, during the school year, in-service days? Minimum or maximum number of hours required?)</p> <p>Will academic credit, or continued education hours be given for the experience?</p>

Perkins Guidance

Teacher Externships can be considered a form of professional development if “*training or instruction provided by an organization outside the school district which directly correlates to CTE course instruction. If aligned to the teacher’s CTE content area and CEU contact hours, CEUs, undergrad credit or grad credit is available, the professional development will be approvable.*” [Using Perkins Funds to Support CTE Programs](#)

CTE Teachers may be able to utilize Perkins funding to help support the Teacher Externship Experience if certain criteria are met.

Is the educator participating in a school district or consortium sponsored externship experience?

Yes → The teacher may be eligible to access Perkins funding for their experience.

No → The teacher may NOT utilize Perkins funding for their experience.

Is the educator teaching district approved Career and Technical Education courses that are relevant to the experience that they will be participating in during this experience?

Yes → The teacher may be eligible to access Perkins funding for their experience.

No → The teacher may NOT utilize Perkins funding for their experience.

Is the educator being compensated by the industry partner for their time during the experience?

No → The teacher may be eligible to access Perkins funding for their experience.

Yes → The teacher may NOT utilize Perkins funding for their experience.

Is the externship experience outside of the contract year (over the summer months)?

No → The teacher may be eligible to access Perkins funding for their experience.

Yes → The teacher may NOT utilize Perkins funding for their experience.

Perkins allowable expenses for district or consortium sponsored Teacher Externships.

- Hourly Stipend for Externship Time (Up to 40 hours max)
- Travel expenses for continuous days of Externships more than 60 miles from a teacher’s home. Externships must be 6-8 hour days during travel. Only in-state travel is allowable.
 - Mileage, Lodging, Meals. (District Approved rates)

Included is general guidance for if a Teacher Externship experience is an allowable use of Perkins funds. More detailed guidance on use of funds for CTE professional development can be found on the Department of Education’s website

<https://doe.sd.gov/cte/perkins.aspx>

Best Practice Use of Perkins Funds for Professional Development for CTE Teachers (Allowable use of funds)	CTE Needs Covered by District (Not allowable use of funds)
CTE Content Specific Professional Development must be specific to the teacher’s content area and courses taught.	General Education Professional Development which is Non-Specific to CTE Content.
Stipends For CTE teachers to attend professional development ONLY if PD occurs outside of the district’s contract year.	Stipends Stipends for CTE Teachers to attend Professional Development within the local district’s contract year.
Transportation Includes mileage from home to airport, flight to and from meeting location, taxi from airport to hotel and back to airport, taxi or rideshare expenses from hotel to conference center (if at a different location) or meeting location. Travel costs must follow district or consortium policy as agreed upon.	Graduate Credit Cost of Graduate Credit offered as a part of the Professional Development.
Meals and Lodging District or consortium approved per diem meal rates for CTE instructors while attending approved CTE professional development Hotel expenses for CTE instructors while attending approved CTE professional development.	Non CTE Teacher Participation If non CTE teachers are participating in the same professional development opportunity.

Teacher Externship Reimbursement Form (Example Template)

Please use this form to submit for reimbursement with your district or consortium.

District: Name:

Event: Date(s):

Reimbursable Travel Expenses

(Includes: Mileage, Tickets, Meals, Parking Fees, Stipend)

Item (Select)	Quantity	Rate	Total
			\$-
			\$-
			\$-
			\$-
			\$-
			\$-
			\$-
			\$-
			\$-
			\$-
Total:			\$-

Submitter: Date:

Pay To (Indicate District or Person's Name):

Additional Resources

SD Teacher Externship Resources

[SD Dept. of Education Teacher Externship - Educator Planning Guide](#)

[SD Dept. of Education Teacher Externship - Industry Partner Planning Guide](#)

[Using Perkins Funds to Support CTE](#)

Teacher Externship Program Examples

Oklahoma Teacher Externships

<https://oklahoma.gov/careertech/educators/work-based-learning/implementing-wbl/implementation-guide/teacher-externships.html>

Wyoming Teacher Externships

<https://edu.wyoming.gov/wp-content/uploads/2022/07/2022-Wyoming-Teacher-Externship-Handbook-7-21-22.pdf>

Colorado Teacher Externships

<https://coloradosucceeds.org/work-based-learning-roadmap/educator-externship/>

Georgia Teacher Externships -

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Externship-Packet-2019.pdf>

Other Resources

<https://www.edweek.org/leadership/teacher-externships-bring-real-world-experience-into-classrooms/2017/07>

For additional information, please contact Kristin.Larson@state.sd.us

