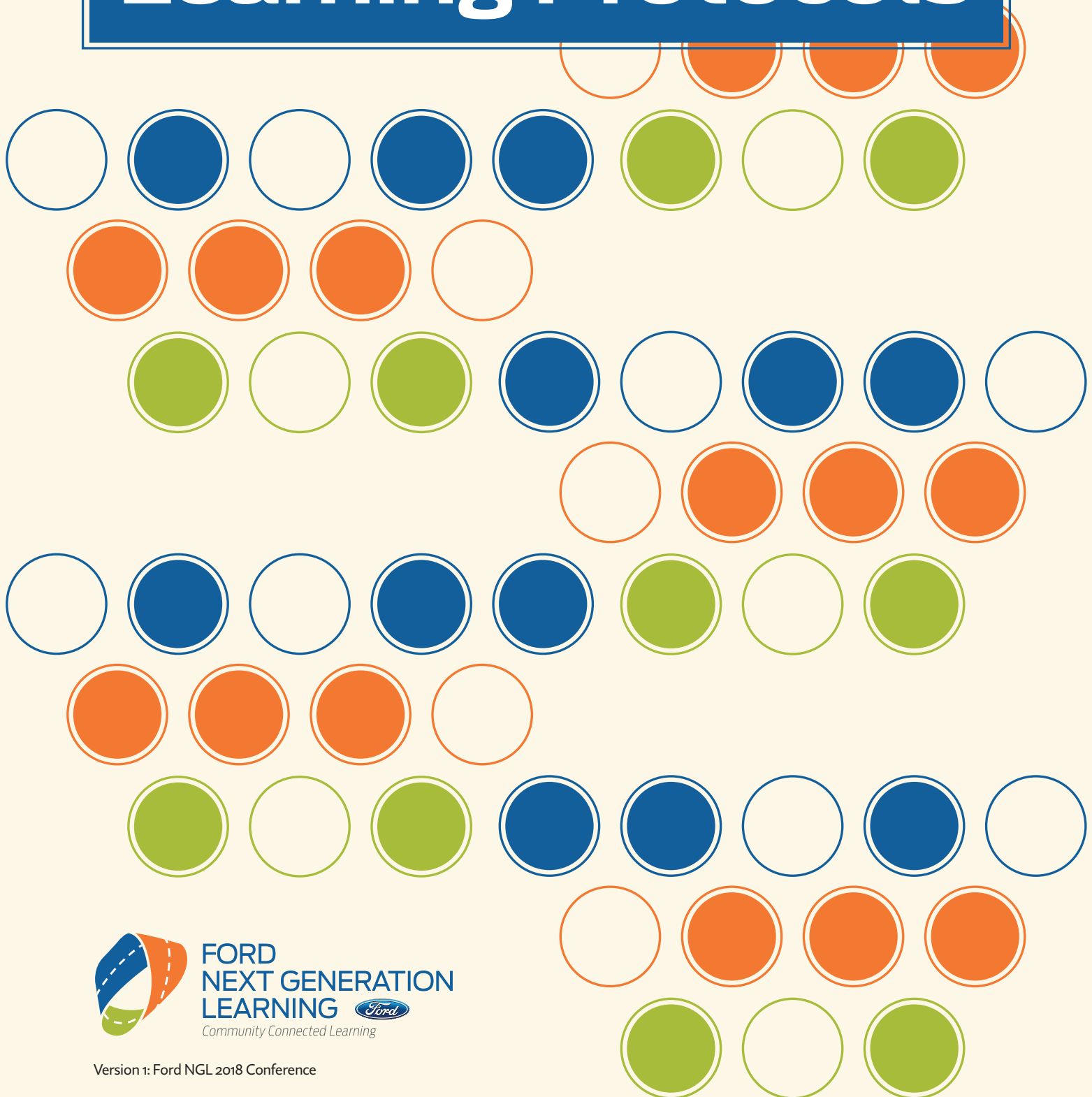


Work-based Learning Protocols



Version 1: Ford NGL 2018 Conference

Special Edition for the 2018 Ford NGL National Conference



Table of Contents

WORK-BASED LEARNING PROTOCOLS RESOURCE BOOK

4Section 1: About Ford Next Generation Learning

5Section 2: Overview

7.....Section 3: Creating Powerful Partnership Protocols

8All that Jargon

10College & Career Speed-networking

17Connecting the Dots

24Reverse Job Shadow

41Roundtable Discussions

49Worksite Tour

75Section 4: Facilitator Resources

.....Focused Conversation Using an O.R.I.D.

77.....Section 5: About Ford NGL Community-connected Learning

78Notes

Section 1: About Ford Next Generation Learning

What is Ford NGL?

Ford NGL is a network of communities applying a collaborative, framework approach to achieve desired student, employer, and community outcomes. The Ford NGL Framework is the foundation communities are using to transform teaching and learning, secondary school experience, and business and civic engagement. To learn more about Ford NGL, please visit: www.fordngl.com.

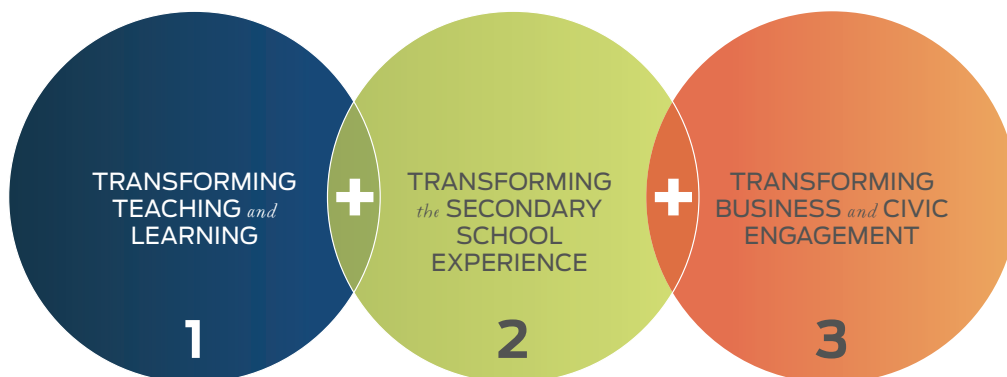
First and foremost, students are the focus for our work. They are the scientists and inventors, the engineers and the architects, the doctors and medical technicians, the educators and public servants, and the builders and entrepreneurs of tomorrow. Whether a student chooses to follow their career academy path or another, we share an opportunity and an obligation to provide them with the learning experiences that fully prepare them for success in college, career, and life.

The Ford NGL Network believes that young people should be given the best support available to:

- Prepare for a successful life: college and/or career.
- Embrace lifelong learning.
- Access social mobility opportunities.

Ford NGL Strands

Students are at the center of everything we do!



The Value of Powerful Partners

The best support for our young people is made possible by school and the community developing powerful partnerships.

Powerful school and community partnerships:

- Boost understanding of the existence and nature of jobs and careers.
- Raise career interest and aspirations by enabling students to visualize themselves in specific careers.
- Increase learning about select industry pathways.
- Demonstrate the knowledge and skills required for success in the workplace.
- Increase relevance of classroom learning.
- Provide a direct connection between the classroom and the workplace.

To learn more about a powerful partnership system and process, visit Ford NGL U at fordngl.com.

Section 2: Overview

Welcome to **Work-based Learning Protocols Resource Book** — an introduction to building partnerships and growing work-based learning experiences in your community. We know a whole community of stakeholders is needed for achieving the following outcomes:

THREE MAIN OUTCOMES



Teachers and employers typically come from very different worlds. They need to learn how to communicate and collaborate as partners, but how do they bridge worlds separated by language and conventions? Protocols like *All that Jargon* and *Connecting the Dots* are good ways to start the process of knocking down barriers to communication and collaboration.

Improved mutual understanding and opportunities to collaborate will lead to more effective and stronger partnerships. Protocols such as *Roundtable Discussions* and *Reverse Job Shadowing* promote deeper understanding of each other's world and can better support and enrich student learning.

Work-based learning experiences are an important part of Ford NGL Community-Connected Learning, which is a key strategy in improving student, employer, and workforce outcomes. For that reason we've included a protocol for *Reverse Job Shadowing* and a collection of tools and resources for *Worksite Tours*. These protocols are flexible enough to be used in a variety of ways and for a variety of purposes. Uses range from gaining a general awareness of the world of work, all the way to supporting more focused project- and problem-based learning. Whatever the application, reverse job shadowing and worksite tours can result in more rigorous and relevant student learning.

We hope you will try out some of these tools and resources. As with any set of tools, proficiency and effectiveness will improve with practice and use. You'll find they are adaptable to a variety of applications and situations, and over time you will discover how they work best for you.

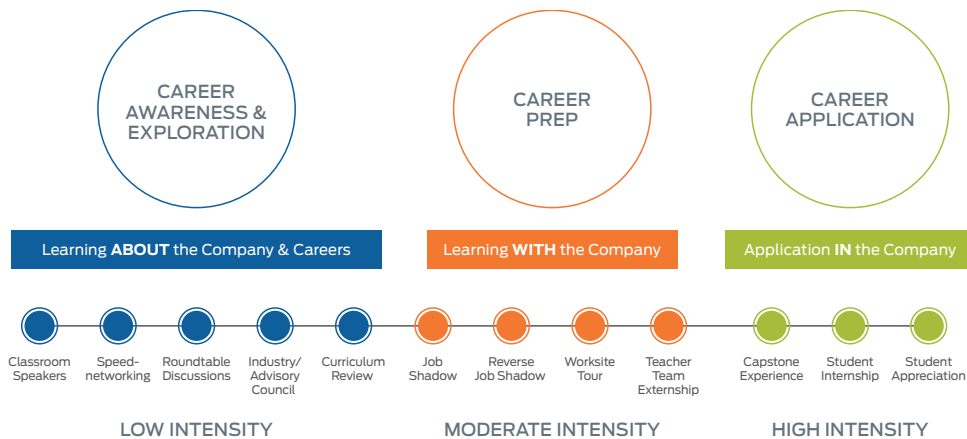
To help begin and navigate your journey, this book includes a set of protocols and resources that can be easily replicated. Please let us know about how you used them, what you experienced, and how these tools and resources might be improved.

Activities included in this book are designed to bridge the world of work and school. Each protocol will provide you the following standard pieces:

- Description of the protocol
- Delivery time of the protocol
- Specific roles
- Material
- Facilitator's tips (preparing your attendees)
- Sample material

The Value of Work-based Learning

Work-based learning is certainly beneficial to the student, but its positive impact extends to employee partners, individual teachers, and teacher teams as well. Consider the potential value it can bring to each of these groups.



EMPLOYER PARTNER

- Shared ownership of educational transformation and preparation of the future workforce — becomes an investor in education vs just a consumer of education
- Strengthened partnerships with education
- Increased employee morale and leadership skills from partnering with education
- Opportunities for community service and an enhanced reputation

INDIVIDUAL TEACHER

- Material for rich and relevant classroom instruction and discussion
- Aid in adapting and adopting curriculum to keep pace with change
- Enhanced professional development and growth
- Exposure and insight into current technology, equipment, and methods in the workplace
- Recognition by the employer community

STUDENT

- Increased social mobility
- Observation and application of classroom learning in the real world
- More rigorous and relevant learning
- Development and practice of work-related skills and attitudes
- Engagement in authentic, job-related tasks
- Increased readiness for high-skill, high-wage careers

TEACHER TEAM

- Real-world, authentic context for integration of the team's curricula
- Shared experiences and growth of their professional learning community
- Shared real-world context across each class of their shared students
- Opportunities for enhanced collaboration and shared ownership of student success

Section 3: Work-based Protocols to Create Powerful Partnerships

- 1. All That Jargon**
- 2. College & Career
Speed-networking**
- 3. Connecting the Dots**
- 4. Reverse Job Shadow**
- 5. Roundtable Discussions**
- 6. Worksite Tour**

Protocol: All That Jargon

Low-Intensity/Learning ABOUT the company & careers

Suggested delivery time:

15 to 20 minutes

About this Protocol

Purpose of this quick protocol titled *All That Jargon* is to be used as an icebreaker or *stoking* activity at the beginning of a workshop. This is a fun way to get to know both the teacher team and the employer partner(s).

Facilitator Prep/Set-Up

Specific roles:

- Facilitator
- Employer partners
- Teacher team members

Time to set-up room for this specific activity:

- 5 minutes

Required materials:

- Facilitator's agenda (sample provided)
- Different color markers (two sets and only use the dark colors)

SECTION 3

ALL THAT JARGON PROTOCOL *Sample Material*

- (2) Post-it chart paper or (2) chart paper

All That Jargon

Facilitator Agenda

Suggested Time	Description
3 minutes <i>This is meant to be a quick way to frame the icebreaker.</i>	OPENING QUESTIONS <i>The following are sample questions to provide context for your audience.</i> <ul style="list-style-type: none">• When you hear the word “jargon” what comes to mind? What is jargon?• What types of jargon have you come across recently? When is the use of jargon appropriate, and when might it not?• How might jargon make communication more or less effective? <i>Facilitator’s Note:</i> Be sure you hear from a variety of group members. For example, call on three from the EDU group and three from the EP group.
10 minutes <i>You’ll spend the bulk of your time here.</i>	PROTOCOL PROCESS <ul style="list-style-type: none">• Split your participants up in to two groups: (1) EP: Employer partners and (2) EDU: Educators.• Ask each group to spend 2 minutes writing down as many jargon terms as they can related to their field. (Use Post-it chart paper and write either directly on the paper OR on Post-it notes.)<ul style="list-style-type: none">◦ Employer Partners (EP): List as much of the jargon you use in the office or in “business-type” meetings as possible.◦ Education (EDU): List as much of the jargon of education that you currently use in your work as possible.• Take-a-look. (Examine one list at a time.)<ul style="list-style-type: none">◦ Ask the EP group to join the EDU group.<ul style="list-style-type: none">• EPs, what do you notice when you look at the EDU list?• Do you recognize any of the terms?• Ask the EDU group to explain a few of the terms.◦ Switch focus to the EP list.◦ Ask EDU group to join the EP group by the EP list.<ul style="list-style-type: none">• EDUs, what do you notice when you look at the EP list?• Do you recognize any of the terms?• Ask the EP group to explain a few of their terms.
2 minutes <i>This is meant to be brief.</i>	ACTIVITY DEBRIEF <ul style="list-style-type: none">• Reflecting on this activity, how might knowing that both groups have their own jargon help us as we start to develop a partnership?<ul style="list-style-type: none">◦ Chart the answers◦ Gather a couple responses from both groups. <i>Facilitator’s Note:</i> Charting is an excellent way to validate what your audience is sharing with you, AND as part of your follow-up to the workshop, it gives you reinforcing notes to share with the groups.

Protocol: College and Career Speed-networking

Low-Intensity/Learning ABOUT the company & careers

Suggested delivery time

60 to 75 minutes.

About this Protocol

This is a protocol, *Speed-networking*, is for students or teacher teams to learn in a short period of time more about the world of work and college pathways. This protocol can be adapted to focus only on employer and/or college. Have fun exploring your community and connecting both teacher teams and students to the opportunities available beyond high school.

- Improve awareness of area employers, careers, and college pathways related to their academy.
- Develop a better understanding of careers across multiple employers related to their academy's theme or pathways.
- Gain a better understanding of how various business professionals work together across functions and the types of positions involved in a specific process. For example, participants can better see what roles and tasks are involved in activities such as launching a new product; fulfilling online orders for a retailer; or introducing a new menu at a restaurant.

Specific Roles

- Facilitator
- Table hosts (2 per table)
 - Employer partners
 - College, technical institution members
- Teacher team members
- Students

Required materials

- Employer partner – career Speed-networking sample preparation email (sample provided)
- Facilitator agenda (sample provided)
- Participant agenda (sample provided) Make the anticipated number of copies needed.
- Students' prepared interview questions, note paper, and pencils/pens for taking notes about each employer partner's responses to their questions.
- Tent cards with table number (If you have number stands, that's even better!)
- Separate tent cards with each employer partner's name and business
- Handout of all partner profiles: Include the organization name, guest's name and title, brief bio, and high-level overview of business. (This is something to provide students/teachers prior to the event.)

SECTION 3

COLLEGE AND CAREER SPEED-NETWORKING PROTOCOL

Frame this Protocol

Framing this protocol for your attendees positions the activity for success. Giving your attendees some relatively simple advance work will assure they arrive fully prepared to engage in the process and have an in-depth discussions.

Facilitator's Tips: Prepare your Attendees

Preparing partners:

One week in advance, the facilitator should share activity logistics, sample questions, and talking points with the employee/college partners. Doing so will allow the partners to properly and effectively prepare for the protocol.

Employer partners should arrive at the protocol with:

- A list of professional, personal, and technical skills needed on the job.
- A description of how they became interested in the work they are doing.
- A list of typical entry-level positions and the knowledge and skills required for those roles.
- A range of job opportunities within the business.
- A description of a typical day in their role as an employee.
- Examples of how they engage in problem-solving in their daily work.
- Examples of change and how they deal with it as part of their role.
- Examples of how they use teamwork in their daily work.
- Examples of cross-departmental collaboration.
- Names of the business processes used in their daily work.
- Types of technology they employ in their role and within the business.
- A description of their organization's culture.
- A list of pathways at post-secondary and the degree requirements.
- Related industry certifications that students in high school could acquire that would benefit their industry pathway.

Preparing students/teacher teams:

The facilitator should share with students/teacher teams that this protocol is an opportunity for them to engage with local employers. It's an opportunity to learn about industry-specific careers and the knowledge and skills required to fill those jobs. Remind students that the purpose of this protocol is career exploration. It's for learning more about businesses related to their academy/pathway and how it might impact their future.

Ahead of the College and Career Speed-networking session, the facilitator should support the teachers as they help students prepare for the event. Teachers should help students:

- Practice professional behaviors and attitudes. This might include things like shaking hands, eye contact, introductions, dressing for success, and expressing appreciation.
- Prepare informational interview questions to ask employer partners. For question ideas to help students get started see "Student: Sample Informational Interview Questions" included with this protocol.

SECTION 3

COLLEGE AND CAREER SPEED-NETWORKING *Sample Material*

Sample Preparation Timeline

Speed-networking Session

6-8 WEEKS IN ADVANCE

Identify the (5-6) key area employers/post-secondary partners you wish to invite to the career Speed-networking event.

- Personally reach out to each partner and describe the opportunity.
- Answer any questions they may have.
- Target and recruit one employee professional/post-secondary partner for every four anticipated attendees in accordance with the objective(s) for the event.
- It may be a good idea to recruit at least one extra partner just in case a partner is prevented from attending due to a last minute work obligation, illness, etc. You can always have slightly smaller student groups at each table if all invited employer partners are present.

4-6 WEEKS IN ADVANCE

Support teacher teams in preparing their students for the event. Give students practice in being professional (Professionalism 101). You can also provide them background on who is attending, so the students can research and develop their own list of questions to ask.

Determine how you will get 4-5 students to each table at the beginning of the event. For example, will you:

- Allow student to choose the table at which they sit when they enter the room?
- Assign students table numbers ahead of the event or at the door?
- Use this as an opportunity to practice teaming behaviors?
- Place them at tables alphabetically prior to the event and let students know at which table they are sitting as they come in the door?
- Give each student a card with their table number or tell it to them verbally?

Send a reminder/preparation email to your guests one week in advance.

Prior to the event, give yourself adequate time to stage the room according to the agenda design.

On the day of the event, onboard your partners to this activity by reminding them of the objectives, providing sample talking points, and letting them know how many participants will be at their tables for each round.

Frame the activity and ensure that students understand the process of when/how to rotate to the next table. Tip: Use a chime as an auditory cue to move.

Keep track of time! This is a key task as the facilitator.

Walk around the room and jot down some of the questions and responses you hear from the group at each of the tables. *This will give the facilitator good reference discussion points during the debrief.*

SECTION 3

COLLEGE AND CAREER SPEED-NETWORKING *Sample Material*

Sample Speed-networking Participant Agenda

Getting to Know Community and Employer Partners

Goal: Participants will develop a better understanding of careers across multiple employers (and/or post-secondary institutions) related to their academy's pathways.

Time	Agenda Item
8:30 - 8:35 AM	Opening Moves <ul style="list-style-type: none">•Welcome and introductions•Introduction to Speed-networking protocol
8:35 - 9:20AM	Discussion Cycles 1 - 4 <p><i>You will have about 10 minutes per cycle.</i></p>
9:20 - 9:45 AM	Debrief and Closing Moves

SECTION 3

COLLEGE AND CAREER SPEED-NETWORKING *Sample Material*

Sample Speed-networking Employer Preparation Email

Send this email one month prior to the event.

Dear (insert name),

Thank you for your willingness to be part of the career Speed-networking event on (insert date) beginning at (insert time). This roundtable event represents an opportunity for our (insert academy/pathway name) students to learn more about your business/industry; to understand the scope of knowledge and skill they would need to be successful in the industry; and to engage in industry-related career exploration.

During this 90-minute event, you will meet 16-20 students (4-5 students during each of four 15-minute sessions). The students will be prepared to engage in a discussion with you. While they will have questions for you, we ask that you be prepared to introduce yourself to each group and briefly share information about your business and industry.

Additionally, you may find it helpful to consider and have answers ready for questions such as the samples listed below.

- What are the professional and personal skills that are needed in your business?
- How did you become interested in the work you are doing?
- Describe a typical entry-level position and the relevant knowledge and skills required.
- What is the range of job opportunities within the business?
- Describe a typical day in your role.
- How do you utilize problem-solving in your daily work?
- In your role, how do you deal with change?
- Describe what teamwork looks like in your daily work?
- Describe an example of cross-departmental collaboration?
- Name some of the key business processes you use regularly?
- Can you describe the culture of your organization?

Please feel free to reach out to me if you should have any questions prior to the event. Again, thank you for your time and efforts on behalf of our (insert academy/pathway name) students.

Sincerely,

Name

Role

Academy/Pathway Name

Contact email

Contact phone

SECTION 3

COLLEGE AND CAREER SPEED-NETWORKING *Sample Material*

Sample Speed-networking Employer Confirmation Email

Send email two days prior to the event.

Dear (insert name),

Hello! Thank you again for your willingness to be part of our career roundtable discussion.

During the 90-minute event, you will meet 16-20 students (4-5 students during each of four 15-minute sessions). The students will be prepared to engage in a discussion with you. While they will have questions for you, we ask that you be prepared to introduce yourself to each group and briefly share information about your business and industry.

Additionally, you may find it helpful to consider and have answers ready, for questions such as the samples listed below.

- What are the professional and personal skills that are needed in your business?
- How did you become interested in the work you are doing?
- Describe a typical entry-level position and the relevant knowledge and skills required.
- What is the range of job opportunities within the business?
- Describe a typical day in your role.
- How do you utilize problem-solving in your daily work?
- In your role, how do you deal with change?
- Describe what teamwork looks like in your daily work?
- Describe an example of cross-departmental collaboration?
- Name some of the key business processes you use regularly?
- Can you describe the culture of your organization?

Please feel free to reach out to me if you should have any last minute questions. We truly appreciate and look forward to your participation.

Sincerely,

Name

Role

Academy/Pathway Name

Contact email

Contact phone

SECTION 3

COLLEGE AND CAREER SPEED-NETWORKING *Sample Material*

Sample Questions for Employers

In what industry is your business?

What are typical entry level position titles in your career field?

When reviewing applications and resumes, what are some of the essentials your organization is looking to see?

During an interview, what are some of the essential facts and messages your organization wants to hear?

How competitive is entry into your field of work?

What does a typical day look like for you?

What are the specific knowledge and skills necessary to perform your job activities?

What hours do you typically work? Do you work occasionally or frequently on the weekends?

Do you take work home with you, and if so, how much and how often?

What activities do you spend most of your time doing while on the job?

What is the environment and culture like at your business?

What are the other employee roles you usually work with?

What kinds and levels of educational preparation do you need for your position?

What post-secondary certification, associate's, bachelor's, or other degree or credential do you hold? To what level is it related and necessary to your current position?

What industry certifications are common in your field of work?

What do you consider the next step along your career path?

Is your job fairly predictable day-to-day, or does each day bring new challenges? Provide examples of how you have had to be flexible and adaptable?

What do you like about your occupation? Why?

What is the most challenging about your occupation? Why?

What is the outlook for career opportunities in your field over the next few years?

What qualities do employers look for in job applicants who want to enter your field of work?

Is there a probationary period for new employees? On what basis is their performance evaluated?

Can you recommend the names of others I might consult to find out more about this field of work?

Does your organization offer or is it willing to provide workplace opportunities for students (job shadows, mentorships, internship programs)?

Protocol: Connecting the Dots

Low-Intensity/Learning ABOUT the company & careers

Suggested delivery time

90 minutes

About This Protocol

The worlds of work and education are dynamic systems. *Connecting the Dots* is an essential protocol of Ford NGL Community-connected Learning. It helps both the teacher teams and employer partners identify competencies and skills that should be integrated into a deeper learning experience for students such as a problem-based or challenge-based learning. Identifying skills that are important to an employer partner and the skills that the teacher team is required to teach is the start to linking the employer and teacher worlds. Before this protocol is facilitated, it is assumed both groups have some general background regarding each other's worlds.

As always, protocols are meant to be a guidance tool in facilitating group interaction. There is always room to modify and customize any protocol. So, experiment with this protocol, and find what works best for your teams. Use this protocol periodically as conditions in the respective worlds and their areas of emphasis change. This recurring check is integral to sustaining an unwavering commitment to continuous improvement for the partnership and for education reform.









































Framing this Protocol

Framing this protocol for your attendees positions the activity for success. Giving your attendees some relatively simple advance work will assure they arrive fully prepared to engage in the process and have in-depth discussions.

Facilitator's Tips: Prepare your Attendees

Design Tips:

- Expect to spend 45 to 60 minutes to set-up the room
- Here's a visual of the Employer Partner's Working Space 'sticky wall': categories in a single row across the top leaving the below space to post skills.

TEAM SKILLS	PERSONNEL SKILLS	ORAL COMMUNICATION SKILLS	PROFESSIONAL BEHAVIORS	PROBLEM SOLVING	MANAGEMENT SKILLS	WRITTEN / COMMUNICATION SKILLS	SOCIAL SKILLS	TECHNOLOGIES	TECHNICAL SKILLS
									
									
									
									

SECTION 3

CONNECTING THE DOTS PROTOCOL

Preparing employer partners:

- Ahead of the meeting, share with employer partners the driving questions and the categories. This will frame their “ask” and give them time to think about essential skills and gaps within their organization and/or industry.
- Encourage them to think of both employability and career skills — namely the skills that ensure continued career success.

Preparing teacher teams:

- Share the driving questions with the teacher teams. This will help them look at their standards and assess which skills are essential (e.g. power standards).
- Encourage them to reflect on it both individually and as a team, especially if they are a pathway team or an academy team.

Facilitator’s tips:

- Prepare for your attendees.
- Be familiar with using focused conversation methods such as the O.R.I.D. Protocol. (See Section 3 of this book).
- Set your attendees up for success by sharing enough information, up front, so they understand the “call to action.”
- Give yourself time to stage the room according to the agenda design.
- You will want to take pictures of charts and content as it develops during the course of the discussions. That way it will be easier to share it in written form with your teams. The results from this activity is essential for the partnership to advance to the next level of work-based learning experiences such as work-site tours and externships.

Specific roles:

- Facilitator
- Additional facilitation support: It might help to have someone assist by facilitating one of the small groups in the “Making Meaning” section of the agenda.
- One reporter for each working group (is assigned during working space section)

Required materials:

- Facilitator agenda
- Participant agenda
- Skills and gaps
- Teacher Team Profile (facilitator’s tool)
- Skill category headings

Suggested materials:

- (2) Sticky walls (What’s a Sticky Wall?) (<http://ica-usa.org/store/products.htm>)
- Repurpose spray for the sticky wall
- Command large picture hanging strips/T-pins
- Sticky wall category headings (printable list provided)
- Post-it chart paper
- Easels
- 3x3 square Post-it notes
- Dark colored markers
- Sticker dots
- Prepared seating labels or tent cards for employer partner’s table
- Half sheets of 8 ½ x 11 paper for teacher teams (color or white)
- Additional resource: P21 Framework - <http://www.p21.org/about-us/p21-framework>

SECTION 3

CONNECTING THE DOTS PROTOCOL *Sample Material*

Sample Participant Agenda

Upon completion participants will:

- Understand the different skills required for employability and a career in a particular pathway.
- Understand the skills (standards), projects, units the teacher and teacher team are required to teach.
- Identify connectors between the world of work and the world of school to provide some common skills that could be developed into future, collaborative, projects.

SUGGESTED TIME	AGENDA ITEM
10 minutes	Opening Moves <ul style="list-style-type: none">• Welcome and introductions• Agenda review• Set the stage• Agenda review• Set the stage
30 minutes	Making Meaning <ul style="list-style-type: none">• Identify the skills needed in the world of the teacher team and in the world of the employer.• Sub-groups:<ol style="list-style-type: none">1. Employer partner's working space + handout2. Teacher team's working space + handout
20 minutes	Connecting the Dots <ul style="list-style-type: none">• Gallery walk the group feedback and insights.• Engage in focused conversation to make connections.

SECTION 3

CONNECTING THE DOTS PROTOCOL *Sample Material*

Facilitator Agenda Sample

SUGGESTED TIME	AGENDA ITEM
15 minutes	<p>Setting the Stage</p> <p>Why this activity? – (Always start with the “why.”)</p> <ul style="list-style-type: none">It’s important for the teacher team and the employer partners to understand the skills needed, whether it is in the classroom or the workplace. This level of information will become increasingly valuable when the two groups enter an instructional collaboration relationship (project and externships).Teachers want to understand what skills are needed in the workplace (today’s skills AND future skills).Employers want to understand what skills are taught within the context of a teacher team. <p>What is <i>Connecting the Dots</i>?</p> <ul style="list-style-type: none">Explain, at a high-level, an overview of the activity.
30 minutes	<p>Making Meaning</p> <p><i>Note to the facilitator:</i> You will need two working spaces within your workshop room (1) employer partners (2) teacher teams Also, it might help you and the process to have an additional facilitator to assist with one of the small groups.</p> <p>Working Space #1</p> <p>Employer Partners: Creating a List of Required Skills and Gaps</p> <p>Skill Category Headings</p> <p>For Employer Partners’ Working Space</p> <p>To access a printable version of these skills, visit http://bit.ly/FNGLConnectingtheDots.</p> <ul style="list-style-type: none">Management skillsOral communication skillsPersonnel skillsProblem-solving skillsProfessional behaviorsSocial skillsTeam skillsTechnical skillsTechnologiesWritten communication skills <p><u>Part 1: Explain the Objective</u></p> <p>Identify key workforce competencies and skills that employees need to have in the organization/industry. This includes both technical and 21st century skills.</p> <p><u>Part 2: Conversation Starter</u></p> <p>Before you begin charting responses, ask a series of questions to get the participants focused on the task. Be sure to chart the answers to validate the responses AND keep a copy of what was shared.</p>

SECTION 3

CONNECTING THE DOTS PROTOCOL *Sample Material*

Here's a few sample questions to consider:

- Question 1: When you think about a partnership with schools (teachers and students), what characteristics come to mind to define the partnership?
- Question 2: What is the value of sharing employability and career skills with educators?
- Question 3: Based on what you know about the teacher teams in the room, share some connections you think might come out of today's meeting?
- Question 4: Based on the categories you see on the sticky wall, what gaps are you seeing within your organization from entry level workers (general and technical)?
- Question 5: What types of skills will ensure an employee's professional growth and ongoing value to the organization after their probationary period?

Part 3: Chart Responses

Driving question: What knowledge and skills are needed across your organization? *(Think in terms of employability and career. You can also narrow the focus and attach response to a specific career-themed pathway/academy.)*

- Identify and list employability and career skills based on the categories you see here (on the sticky wall).
- Write your answers on ½ sheets, and place them under the corresponding category.

Note: Rules for ½ sheet

- Write big on your ½ sheet.
- Use a bold, dark color marker.
- 3-7 words per ½ sheet (Less than 3 is too vague, and more than 7 is too complex.)

Note to the facilitator: You might want to organize some of the responses into patterns per category if there are similar responses from your employer partners. This helps condense the volume of response sheets.

Part 4: Facilitate a Focused Conversation (Use the O.R.I.D. protocol.)

Suggested conversation prompts:

- What do you see as you look at this wall?
- What questions does this raise for you?
- How are these skills developed in employees today?
- How do you see education playing a role in supporting some of these skills?

Note to the facilitator: Ask your small group to come closer to the sticky wall if they are unable to read the comments.

Part 5: Identify the Essentials

- Essential employability skills → Vote for your TOP FIVE using blue sticker dots.
- Essential career skills → Vote for your TOP FIVE using yellow sticker dots.

Note to the facilitator: Identify a person in your small group to report out on the group's findings.

Working Space #2

Teacher Teams: Creating a Teacher Team Profile

Use the Teacher Team Profile Facilitator's Tool.

SECTION 3

CONNECTING THE DOTS PROTOCOL *Sample Material*

15 - 20 minutes

Connecting the Dots

Part 1: Gallery walk the two working spaces.

Have attendees take a look at both sticky walls to get a sense on what was produced.

Part 2: Conduct a whole room debrief using the O.R.I.D. protocol.

Suggested reflective questions to use include:

- What did you see during your gallery walk?
- What stood out to you?
- What questions does this raise for you?
- What connections do you see? Such as, if the teacher teams were to attend a worksite tour at your organization, what are some connections that could be made between both worlds?
- How might we use this information for our potential next steps?

5 - 10 minutes

Closing Moves

- Thank the attendees.
- Conduct an written exit survey. It should include elements such as:
 - Key takeaways.
 - Opportunities for improvement.
 - Ideas for next steps.
- Share next steps and how today's information will be used moving forward.

Note to the facilitator: Next steps might include a follow-up meeting for the employer partner to bring a draft real-world problem to the teacher teams for refinement.

SECTION 3

CONNECTING THE DOTS PROTOCOL *Sample Material*

Connecting the Dots - Teacher Team Profile

Facilitator's Tool

Conversation starter

Before you begin charting responses, ask a series of questions to get everyone focused on the task.

- Brainstorm some words that describe your relationship with the employer. Do they describe the relationship as that of a supplier, a customer, or a partner?
- What do you share in terms of vision, goals, and objectives?
- What is the value and benefit from sharing our academic world with employer partners?
- Given what know about the employer partners in the room right now, share some connections you *think* might come out of today's meeting? (Chart all responses.)

Individual brainstorm

- Guiding question: When I teach this skill, this unit, this project — I have students..."
- Generate a top ten list of skills, projects, and units that you are required to teach according to the what.
- List one idea per ½ sheet of paper (3 to 7 words maximum per sheet).

Post responses and organize into patterns

- Have everyone post their ½ sheets on the wall, and organize them into patterns.

Focused conversation and analysis the facts

- Ask yourselves:
 - What do you see as you look at this wall?
 - What questions does this raise for you?
 - How are these skills developed in your students today?
 - Which do you find the easiest for students to learn? Which do you find the hardest for students to retain?
 - How do you see employers playing a role in helping to teach students some of these skills?
 - What can teachers learn from employers about these skills and how the skills are used?
 - How are the skills assessed in the workplace?
- Prepare to share:
 - Reporter for the teacher team should prepare the information to be shared in the next section of the agenda.

SECTION 3

REVERSE JOB SHADOW PROTOCOL

Protocol: Reverse Job Shadow

Moderate Intensity/Learning WITH the company

Note: This protocol and sample material was developed and provided by the Academies of Nashville Alignment Team.

Suggested delivery time

A class period such as 50 minutes up to half of a day

(Note: Time depends on how many classes the employer partner will observe.)

About This Protocol

High school students often ask, “When will I ever need to know this?” Because so many educators have spent most of their adult lives in schools, they often lack the business and industry experience to answer this student question. Employer partners are key to helping core content academy/pathway teachers bring authentic learning opportunities into their classrooms.

The *Reverse Job Shadow* is an opportunity for employer partners to spend part of a day or a class period in the classroom of one or more of your academy/pathway academic teachers. It is an opportunity for them to observe students and teachers engaging in one of the core content areas (English, math, physical education/health, science, social studies, world languages, music/art). This allows the employer partner to look for ways to suggest relevant connections with their own career and/or industry and the school standards/curriculum. The goal is that core content academy/pathway teachers, using suggestions and guidance from employer partners, will be able to utilize authentic workplace products or activities as they develop curriculum to meet content standards.

The *Reverse Job Shadow* also helps to develop trusting relationships between employer partners and academy/pathway teachers. While building trust and strengthening relationships, it helps students and teachers make meaningful connections between high school content standards and the world of work. As those connections are made clear and reinforced, students are better able to see the applicability of what they are learning to their futures.

Specific Roles:

- Facilitator (this could be the academy coach)
- Core academic teacher
- Employer partner

Required materials:

- Facilitator’s role handout
- Employer partner’s role handout
- Core content academy/pathway teacher’s role handout
- Employer partner profile
- Teacher Profile
- Teaching through the lens
- Reverse job shadow capture form

Frame this Protocol

Framing this protocol for your attendees positions the activity for success. Giving your attendees some relatively simple advance work will assure they arrive fully prepared to engage in the process and have in-depth discussions.



SECTION 3

REVERSE JOB SHADOW PROTOCOL

Facilitator's Tips: Prepare for Your Attendees

This protocol will take significant work and preparation on the part of the facilitator. Thorough preparation will help assure that both employer partners and core content teachers experience the reverse job shadow in a meaningful way. Both the employer partner and core content academy/pathway teachers will have prep work to make the reverse job shadow a powerful learning experience.

DO'S AND DON'TS

Small group orientations

Maximize your time by hosting a group of key employer partners for an orientation to the reverse job-shadow protocol.

One partner to a classroom

There should be no more than one employer partner per core content academy/pathway classroom.

Not for first timers

This should not be the first time an employer partner and academy/pathway team are interacting with one another.

We suggest this activity only happen after (at a minimum) the Connecting the Dots protocol has been experienced to begin building a positive and meaningful relationship between the academy/pathway and an employer partner.

Onboard your Partner

Ensure the employer partner understands their role in the classroom and is comfortable with the terms and requirements of that role.

Onboard your teacher

Prepare the teacher to have the employer partner as an observer in his/her classroom, and ensure the teacher knows what information to provide the employer partner in advance and on the day of the reverse job shadow.

Support the continuation of the connection

Provide the employer partner an opportunity to follow-up with the core content academy/pathway teacher observed. That allows both parties to affirm connections between the employer partner's role/business/industry and the core content observed.

Expected Design/Delivery Time:

Core content academy/pathway teacher (2.5 to 3.25 hours):

- 60 minutes (prior to the day of the reverse job shadow): Pre-planning discussions are held between facilitator and core content academy/pathway teachers.
- 15 minutes (day of): Employer partner meets with teacher immediately prior to class to discuss lesson, content standards, and expectations.
- 50 to 90 minutes (day of; one class period): The employer partner observes. They should be invited to stay longer than one class period, if they so desire and their schedule allows.
- 30 minutes (day of): Reflection and post-shadow discussion takes place with the core content teacher.

For employer partner (day of; 1.5 to 2.25 hours):

- 15 minutes (day of): Employer partner meets with teacher immediately prior to class to discuss lesson, content standards, and expectations.
- 50 to 90 minutes (day of; one class period): Employer partner observes. They should be invited to stay longer than one class period, if they so desire and their schedule allows.
- 30 minutes (day of): Reflection and post-shadow discussion takes place with core content teacher.

SECTION 3

REVERSE JOB SHADOW PROTOCOL *Sample Material*

Sample Reverse Job Shadow Project Management Timeline

The success of a reverse job shadow requires timely and thoughtful planning and preparation. The following are considerations in planning and preparing and are sequenced according to a sample timeline. The timing, particularly how long the employer partner spends in a core content academy/pathway classroom, depends on their comfort level, availability, and interest.

Note: In the content that follows we share tasks for roles via a timeline. Further on in the protocol, we share this same information detailed by individual role.

■ Well in Advance

Facilitator:

- Facilitate one or more relationship-building activities between employer partners and all academy/pathway teachers.
- Work with the academy/pathway teacher team to identify interested core content teachers willing to host employer partners. Ideally, you want to recruit enough teachers to be able to invite most or all of your key employer partners.
 - Make sure core content academy/pathway teachers understand the reverse job shadow process. Complete the Teacher Profile.
 - Core content teacher must review content standards to be taught in the next one or two months. As part of that review they need to identify some knowledge and/or skills that have been difficult for students to grasp in the past and that are closely aligned to academy/pathway themes. For example, the math teacher struggles with helping students understand why geometry is important, or the English teacher is challenged with getting students to use proper grammar when writing proposals.
 - Core content teachers should ask themselves, “What standards do my students struggle to understand?”
- Reach out to previously identified employer partners to explain the reverse job shadow and gauge their interest and availability to participate.
 - Complete the employer partner profile. (See *Employer Partner Profile* handout)
 - Email business partners the *Teaching Through the Lens* handout included in this protocol, and walk through it with them. As you go through the handout, answer any questions they may have.
 - Review the list of interested core content academy/pathway teachers, and ask the employer partner to identify people in his or her company whose role and work have alignment with one or more of the core content areas.

■ Four Weeks Prior to Reverse Job Shadow

Facilitator:

- Determine reasonable matches between employer partners and core content academy/pathway teachers.
- Communicate with the employer partner to share the teacher’s profile. Upon confirmation from the employer partner, share the employer partner’s profile with the relevant core content teacher.
- Introduce the employer partner and core-content academy/pathway teacher in person when possible or via email.
- Create a Google Drive folder (or other widely accessible sharing platform) organized by core content area. The folder can be used by employer partners to upload authentic artifacts and examples.

SECTION 3

REVERSE JOB SHADOW PROTOCOL *Sample Material*

Core Content Teacher:

- Identify any key standards, knowledge, and/or skills (skill, knowledge or understanding) that have in the past been difficult for students to grasp and that you will be teaching within the designated window of time.
- Concurrent with the introduction email sent by the facilitator to the employer partner, respond with an idea of the topic and the timeline for when the lesson will be taught. Remember that business partners typically plan their calendar two or more weeks in advance, so please consider their schedule as you identify possible content for them to observe.
- Begin a conversation about what you teach and when the employer partner might visit your classroom.
- Determine a firm date and remember that the employer partner will likely only stay one or two class periods. (They should be invited to stay longer and made to feel welcome if their schedule allows.)

Employer Partner:

- Upon receiving an introduction email from the facilitator and the teacher, expect the teacher to reach out to you directly to begin the conversation.
- Work with the core content academy/pathway teacher to determine the date and time for the reverse job shadow.
- Obtain instructions from the teacher about school visitor protocols, location of classroom, expectations for the day, etc.
- Begin to identify artifacts and ideas that may have connections to the content, knowledge, and/or skills the teacher will be teaching when you observe. For example, "In Engineering, we use _____ every day when we....." It is okay if the ideas and artifacts seem like obvious examples.

■ One Week Prior Reverse Job Shadow

Facilitator:

- Review the dates and times of the reverse job shadow and advise the employer partner of any special school events or schedules planned for the day.
- Email the employer partner and core content teacher a reminder of the date and times.
- In the email offer any support needed to make the day a success for all parties.

Core Content Teacher:

- Email the employer partner (with a copy to the facilitator) a reminder of the date and time of the reverse job shadow along with the lesson topic you expect to cover. No less than 72 hours in advance, share a clear lesson plan including objectives, structure, and general rationale to help the employer partner prepare for and make sense of what they will observe.

Employer Partner:

- Confirm your plans to attend, and ask any last-minute questions.
- Review the lesson plan shared by the core content teacher to help you prepare for and make sense of what you will observe.
- If appropriate, send the teacher any business artifacts that might support the lesson.

SECTION 3

REVERSE JOB SHADOW PROTOCOL *Sample Material*

■ Day of the Reverse Job Shadow

Facilitator:

- Meet the employer partner in the school main office and accompany them to core content teacher's classroom. If it's not possible for you to personally do so, arrange for someone else, like an academy/pathway ambassador, to meet the partner and walk them to the classroom.
- If possible, meet the employer partner after their classroom visit. Inquire about the event, answer any questions, and escort the employee partner back to the main office. Again, if you cannot personally do this, arrange for someone else to walk the employer partner back to the office.

Core content teacher:

- Be prepared for the employer partner, and have a specific place for them to sit. Please give the employer partner another (updated) copy of the lesson plan you will be teaching. Include any handouts, text, and/or manipulatives that might clarify the class activities.
- Communicate with facilitator: If the facilitator (or an academy ambassador) is not going to accompany the partner to the classroom, send a student to the main office to meet and escort the employer partner.
- Plan to briefly touch base with the employer partner prior to the start of class.
- Ask the employer partner if they would like to engage with students throughout the activity and then follow through as agreed. If the partner does not want to engage, they will simply observe. If the partner would like to share a story or engage, answer any process questions they might have before class begins.
- Introduce the employer partner to the class and teach class, and engage the employer partner in the discussion according to their comfort level.
- After the class (lunch, planning period, end of day), spend a few minutes reflecting with the employer partner using some probing questions like:
 - Did you see connections to your work?
 - What could I include in this lesson in the future to connect the standard to your industry?
 - Does your company use the content that you saw taught today? If so, how is it used?

Employer partner:

- Report to the main office of school. You should be greeted by the facilitator, core content teacher, or student and escorted to the classroom.
- Be prepared for a brief discussion with the teacher prior to the beginning of class. The teacher will ask you if you would like to engage with student activities or simply observe. Please engage at whatever level you feel comfortable.
- During the class activity, complete the "Reverse Job Shadow Capture Sheet." This information will be shared with the teacher to help them "teach through the lens" of their academy. It is our hope that you will be able to identify authentic products, methods, or processes in your business that connect to what students are learning in the classroom.
- If the lesson provides an opportunity for you to share with students a solid example of how the classroom content connects to your work, please do so before the end of the class period. Signal to the teacher that you have an observation to share. Remember, students always ask, "When will I ever need to know this?" If you can help them make that connection, the objective of the reverse job shadow is accomplished. If you need time to process what you observed and want give this information to the teacher at a later time, that also a way to accomplish the reverse job shadow objective. Remember, the goal is for students (and the core content teacher) to see real-world examples of their content standards.
- Sit back and enjoy your time back in classroom!
- After the class, if time allows (because of lunch, planning period, end of day), spend a few minutes reflecting with the core content teacher.
- Complete and share your capture sheet. Your written feedback will help the core content teacher better understand how your work connects to their classroom content.

SECTION 3

REVERSE JOB SHADOW PROTOCOL *Sample Material*

■ After the Reverse Job Shadow

Facilitator:

- Email the employer partner to thank them for participating in the reverse job shadow experience. Offer to answer any questions, and remind them (if they have not already done so) to share their thoughts via the supplied capture sheet and/or in conversation with the teacher.

Core content teacher:

- Email the employer partner to thank them for participating in the reverse job shadow experience. Offer to answer any questions they may have. If they have not yet shared their thoughts and feedback via the supplied capture sheet and/or in conversation with you, remind them to please do so at their earliest convenience.

Employer partner:

- If you didn't as yet have time to reflect with the teacher, please answer the following questions either via email or in conversation with the teacher.
 - Did you see connections between the classroom lesson and your work?
 - What could the teacher include in this lesson in the future to better connect to your industry?
 - Does your company use the content that you saw today? If so, how?
- If you have not already done so, complete the supplied capture sheet and email it to the teacher and the facilitator.
- Do not forget to share work products, artifacts, examples, business processes, and so forth that might help illustrate how classroom content, knowledge, and skills are utilized in your business.
- This experience may be a one-time event to help you better understand how your company connects to a classroom core content area. We are hopeful it may also be the beginning of a new and growing working relationship. Feel free to continue to communicate and work with this teacher to the degree you both would like.
- Consider hosting a visit to your company by academy/pathway teachers. Such a visit will help these teachers build working relationships with you and your team while connecting classroom content with your business!

SECTION 3

REVERSE JOB SHADOW PROTOCOL *Sample Material*

Sample Reverse Job Shadow Facilitator Role

■ Well in advance of planning a reverse job shadow:

- Facilitate one or more relationship-building activities between the employer partners and all academy/pathway teachers.
- Work with the academy/pathway teacher team to identify core content teachers who are interested in and willing to hosting employer partners. Ideally, you want to recruit enough teachers to be able to invite most or all of your key employer partners.
 - Make sure core content academy/pathway teachers understand the reverse job shadow process.
 - Make sure the teachers complete a teacher profile.
- Reach out to previously identified employer partners to explain the reverse job shadow, and gauge their interest and availability to participate.
 - Ensure completion of the employer partner profile (included with this protocol.)
 - Email the “Teaching Through the Lens” handout (included with this protocol) and walk through it with the employer partners. Answer their questions as you do so.
 - Review the list of interested core content academy/pathway teachers. Ask the employer partner to identify people in their company that have role or work alignment with one or more core content areas.

■ Four weeks prior to the reverse job shadow:

- Determine reasonable core content matches for the employer partners with core content academy/pathway teachers.
- Communicate with employer partner to share the teacher’s profile. Upon confirmation from employer partner, share the employer partner’s profile with the relevant core content teacher.
- Introduce the employer partner to the core content academy/pathway teacher in person, if possible, or via email.
- Create a Google Drive folder (or other widely accessible sharing platform) organized by core content area for use by employer partners to upload authentic artifacts and examples.

■ One week prior to the reverse job shadow:

- Review the dates and times of the reverse job shadow, and communicate with the employer partner regarding any special school events or schedules planned for that day.
- Email a reminder of the date and time of the reverse job shadow to the employer partner and core content teacher. Offer any support you can to help make the day a success.

■ Day of the reverse job shadow:

- Meet the employer partner in the school main office, and accompany them to the core content teacher’s classroom. If that is not possible, arrange for someone else, like an academy/pathway ambassador, to meet the partner and walk them to the classroom.
- If time allows, meet the employer partner after the classroom visit, and inquire about the event. Answer any questions they have, and escort them back to the main office. Again, if this is not possible, arrange for someone else to walk the employer partner back to the office.

■ After the reverse job shadow:

- Email the employer partner to thank them for participating in the reverse job shadow experience. Offer to answer any questions they have. If they have not already done so, remind them to share their feedback and thoughts via the provided capture sheet and/or in conversation with the course teacher.

SECTION 3

REVERSE JOB SHADOW PROTOCOL *Sample Material*

Sample Reverse Job Shadow Employer Partner Role

Well in advance of planning a reverse job shadow:

- Academy/pathway facilitator will reach out to explain the reverse job shadow and gauge your interest and availability to participate.
 - Complete the employer partner profile. (provided by facilitator)
 - Review the “Teaching Through the Lens” handout (emailed), and talk it through with the academy/pathway facilitator.
 - The facilitator will ask you to identify people in the company whose role and work have alignment with one or more core content areas.

Four weeks prior to the reverse job shadow:

- Upon receipt of an introduction email from the facilitator to you and copied to the teacher, expect the teacher to reach out to begin a conversation.
- Work with the core content academy/pathway teacher to determine the date and time for the reverse job shadow.
- Obtain instructions from the teacher about school visitor protocols, location of the classroom, and expectations for the day.
- Begin to identify artifacts and ideas that may have connections to the content, knowledge, and/or skills the teacher will be teaching when you observe. It is okay if these seem like obvious examples. For example, “In Engineering, we use _____ every day when we.....”

One week prior to the reverse job shadow:

- Confirm your plans to attend and ask any last-minute questions.
- Review the lesson plan the core content teacher shared to help you prepare for what you are going to see and hear.
- If appropriate, send any business artifacts that might support the lesson.

Day of the reverse job shadow:

- When you arrive, report to main office of school. There you should be greeted by the facilitator, core content teacher, or a student and escorted to the appropriate classroom.
- Be prepared for a brief discussion with the teacher prior to the beginning of class. The teacher will ask you if you would like to engage with student activities or simply observe. Please engage at whatever level you feel comfortable.
- During the class activity, complete the reverse job shadow capture sheet. This information will be shared with the teacher to help them “teach through the lens” of their academy. Hopefully, you will be able to identify authentic products, methods, or processes that connect what students are learning in the classroom to your work.
- If the lesson provides an opportunity for you to share a solid example of how the classroom content connects to your work, please share that information with students before the end of the class period. Just signal to the teacher indicating you have something to share. Remember, students always ask, “When will I ever need to know this?” If you can help them make that connection, the objective of the reverse job shadow is accomplished. If you need time to process your experience and would like to give this information to the teacher at a later time, that is also okay. The goal is for students (and the core content teacher) to see real-world examples of their content standards.
- Sit back, lean in, and enjoy your time in the classroom.
- If time allows after the class (because of lunch, planning period, end of day), spend a few minutes reflecting with the core content teacher.
- Once your feedback comments are completed, share the capture sheet and help the core content teacher better understand how your work connects to their course content.

SECTION 3

REVERSE JOB SHADOW PROTOCOL *Sample Material*

■ **After the reverse job shadow:**

- If you didn't have time to reflect about your classroom experience with the teacher, answer the following questions either via email or in conversation with the teacher.
 - Did you see connections between the classroom lesson and your work?
 - What could the teacher include in this lesson in the future to connect to your industry?
 - Does your company use the content that you observed in the classroom? If so, how?
- If you have not already done so, complete the provided capture sheet and email it to the teacher and the facilitator.
- Do not forget to share work product, artifacts, examples, business processes and methods that help illustrate how classroom content, knowledge, skills are utilized in your business.
- This experience may be a one-time event to help you better understand how your company connects to a classroom core content area. It may also be the beginning of a new or enhanced working relationship. Feel free to continue to communicate and work with this teacher to the degree you both find beneficial.
- Consider hosting a visit to your company by academy/pathway teachers. Visits to your business will help the academy/pathway team build and strengthen working relationships with you and your employees as well as connections between their course content and your business!

SECTION 3

REVERSE JOB SHADOW PROTOCOL *Sample Material*

Sample Reverse Job Shadow Core Content Academy/Pathway Teacher Role

Well in advance of planning a reverse job shadow:

- Indicate your interest and willingness in hosting employer partners.
- Understand the reverse job shadow process.
- Complete the teacher profile.
- Review content standards to be taught over the next one or two months. Identify some knowledge and/or skills that have been difficult for students to grasp in the past and that are closely aligned to academy/pathway themes. For example, the math teacher struggles with helping students understand why geometry is important or the English teacher is challenged with getting students to use proper grammar when writing proposals.
 - Ask yourself, "What standard(s) do my students struggle to understand?"

Four weeks prior to the reverse job shadow:

- Identify key standards, knowledge, or skills that have been difficult for students to grasp in the past and that you will be teaching within the designated window of time.
- Upon receiving your copy of the introduction email sent from the facilitator to the employer partner, respond with an idea of the topic and timeline for teaching the lesson. Remember that business partners typically plan their calendar two or more weeks in advance, so please consider their schedule as you identify possible content for observation.
- Begin a conversation about what you teach and when the employer partner might visit your classroom. Determine a firm date, and remember that the employer partner will probably only stay one or two class periods. Invite them to stay longer if their schedule allows, and make them feel welcome.

One week prior to the reverse job shadow:

- Email the employer partner (copy to the facilitator) a reminder of the reverse job shadow date and time as well as the lesson topic you expect to cover. No less than 72 hours in advance, share a clearly defined lesson plan including objectives, structure, general rationale, key learning points, and so forth. This will help the employer partner prepare for the reverse job shadow and gain a better understanding for what they will see and hear in class.

Day of the reverse job shadow:

- Be prepared for the employer partner, and have a specific place for them to sit.
- Give the employer partner another (possibly updated) copy of the lesson plan you will be teaching. Provide any handouts, text, and/or manipulatives that might help clarify the class activities.
- Communicate with facilitator. If they (or an academy ambassador) is not going to accompany the partner, send a student to the main office to meet the employer partner and escort them to the classroom.
- Plan to meet with the employee partner a few minutes ahead of the reverse job shadow just to touch base before class starts.
- Ask the employer partner if they would like to engage with students throughout the activity and then follow through as agreed. If the partner does not want to engage, they can simply observe. If the partner would like to share a story or engage with the students, answer any questions they might have about the process before class begins.
- Introduce the employer partner to the class, and teach the class as normal, engaging the partner according to their comfort level.
- If time allows after the class (lunch, planning period, end of day), spend a few minutes reflecting with the employer partner about the experience by asking some probing questions:
 - Did you see connections to your work?
 - What might I include in this lesson in the future to connect the standard to your industry?
 - Does your company use the content that you observed today? If so, how?

©2018, Academies of Nashville Alignment Team

SECTION 3

REVERSE JOB SHADOW PROTOCOL *Sample Material*

■ **After the reverse job shadow:**

- Email the employer partner to thank them for participating in the reverse job shadow experience. Offer to answer any questions. If they have not already done so, remind them to share their thoughts via the provided feedback capture sheet and/or in conversation with you.
- This experience may be a one-time event that helps you better understand how your content connects to an employer's business. On the other hand, it may be the beginning of a new or stronger working relationship with an employer partner. Feel free to continue to communicate and work with this employer partner to the degree you both feel it is mutually beneficial.

SECTION 3

REVERSE JOB SHADOW PROTOCOL *Sample Material*

Employer Partner Profile

Employer partner name:

Position/title:

Business name:

Business address:

Contact phone:

Contact email:

Size of company (number of employees):

Briefly describe what your company does.

Briefly describe what you do.

List some examples of how the work of your company relates to the following subjects

English/language arts:

Math:

Science:

SECTION 3

REVERSE JOB SHADOW PROTOCOL *Sample Material*

History/geography/economics/government:

Art/other:

List some examples of ways that you have been involved with the academy in the past.

Why are you involved with the academy?

Tell us one thing about yourself that no one in the academy/pathway knows.

SECTION 3

REVERSE JOB SHADOW PROTOCOL *Sample Material*

Teacher Profile

Academy/pathway name:

School name:

School address:

Teacher name:

Specific subject(s) taught including grade-level(s):

Contact phone:

Contact email:

Please list any other positions or jobs you have previously held.

Briefly describe the subject or subjects you teach.

Briefly share what skills you will be teaching over the next six months. Identify the skills students often struggle with the most.

List key ways that you have been involved with employer partners in the past.

List some ways that you think you could incorporate one or more employer partners into your classroom this year.

Why did you become a teacher or administrator?

Tell the employer partners one thing about yourself that most others do not know.

SECTION 3

REVERSE JOB SHADOW PROTOCOL *Sample Material*

Authentic Artifacts

Reverse Job Shadow

A key goal of the reverse job shadow protocol is to better equip core content teachers to utilize tools, methods and technology that employer partners use to run their every day business.

As such, would you do the following as part of the reverse job shadow?

- Review the document “Teaching Through the Lens.”
- Solicit others from within your organization to support the collection of material to be shared with the academy/pathway core content teacher.
- Provide a brief explanation of the use and importance of the material.
- Be willing to access and collaborate on a shared platform such as a Google Drive folder that is created by the academy/pathway team for uploading all reverse job shadow documents.
- Be willing to work with the core content teacher via phone, video conferencing, email, and/or in-person meetings prior to and following your first visit to the academy.

SECTION 3

REVERSE JOB SHADOW PROTOCOL *Sample Material*

Teaching Through the Lens

Reverse Job Shadow

SUBJECT: English/Language Arts

Starting Questions:

1. How does your company/job use writing on a daily basis?
2. What strategies do you use to make sure your communications are effective?
3. Does your company have to make public presentations regularly? How do you prepare for those?
4. How does your organization get people's attention in a world that has such a short attention span?

SUBJECT: Mathematics

Starting Questions:

1. What kinds of math skills are used in your work?
2. What kinds of preliminary financial plans do you have to create before handing off to a CFO or Finance department?
3. Do you have to manage project budgets? How do you adjust those when changes arise?
4. Does your work require basic math skills or very complex formulas and algorithms? Where does your work fall on that spectrum?
5. Are there sample budget forms or spreadsheets that you could share with a MNPS teacher to use as a class exercise?

SUBJECT: Science

Starting Questions:

1. Does the work of your company require advanced technical skills? What are some of those roles and skills?
2. If you don't have those specific skills in-house, do you contract with individuals who can do that type of work?
3. Does your company do work that affects the natural world? In what ways do your practices support environmental sustainability?

SUBJECT: Social Studies

Starting Questions:

1. What is the history of your industry? What need is met by the work your company does?
2. Does your company interact with government departments? How do policy changes affect the way your business works?
3. Does your company just serve the local area or are you part of a national or international business?
4. How does your company address racial and cultural equity? Are there specific policies and procedures that address this issue?

SUBJECT: Arts

Starting Questions:

1. Even if your company is not specifically arts-focused, what roles within your company are enhanced by creative professionals? (e.g. advertising, marketing, design, display and exhibit)
2. How are artists or arts organizations supported by your company? Does your company provide a product or service that supports their work?
3. Why did your company and/or your family choose this geographic area? Could you or your company have chosen another city and still had the same quality of life?

SUBJECT: World Language

Starting Questions:

1. Are any of your staff multi-lingual? How important is that to their work?
2. Does your company work with individuals who have limited English proficiency? What tools do you use to communicate with them?

SUBJECT: Physical Education/Health

Starting Questions:

1. Does your company have positions that require able-bodied workers? What kinds of questions are asked during an interview to ensure they are able to fulfill the role?
2. Does your company have a health and wellness policy that encourages employees and their families to live active lifestyles? How does that work? Are there incentives to do so?

©2018, Academies of Nashville Alignment Team

SECTION 3

REVERSE JOB SHADOW PROTOCOL *Sample Material*

Reverse Job Shadow Capture Form

Employer partners should use the following form to capture thoughts and ideas generated while observing a core content classroom.

Name:

Company:

Position:

Core content teacher and subject:

1. Describe in layman's terms what you observed being taught in the classroom.

2. What are the connections between your carer, industry, or real-world experiences

3. Do you have any real-world artifacts that you can share with the teacher to use in the future when teaching this lesson? If so, describe the artifact and how it will support the lesson.

4. Identify any possible projects that could be aligned with this teacher/class.

5. Do you have any additional thoughts, ideas, or suggestions?

Personal reflections:

1. What surprised you about this lesson?

2. What "wowed" you about this experience?

3. What questions do you still have?

SECTION 3

ROUNDTABLE DISCUSSIONS PROTOCOL

Protocol: Roundtable Discussions

Low Intensity/Learning ABOUT the company & careers

Suggested delivery time:

60 to 75 minutes

About this Protocol

Roundtable Discussions is an opportunity for participants to engage in small group conversations that are focused on specific topics. There can be an overarching theme to which each roundtable conversation is connected to that central theme, or it could be that each table has its own focus.

For example, the overarching theme could be: *What's the world of work like in your organization?* In this scenario each table will address, speak to, and provide sample material related to that overarching question. This allows for the participants to contribute a wide range of perspectives on the one theme.

In another scenario each table could be assigned a different topic, but topics are still related to the overall theme. For example: *Table 1: The power of partnering with post-secondary* hosted by University of SimCity; *Table 2: Why these future skills are essential to learn today* hosted by Acme Inc.

Each roundtable discussion usually has its own table facilitator. The table facilitator has two objectives:

1. Monitor time and the protocol.
2. Ensure that each participant is able to interact with the host.

Specific roles:

- Facilitator (you)
- Table facilitator(s)
- Employer partners (1-2 for each table; If there are two at a table, try to group them by industry.)

Required materials:

(A sample is provided in this resource book for each item.)

- Facilitator agenda
- Participant agenda
- Sample interview questions (for students)
- Roundtable discussion protocol handout (for table facilitator)

SECTION 3

ROUNDTABLE DISCUSSIONS PROTOCOL

Suggested materials:

- A numbered tent card should be on each table.
- Before - A list handout should be prepared showing which table numbers are assigned to which employer partner(s). In this handout, you might include a short description of each employer partner and a brief overview of the employer partner's business. (If you have additional time, you might have each employer partner introduce themselves to the room by stating their name, role, business name, and brief overview of the business.)
- After - A handout should be prepared showing which table number is assigned to which partner employee. In this handout, you might include a short description of each partner employee and a brief overview of the employer partner's business. (If you have additional time, you might have the partner employees introduce themselves to the room by stating their name, role, business name, and brief overview of their business.)

Frame the Protocol

Framing this protocol for your attendees helps to set the activity up for success. Your attendees should be given some light prep work. Completing the prep work assures everyone arrives engaged and ready to have in-depth discussions.

Facilitator's Tips: Prepare your Attendees

Design Tips:

Pre-assign employer partners to tables, and develop a handout that describes which partners are at what tables.

Preparing employer partners:

- One month (if not more) prior to the event, identify the key area employers (3-6) you wish to invite to the roundtable event. Personally reach out to each of them. Describe this business leadership opportunity, and answer any questions they may have.
- Partners should develop a brief business profile, so the teacher teams/ students have that to read and further research prior to session.
- One week prior to the event, send a reminder/preparation email and include sample questions. Also, share background on the teacher teams/students that will be participating.
- On the day of the event, have your employer partners arrive about 30 minutes prior. That allows time so you can finish onboarding them to this activity.
 - Remind them of the roundtable objectives.
 - Provide a printed list of sample questions.
 - Specify how many participants will be at each table per round.
 - Give the employer partner their table number assignments.

Preparing teacher teams:

Share with the teacher teams that this is their opportunity to engage with local employers about their industry-specific knowledge and skills needs.

- Remind them that the purpose of this "knowledge harvesting" opportunity is to inform the team's development of inquiry-based learning, 21st century skills, and work-based learning opportunities.
- Instruct the teacher teams/students to spend time ahead of the roundtable session preparing probing interview questions to ask the employer partners.
- Advise the teacher team that they can generate their own questions or use any of those provided. (See "Sample Interview Questions" included with this protocol.)

SECTION 3

ROUNDTABLE DISCUSSIONS PROTOCOL *Sample Material*

Sample Roundtable Discussions Employer Preparation Email

Send one month days prior to the event.

Dear (insert name),

Thank you for your willingness to be part of our roundtable event on (insert date) at (insert time). This roundtable event represents an opportunity for our (insert academy/pathway name) teacher team to learn more about the knowledge and skill needs for your business and industry. With that information they can better provide learning and engagement opportunities for academy students that prepare them for work in your business environment.

At this event, you will be seated at a table with three to four teaching professionals who are ready to engage with you on the knowledge and skills topic. They will have specific questions to ask about your business and industry. In addition to answering their questions, we ask that you come prepared to talk about the following subjects along with anything else you feel would be helpful to the teacher team.

In your business/industry, what are:

- The professional and personal skills that are needed on the job?
- The range of expertise employed?
- Examples and approaches to problem-solving in your business/industry?
- Examples of change in your business/industry and how and why it took place?
- Teamwork examples in your organization?
- Cross-departmental collaboration examples from your business environment?
- Key business processes used?
- Important cultural elements of your organization?
- Key roles in achieving the corporation's goals and vision?

Please feel free to reach out to me if you have any questions ahead of the event. Again, thank you so much for your time and efforts on behalf of our (insert academy/pathway name) students.

Sincerely,

Name

Role

Academy/pathway name

Contact email

Contact phone

SECTION 3

ROUNDTABLE DISCUSSIONS PROTOCOL *Sample Material*

Sample Roundtable Discussions Participant Agenda

School leaders and teacher team members will engage in deep discussion with local employers to learn more about career-readiness for advanced manufacturing.

SUGGESTED TIME	AGENDA ITEM
8:00 - 8:15 AM	Opening Moves <ul style="list-style-type: none">• Part 1: Welcome and Introductions• Part 2: Framing the Protocol and the Process
8:15 - 9:00 AM	Roundtable Discussions <p>There will be three rounds, each lasting around 12 minutes. Use the supplied handout to identify and prioritize the three roundtable discussions you would like to join.</p>
9:00 - 9:15 AM	Debrief and Closing Moves

SECTION 3

ROUNDTABLE DISCUSSIONS PROTOCOL *Sample Material*

Sample Roundtable Discussions Facilitator Agenda

SUGGESTED TIME	AGENDA ITEM
10 - 15 minutes	Opening Moves <u>Part 1: Welcome and Introductions</u> <ul style="list-style-type: none">• Welcome the employer representatives and school-based guests. Have them introduce themselves using the following prompt.<ul style="list-style-type: none">◦ State your name, organization/school and what you hope to learn today? <u>Part 2: Framing the Protocol</u> <ul style="list-style-type: none">• Provide an overview of the process:<ul style="list-style-type: none">◦ Why is the session so valuable building partnerships?◦ What will we do together today?◦ How will we get started and what are the rules to engage?<ul style="list-style-type: none">• Use your handout that provides a list of the employer representatives and the table at which they are seated. Identify your top three roundtable choices.• There will be eight chairs per roundtable. If all eight chairs are taken, please find another roundtable discussion to join.• Each round will last between 12 and 15 minutes.• Demonstrate the signal (bell/ chime) that will indicate it is time to transition to the next round.• Today's theme: <i>What's your world of work like?</i> <i>Note to the facilitator:</i>• Have the employer partners already seated at their assigned table before your school representatives head to their chosen roundtable.
35 - 40 minutes	Roundtable Discussions <ul style="list-style-type: none">• Round 1: 12 minutes <i>Chime – time for transition</i>• Round 2: 12 minutes <i>Chime – time for transition</i>• Round 3: 12 minutes <i>Chime – stay at your table</i>

SECTION 3

ROUNDTABLE DISCUSSIONS PROTOCOL *Sample Material*

15 minutes

Debrief

(with all participants: whole room debrief)

Engage all attendees by debriefing their roundtable conversations. Chart their responses as a way to validate their shares. Here is a list of sample debrief questions.

- What did you hear during your table discussions?
- What similarities did you find between the different employer partners in the ways they identify and solve problems?
- What questions does this raise for you?
- What new learnings might be useful for your team and/or your students?
- What was one of your favorite questions to ask and why?
- What do you wish you could have asked that you didn't?

5 minutes

Closing Moves

- Thank the attendees.
- Conduct an exit survey. The survey should include elements such as:
 - Key takeaways.
 - Opportunities for improvement.
 - Ideas for next steps.
- Share next steps and how today's information will be used moving forward.

SECTION 3

ROUNDTABLE DISCUSSIONS PROTOCOL *Sample Material*

Sample Roundtable Discussions Table Facilitator Tool

Assigned table number: _____

Table hosts (presenters): _____

Table Agreements:

- Trust the process. (Remind attendees that your role is to help monitor the protocol and flow of the conversation.)
- Watch your personal “airtime.” (Ensure that everyone’s voice is heard before speaking for the second time.)
- No question is a dumb question.
- Have fun!

Part 1: Welcome & Introductions (5 min)

- Introduce your table host to your table guests.
- Provide context for your table discussion including table agreements and review of the protocol.
- Describe your role during the event is to monitor the protocol and allocated time.

Part 2: Table Host Presentation (5 to 7 min)

- The table host provides brief overview of the topic and their connection to the topic.
- The table host shares relevant resource(s).

Part 3: Open Floor for Questions (7 to 10 min)

- Facilitate this interactive section of the protocol.
- Watch for who raised their hand first.
- Ensure that each person has spoken at least once.

Part 4: Closing (5 min)

- Thank table attendees.
- Share one key takeaway (something you learned or an ah-ha moment) from this discussion.

Notes:

SECTION 3

ROUNDTABLE DISCUSSIONS PROTOCOL *Sample Material*

Sample Roundtable Discussions Questions to Ask Employer Partners

What industry is your business in?

In your career field what are typical entry-level position titles?

When reviewing applications and resumes, what are some of the essentials items your organization is looking to see?

During an interview, what are some of the essential facts and messages your organization wants to hear?

How competitive is entry into your field of work?

What does a typical day look like for you?

What are the specific knowledge and skills necessary to perform your job activities?

What hours do you typically work? Do you work occasionally or frequently on the weekends?

Do you take work home with you, and if so how much and how often?

While on the job, what activities are you engaged in most of the time?

Could you describe your business environment and culture?

What are the other employee roles you usually work with?

What kinds and levels of educational preparation do you need for your position?

What post-secondary certification, associate's, bachelor's, or other degree or credential do you hold? To what level have you found it related and necessary to your current position?

What industry certifications are common in your field of work?

What do you consider the next step along your career path?

Is your job fairly predictable day-to-day, or does each day bring new challenges? Provide examples of how you have had to be flexible and adaptable?

What do you like about your occupation? Why?

What is challenging about your occupation? Why?

What is the outlook for career opportunities in your field over the next few years?

What qualities do employers look for in job applicants who want to enter your field of work?

Is there a probationary period for new employees? On what basis is their performance evaluated?

Can you recommend the names of others I might consult to find out more about this field of work?

Does your organization offer or is it willing to provide workplace opportunities for students (job shadows, mentorships, internship programs)?



Protocol: Worksite Tours

Moderate Intensity/Learning WITH the company

Suggested delivery time:

1-day up to 2-days (very dependent on shared goals and objectives)

About this Protocol

Schools already know the importance of rigor and relevance, but within the Ford NGL Community-connected Learning Continuum, Level 2 is all about growing partnerships. It is about establishing a foundation of awareness and understanding among educators and employers within the respective worlds of the classroom and the workplace. At its most basic level, this foundation entails understanding the language, culture, and values of each world and the needs, opportunities, and challenges faced by both.

What distinguishes a worksite tour is its degree of impact, both quantitative and qualitative. A well-designed worksite tour can have a significant impact on many of its participants. It often alters long-held preconceptions and beliefs about the workplace in both general terms and regarding specific aspects of the site toured.

- For students, a worksite tour can reveal new areas of interest and heighten the relevance of classroom subject matter and instruction. It can connect the student with a career consideration she or he never even knew existed.
- For teachers, a worksite tour can update the currency of their curriculum and its context. It can deepen their understanding of the relationship between curriculum and real world applications.
- For an academy team, a worksite tour can provide powerful examples of process and protocol that help a team to be highly functional.
- For employers, the process of working with a team of teachers and getting first-hand knowledge of today's students can have a profound impact on their commitment to engagement with education and loyalty as a partner.

SECTION 3

WORKSITE TOURS PROTOCOL

The Worksite Tour

How does this work-based learning experience impact the following stakeholders?

The Employer Partner

- Enhanced student awareness of the employer's business and jobs
- Greater visibility and reputation in the community
- Opportunities for future recruitment
- Advancing the employer's partnership with the academy

The Students

- Real-world context and application of academic subject matter
- Relevance of course content to the work and jobs of local employers
- Observation of job performance and the role of twenty-first century skills in the workplace
- Introduction to potential mentors and contacts in business and industry
- A robust conceptual framework for storing and retrieving knowledge

The Employee Volunteer(s)

- An opportunity to give back to the community
- Development of leadership skills
- Enhanced pride in working for the hosting employer

The Teachers

- Opportunities for collaboration across disciplines
- An alternative to lecturing about such operations and organizations
- Real-world context and application for their discipline
- Opportunities for observing and understanding systems
- Examples of twenty-first century skills in action

Facilitator's Tips: Prepare for Your Attendees

The Experience Components

The effectiveness of a worksite tour is dependent upon the degree of preparation and planning and how the tour is conducted.

- Employer welcome
- Business and worksite orientation
- Review of the tour's objective(s) and agenda
- Walkthroughs of targeted areas and functions
- Demonstrations and discussions with key employees
- Debriefing and reflection
- Clarifying questions and wrap-up
- Feedback and evaluation

SECTION 3

WORKSITE TOURS PROTOCOL

The “Look fors”

- Academic references: examples drawn from academic content within the workplace (For example, if you teach geometry, how might you see your standards in the workplace?)
- Business processes: sequences of activities, protocols and events which produce recurring outputs
- Inputs into and outputs from the business processes
- Types of employees and their work at each step of the business process
- Evidence of twenty-first century skills in action
- Different kinds and uses of technology in the workplace
- Skills and activities specific to this workplace, kind of employer, and/or work

The Tour Differences

General Tour/ Field Trip

- Observations and interactions usually reflect individual curiosity more than specific goals.
- The focus of a visit is on providing more of an overview of the employer’s operations than diving more deeply into specifics.
- Conversations with employees tend to be more relational.

Worksite Tour

- Observations and interactions are planned and aligned with the objectives of the tour.
- Gaining a deeper understanding of specific operations and their context within the overall organization is an objective of the tour.
- The choice of personnel to be interviewed is aligned with the purpose of the tour.

The Elements of Success

For employers:

- Identify areas of the organization and operations which pertain to the teacher’s objectives for the tour.
- Share sets of skills and technologies used at the company in these areas.
- Identify a variety of experiences/jobs relevant to their objectives for the teachers to observe during the tour.
- Select the right employees to engage with the teachers and allow time for their interaction with the teachers.
- Prepare those employees for their role in the tour.
- Provide an overview of the organization on the tour.

For teachers:

- Identify a team of teachers that represents a variety of disciplines.
- Customize the objectives to support the academy’s needs.
- Provide the employer partner with the goals and objectives for the tour.
- Prepare questions for the employer partner and employees in advance of the visit.
- Tour with an eye toward student engagement, noting aspects that might arouse their interest or curiosity and build their skill sets.
- Consider how the worksite tour could be adapted for students (and possibly administrators).
- Observe not only what the employees do but also how they do it while identifying workplace skills in action.
- Make particular note of professional skills that students can develop and are more broadly applicable to college and career success.
- Document your experience, making connections between the business and your classroom skills/content.
- Collect artifacts (e.g. pictures, documents) for future reference.

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

Project Management Timeline

Worksite Tour

■ Four or more months in advance:

- Identify and qualify the employer host based on the academy's focus and career paths (if the host proposed is not an existing employer partner).
- Identify the team members participating in the tour.
- Agree to the types of academic content to be observed in the tour.
- Determine a mutually agreeable date for the tour.

■ Two months in advance:

- Collect basic profile information about the employer, its business, organization, and operations.
- Determine the team's goals and objectives for the tour.
- Identify particular areas, processes, and individuals that can best help the team achieve its goals and objectives.
- Consider alternatives for learning about particular areas and processes that are restricted or remote to the worksite.
- Agree on arrangements for lunch whether provided or on your own.
- Develop a draft agenda for the tour considering ways to optimize the team's time at the worksite.
- Identify key employer personnel and their back-ups for the tour and their availability for the agreed upon date.

■ One month in advance:

- Identify tour routes and opportunities for interviews and discussion during the tour.
- Identify rooms for any planned roundtable or panel discussions with employees.
- Finalize the agenda for the tour and confirm the availability of key employer personnel.
- Document and share with the team any of the employer's safety, dress code, photography and clearance policies for guests and visitors.
- Arrange for parking, and finalize plans for lunches (if required).

■ During the week before:

- Confirm the names of the team members and their times of arrival and departure with the employer.
- Review details of the day and the agenda with the employer representative.
- Ensure the availability of any necessary recording or photography equipment for the team.
- Confirm the plan for the day with the team and their preparations.

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

Readying Participants

■ Employer partners/business/organization need to:

- Identify areas of the organization and operations which pertain to the teacher's objectives for the tour.
- Share sets of skills and technologies used at the company in these areas.
- Identify a variety of experiences/jobs relevant to their objectives for the teachers to observe during the tour.
- Select the right employees to engage with the teachers and allow time for their interaction with the teachers.
- Prepare those employees for their role in the tour.
- Provide an overview of the organization on the tour.

■ Academy/pathway teachers need to:

- Identify a team of teachers that represents a variety of disciplines.
- Customize the objectives to support the academy's needs.
- Provide the employer partner with the goals and objectives for the tour.
- Prepare questions for the employer partner and employees in advance of the visit.
- Tour with an eye toward student engagement, noting aspects that might arouse their interest or curiosity and build their skill sets.
- Consider how the worksite tour could be adapted for students (and possibly administrators).
- Observe not only what the employees do but also how they do it while identifying workplace skills in action.
- Make particular note of professional skills that students can develop and that are more broadly applicable to college and career success.
- Document your experience, making connections between the business and your classroom skills/content.
- Collect artifacts (e.g. pictures, documents) for future reference.

Worksite Tour Outreach Email

Dear (insert employee partner name),

(Insert business/organization name) has been a valued partner with the (insert school/academy name) for a long time. This summer we want to provide the teachers of our academy with a unique learning experience. We are reaching out **hoping you will consider hosting teacher teams for a worksite tour of your facilities**. Because we know your time is limited, we intend to provide the support needed to ensure your team is set up for success and will value the experience as much as we know our teachers will.

We will support (insert business/organization name) by providing the following services:

- Virtual orientation for your designated point of contact who will be coordinating this experience with us
- Ongoing support in planning, preparations, and hosting as needed
- Teacher team preparation including a facilitator's agenda and participant's agenda designed in collaboration with your point of contact
- Onsite facilitator
- Material to help teachers take maximum advantage of the experience including an observation, reflection, and feedback form

We request from you the following:

- A point person with whom we can collaborate to ensure the design of the right experience and selection of the appropriate departments to observe.

Please RSVP by (insert date), and note that we plan on hosting an orientation on (insert date and time).

- During the orientation, we will provide you and/or your point person with a deeper understanding of the objectives for this experience; introduce you to our national partner supporting the tour; provide a sample agenda; answer all questions; and discuss the timeline.
- Following the orientation there will be opportunities for follow-up on planning and preparation for your hosting.

We value our continued partnership and thank you for your ongoing support of (insert academy/pathway name). We look forward to talking with you in the next few days about the possibility and structure of a worksite tour of your operations and facilities.

Sincerely,

Name
Role
Academy/pathway name
Contact email
Contact phone

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

Orientation for Employer Partners & Teachers

Employer Partners

In order to effectively prepare the employer partners for this work-based learning effort, it is important that you have a deep understanding of what the experience entails. You also need a framework which employer partners can use with you to collectively design the experience. Note that the emphasis here is on collectively designing the experience. You have a sample agenda and sample activities from which the employer partner and you together must determine which items and variations will make the most sense for their organization.

Employer Partner Orientation Guidelines

- Meet with your employer partners early enough in the process so that they have adequate time to understand and respond to the specific calls to action.
- Provide employer partners with a clear list of calls to action and a timeline.
- Develop a relationship with one point of contact for this experience who can represent the organization well. They must be able to effectively recruit and reach out within the organization to fulfill the needs of the experience activities.
- Are there worksite tour rules? Make sure you ask! For example, ask if there are parking rules or dress codes. Ask if pictures can be taken.

Teachers

In order for teachers to be prepared, it will be important to provide them an orientation to the experience in stages.

Teacher's Orientation Guidelines

- Pre-assign the teachers to their worksite tour location.
- Share this information with them early on so that they come to the experience fully prepared. For example, if there is a dress code or other rules, they need to know about them well in advance.
- If teachers need to bring anything to this experience let them know that too. For example, do they need to bring their computers? If so (or if not), let them know with sufficient notice, so they can be prepared.
- Share the agenda with the teachers, and walk through the planned experience with them. The more they understand the experience up-front, the better able they will be to value and apply what they see, hear and learn within their teams and the classroom.

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

Sample Worksite Tour Facilitator Agenda

Wednesday, June 23, Worksite Tour // Ford Louisville Assembly Plant

8:00 - 8:30am Registration - Check-in

Dann and Leah will be manning the welcome table as they welcome all participants with a handshake and a smile.

Table to include:

Sign in Sheet

JCPS Packets

Photo/Video release form

Materials

Provided by LAP - Table for
Registration Table

8:30 - 9:00am SECTION 1: WELCOME & OPENING MOVES

Part 1: Welcome to Ford LAP - 5 mins Tami & Leah (8:30- 8:35)

- Welcome to Ford LAP - Tami
- Who is Ford NGL? - Tami / Leah
- Introduction of ALL
 - Ford LAP & Ford NGL Team
 - Participants
- Introduction Bill and signing of release forms

Materials

Equipment
Laptop (Dann Providing)
Projector (Tami)

Room Set-up
Tables and chairs

Part 2: Why Manufacturing Matters? presentation- 7 mins Tami (8:35-8:40)

- Suggested Talking Points
 - Why is Ford Louisville Assembly Plant interested in partnering with Schools?
 - What is Ford NGL?
 - What is Ford Louisville Assembly Plants core purpose in the business world? (products, departments, etc)

Guidebook Needs:
Ford Assembly Plant Information

Part 3: Setting for the Day

- Overview of the next two days.
- Review Packet
- Introduce STEAM Bingo - Identify the professional skills and personal qualities you observe throughout the next two days. Record the ways you see these skills being used in the boxes below. Include where they were observed, how they were applied, and who needs to have these skills. We will be checking in periodically with you to hear about your observations and reward you if you have successfully completed a row and/or column.
- Review of specific WBL experiences provided over the next two days...
 - Fishbowl is opportunity to learn.
 - Tour is opportunity to observe.
 - Deep Dive is opportunity to understand

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

8:50 - 10:00am

SECTION 2: EXPERIENCING THE WORLD OF FORD LAP

PURPOSE of Experiencing the World of Ford LAP

- Allow a snapshot of how departments work together to identify, solve problems - this represents what we call “Interdisciplinary teaming” in schools - how does a science teacher work with the English teacher? How does the Robotics Department work with the Logistics Department?

Part 1: Introduction / Overview 8:50 - 9:00

1. Opening Suggested Questions + Talking Points
 - a. When you think about the highly effective team, what characteristics come to mind?
 - b. How might an effective team from different departments (or different classrooms) work together for a common vision?
 - c. Guide Book Pause: Go to your guide book and take a few minutes and jot down what similarities you think there are between your team and Ford LAP department teams.
2. Overview of Panel Discussion with plant manager and human resource director.

Part 2: Interactive Panel

Prompts to Share with the Department Leaders

- What have you noticed among your new hires? How might they be better prepared?
- What does collaboration look like working together in the plant?
- What steps are taken to ensure quality assurance across all departments individually and together?
- How are issues in the plant addressed collaboratively?

Part 3: Debrief the Discussion 9:35 - 9:50

Part 4: Preparing for Ford LAP Tour 9:50 - 10:00

- See description below + objectives.
- Suggested conversation
 - Unpack the objectives to be sure everyone is clear and knows what to look for.

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

10:00 - 10:15am MORNING BREAK

10:15 - 11:15am SECTION 2 CON'T: Experiencing the World of Ford LAP - the Tour

During the 45-minute Ford LAP Tour riding on a tram through the participants will visit the body shops, the final staging area for vehicles as they are driven off the line, and learn about the pre-delivery process and the simulated factory where new employees are trained.

Objectives

- Learn how Ford's corporate commitment to quality and continuous improvement helps define its processes and systems;
- Observe how Ford LAP departments fit into these processes and systems and relate to each other in providing cross-functional support in problem identification and solutions development;
- Understand the employee mindset required for success in such an environment. [Note Since "the simulated factory where new employees are trained" is part of the tour, some of that mindset should be mentioned there as well, hopefully enough to build on later on.]

Part 1: 45 minutes guided Tour 10:15 - 11:05

Part 2: Debrief the Tour 11:05 - 11:15

- Create these questions based on these objectives WHILE you are experiencing the tour.
- Sample questions
 - What did you see? What did you hear?
 - How did you see different departments working together?

11:15am - 12:00pm LUNCH

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

12:00 - 3:00pm

Section 3: Deep Dive with Ford LAP Department Leaders

DEEP DIVE WITH FORD LAP DEPARTMENT LEADERS

Materials

Part A: Preparing for Deep Dive [12:00 - 12:30]

Equipment

- Overview of Deep Dive (purpose and set the stage for the process)
 - Now that you have explored the plant, you have an opportunity to really get to know how the departments at Ford LAP work together each day to ensure their goals are met.
 - What types of questions, connected to teaming, came to mind regarding the plant that you saw during the tour?
 - Here is your chance to get your questions answered.
 - Let's take a look at the tools in your guidebook.
 - These observation tools will help guide you through the deep dives with each department.
 - Let's review the first one together.
 - Do you have any questions or comments about the tools that we have provided?
 - What type of information do you feel you need to gather to consider this a successful experience?
- Provide overview of departments
- Revisit What do you want to learn? Have participants add to this list based on what new information they hope to glean from the deep dives.

Room Set-up

Guidebook Needs
Probing Questions Protocol
Design thinking observation tool

Part B: Deep Dive with Global Engineering - [All Participants Together] [12:30 - 1:15]

- Tami to do introduction
- What is the focus of this conversation? Look for:

Note to participants:

Please be reminded that you are looking to better understand how the plant employees function together and provide cross-functional support in identifying and solving problems.

- A: Department leader presentation (30 min)
 - Department leader will have an opportunity to either present information on their department (as they have in the past) in the conference room
- B: Q&A (15 min)
 - Participants will utilize their observation tools in their packet and have an opportunity to get their questions answered.

Part C: Deep Dive with Body Shop/Robotics Programming & Ford Production System [1:15 - 3:00]

Logistics Overview

- Split the group in half. Half will attend Robotics and the other half Ford Production. [They will switch on day 2.]
- Leah goes with one group; Dann with the other
- A: Department leader presentation (60 min)
 - Department leader will have an opportunity to either present information on their department (as they have in the past) out on the floor at their workstations (based on department leader preference).
- B: Q&A (30 min)
 - Participants will utilize their observation tools in their packet and have an opportunity to get their questions answered.
- C: Fill in STEM BINGO Card (15 min)
 - Whole group back in the conference room.

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

3:00 - 3:30pm SECTION 4: CLOSING MOVES

Part 1: Focused Conversation (Dann)

- What were some of the main activities you saw/heard in your deep dives?
- Were you surprised by how the departments you visited function? How so?
- Where did you see overlap between the departments you visited and what you teach?
- How does the work at this plant connect to your first two days of highly effective teaming training with Paula?
- Based on what you saw today, what would you like to do differently in your work?

Materials

Post-It
Chart Paper

Equipment

Guidebook Needs

Part 2: Reflections

[use the daily reflection sheet]

Part 3: Set up day 4 -

Reminder participants the following

- Start the day at 8:30am
- Dress appropriately
- Think about what you needed to get today.

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

Day 2: Thursday // Worksite Tour @ Ford Louisville Assembly Plant

8:00 - 8:30am Registration - Check-in

8:30 - 9:00am SECTION 1: OPENING MOVES

PART 1: WELCOME BACK & OPENING MOVES

Materials

Throughout day one, participants have been filling up their STEM BINGO Cards based on their observations. Start off day two by having participants share some of their bingo reflections and award those that have completed a row and/or column with prizes. (See bingo instructions on page 8).

Equipment
Laptop (Dann Providing)
Projector (Tami)

Room Set-up

Part 2: Frame the day

- Overview of day
- Break into teams

Guidebook Needs

9:00 - 10:45am SECTION 3: Deep Dive with Ford LAP Department Leaders

DEEP DIVE WITH FORD LAP DEPARTMENT LEADERS

Materials

9:00 - 9:30 Part D: Deep Dive with Material Handling & Logistics [All participants together]

Equipment

- A: Department leader presentation (20 min)
 - Department leader will have an opportunity to either present information on their department (as they have in the past) in the conference room
- B: Q&A (10 min)
 - Participants will utilize their observation tools in their packet and have an opportunity to get their questions answered.

Guidebook Needs
Observation tool

- 9:30 - 10:45 Part C: Deep Dive with Body Shop/Robotics Programming & Ford Production System [Split the group in half. The group that attended robotics day 1 will now attend Ford Production]

Logistics Overview

- Split the group in half. Half will attend Robotics and the other half Ford Production.
- Leah goes with one group; Dann with the other
- A: Department leader presentation (50 min)
 - Department leader will have an opportunity to either present information on their department (as they have in the past) out on the floor at their workstations (based on department leader preference).
- B: Q&A (25 min)
 - Participants will utilize their observation tools in their packet and have an opportunity to get their questions answered.
- C: Fill in STEM BINGO Card (15 min)
 - Whole group back in the conference room.

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

10:45 - 11:00am	MORNING BREAK	
11:00am - 12:00pm	SECTION 3: Deep Dive with Ford LAP Department Leaders	
PART 1: DEEP DIVE WITH FORD LAP DEPARTMENT LEADERS		Materials
<ul style="list-style-type: none"> 11:00 - 11:30 Part E: Deep Dive with Finance in Manufacturing [All participants together] A: Department leader presentation (20 min) <ul style="list-style-type: none"> Department leader will have an opportunity to either present information on their department (as they have in the past) in the conference room B: Q&A (10 min) <ul style="list-style-type: none"> Participants will utilize their observation tools in their packet and have an opportunity to get their questions answered. 11:30 - 12:00 Part F: Employee Panel (Young new hires, what they would like to have learned in high school, skills, etc.) [All participants together] 		Equipment Guidebook Needs Observation tool
12:00pm - 12:45pm	LUNCH	
12:45 - 2:15pm	SECTION 3: Deep Dive with Ford LAP Department Leaders	
12:45 - 2:15 PART G: DEEP DIVE WITH INDUSTRIAL ENGINEERING [ALL PARTICIPANTS TOGETHER]		Materials Equipment Guidebook
2:15 - 2:30am	AFTERNOON BREAK	
2:30 - 3:30pm	SECTION 4: DEEP DIVE CONNECTIONS TO THE ACADEMY TEAM, TEACHING AND LEARNING & CLOSING MOVES	
PART 1: DEEP DIVE W/ FORD LAP LEADERS CONNECTIONS TO ACADEMY TEAM, TEACHING & LEARNING 2:30 - 3:15		Materials
Guided Focused Conversations		Equipment
<ul style="list-style-type: none"> What were some of the things we covered over the last couple of days? What new vantage point has this experience given you about interdisciplinary teaching and learning? What is the next step for implementing based on our experience? 		Guidebook Needs Lesson planning template?
Part 2: Prep for tomorrow Review the flow for day 5.		
Part 3: Teacher Evaluation [different form than daily reflection] Teachers will complete the evaluation located in their guidebooks.		

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

Sample Worksite Tour Participant Agenda

Goals for participants:

- Exposure to STEM in the workplace by developing the foundations of a school-employer partnership with Organization ABC to impact teaching and learning
- Connect the world work to the world of school by exploring specific teaching standards thru structured interactions with Organization ABC's department leaders
- Understand and examine how interdisciplinary practices and the function of a team is essential to this organization's operations

Location and parking:

Park in front of the administration building, and enter in the front lobby.

Attire:

Long sleeved shirts and pants are required. Tennis shoes are allowed. No open-toe shoes or heels allowed. No shorts or skirts allowed.

Pre-event and onsite contact:

If you need immediate assistance or have questions about this professional development experience, contact (insert name and phone number).

Wednesday, June 14

8:00 - 8:30am Registration - Check-in

8:30 - 8:50am WELCOME & OPENING MOVES

WHY MANUFACTURING MATTERS

- Why is Organization ABC interested in partnering with schools?
- What is Ford NGL?
- What is Organization ABC's core purpose in the business world? (products, departments, etc)

8:50 - 10:00pm EXPERIENCING THE WORLD of ORGANIZATION ABC

Allow a snapshot of how departments work together to identify and solve problems. This represents what we call "Interdisciplinary teaming" in schools. How does a science teacher work with the English teacher? . How does the robotics department work with the logistics department?

10:00 - 10:15am MORNING BREAK

10:15 -11:15am CON'T EXPERIENCING THE WORLD OF FORD LAP

11:15 - 12:00pm LUNCH

12:00 - 3:00pm DEEP DIVE WITH ORGANIZATION ABC DEPARTMENT LEADERS

- 12:00 - 12:30 Part A: Preparing for Deep Dive
- 12:30 - 1:15 Part B: Deep Dive with Global Engineering
- 1:15 - 3:00 Part C: Deep Dive with Body Shop/Robotics Programming & Production System

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

3:00 - 3:30pm CLOSING MOVES

Thursday, June 15, 2017

8:00 - 8:30am Check-in

8:30 - 9:00am OPENING MOVES

9:00 - 10:45am DEEP DIVE WITH ORGANIZATION ABC DEPARTMENT LEADERS

- 9:00 - 9:30 Part D: Deep Dive with Material Handling & Logistics
- 9:30 - 10:45 Part C: Deep Dive with Body Shop/Robotics Programming & Production System

10:45 - 11:00am MORNING BREAK

11:00 - 12:00pm DEEP DIVE WITH ORGANIZATION ABC DEPARTMENT LEADERS

- 11:00 - 11:30 Part E: Deep Dive with Finance in Manufacturing
- 11:30 - 12:00 Part F: Employee Panel

12:00 - 12:45pm LUNCH

12:45 - 2:15 pm DEEP DIVE WITH ORGANIZATION ABC DEPARTMENT LEADERS

- 12:45 - 2:15 Part G: Deep Dive with Industrial Engineering

2:15 - 2:30pm AFTERNOON BREAK

2:30 - 3:30pm DEEP DIVE CONNECTIONS TO THE ACADEMY TEAM, TEACHING AND LEARNING & CLOSING MOVES

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

Professional and Personal Skills Treasure Hunt

During today's worksite tour, you're on the hunt for professional and personal skills used in the workplace. The chart below is a map of your treasure chest. The task is to fill in as many of the boxes as possible. On your observation form, include the skills you observed, where they were observed, how they were applied, and who used them. Note that some boxes are repeated to give you an opportunity to share more than one example. Happy hunting!

Systems	Resources	Technology	Professional Concepts and Vocabulary
Personal Qualities	Information Skills	Interpersonal Skills	Connection to the Standards YOU Teach
Connection to the Standards YOU Teach	Thinking Skills	Basic Skills	Personal Qualities
Technology Skills	Interpersonal Skills	Information Skills	Information Skills
Thinking Skills	Systems Skills	Professional Concepts and Vocabulary	Basic Skills

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

Professional and Personal Description

Basic Skills <ul style="list-style-type: none">• Reading• Writing• Mathematics• Listening• Speaking	Thinking Skills <ul style="list-style-type: none">• Creative Thinking• Decision-making• Problem-solving• Thinking Imaginatively• Knowing How to Learn• Reasoning	Personal Qualities <ul style="list-style-type: none">• Responsibility• Sociability• Self-management• Integrity
Resources <ul style="list-style-type: none">• Allocating Time• Allocating Money• Allocating Materials• Allocating Space• Allocating Staff	Interpersonal Skills: <ul style="list-style-type: none">• Working on Teams• Teaching Others• Serving Customers• Leading• Negotiating• Working with Diverse Populations	Systems Skills <ul style="list-style-type: none">• Understanding Social, Organizational and Technological Systems• Monitoring• Correcting Performance• Designing or Improving Systems
Technology Skills <ul style="list-style-type: none">• Selecting Equipment and Tools• Applying Technology to Specific Tasks• Maintaining Technologies• Troubleshooting Technologies	Information Skills <ul style="list-style-type: none">• Acquiring and Evaluating Data• Organizing and Maintaining Files• Interpreting• Communicating• Using Computers	Professional Concepts and Vocabulary <p>Terms and concepts like:</p> <ul style="list-style-type: none">• Project Management• Mission Critical• Systems Thinking• Quality Assurance• Return on Investment• Design Thinking• Just in Time Inventory• Six Sigma

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

Employee Interview and Discussion

Job or position title and description:
Primary activities/tasks performed in or related to the business process:
Primary activities/tasks and their descriptions including inputs and outputs: (include one per row)
Activity/Task 1: Inputs: Outputs:
Activity/Task 2: Inputs: Outputs:
Activity/Task 3: Inputs: Outputs:
Activity/Task 4: Inputs: Outputs:

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

Worksite Tour ‘Look-Fors’

The Why

Documentation of the worksite tour experience:

- Provides primary reference material for achieving the tour’s objectives.
- Serves as a basis for comparing the experience with other members of the team and reflecting on the value of the tour.
- Can be a valuable resource for developing work-related instructional materials and other work-based learning experiences.

The Guidelines

The purpose of the worksite tour is to provide a foundational understanding of how a particular business is organized and operates within and across departments. You will also become privy to the professional and personal skills needed for employees to be successful in their roles. During the tour, it is important to take notes about observations and interviews with the employees. The three guidelines which follow focus on what to look for and document during the worksite tour experience.

Guideline #1: Processes and Procedures

Your role is to listen for business processes and procedures and make connections as to how your team might operate more efficiently.

Within and across departments in an organization, there are business processes that allow activities or tasks to be accomplished. Some organizations have a system that allows the entire organization to have standard operating procedures. You might find that system in some production plants. Other organizations have more flexibility in how the job can be done. Regardless of the processes or industry, each organization produces outputs (products and/or services), and to accomplish this there are business processes in place.

A business processes consists of a set of activities or tasks. Taken together these activities or tasks produce an output (product or service). Each business process can be described in terms of its inputs, the activities of the process, how they are related, and the outputs of the process. For example, an order fulfillment department for an online retailer receives orders, and they must ensure that orders are filled and shipped in a timely manner. They must also maintain an adequate inventory to fill those orders. Sharing and coordination of processes, procedures, and data with other departments and functions are required for the department and the retailer to be successful.

Guideline #2: Cross-Functional Departments/Teams

Your role is to listen for how departments are cross-functional. In other words, learn how they work across departments to identify challenges, get to the root cause, solve problems, and make connections.

An organization is made up a number of departments or teams. Every employer strives to have departments/teams that function as effectively as possible and collaborate successfully with other departments/teams. Such departments/teams that function this way are cross-functional. In your school, we might refer to these as highly effective career academy teams. An academy team is made up of different teachers that can be successful in their own silo (department) as well as with other teachers on their team. You might see the output of highly effective career academy teams through their interdisciplinary project and challenge-based learning activities.

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

Guideline #3: Professional and Personal Skills

Your role is to listen for professional and personal skills that could be modeled by your teacher team and embedded into the experiences provided for your students.

Employees of an organization are hired because they have skills that demonstrate their ability to do the job required. Skills are acquired or developed through direct experience and training whether it be on or off the job. Two types of skills to look for during your worksite tour experience are professional and personal skills. Professional skills are the specific skills that are required for any working individual. These skills are acquired through experience (the soft and hard skills required for the job). Personal skills come through personal experiences or any situation where something has been learned. These skills can be used in your daily life. They are practiced and mastered over time. Your role is to listen for and gain an understanding for what types of skills the employees need to be successful on the job. You also need to know what skills they need to possess up front in order to be set up for job success. You might find points of connection with skills that your team already focuses on during projects. You may also identify others to incorporate that will help ensure students graduating from high school are equipped for real world success.

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

Observation and Documentation Tool

Worksite Tour

Department Name:

Department Leader:

High-level description of the department/team and its function:

Jobs or position titles and descriptions:

Primary activities/tasks performed in or related to the business process:

Instances of employees working across departments to support the primary activities/tasks of the organization:

Who are the department's suppliers and customers [internal and external]?

What are this department's inputs and outputs?

How do you see skills and knowledge employed within the department connecting to either your course or your team's courses?

What skills and knowledge employed within the department are not connected to either your course or your team's courses?

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

Worksite Tour Employer Evaluation

Rate each of these statements on a scale of 1-4, with 1 indicating strongly disagree and 4 indicating strongly agree.

1. I felt we were prepared to assist the participants in achieving the goals and objectives for the experience. (1-4) ____ Why did you assign this rating?

2. I felt we succeeded in achieving the goals/objectives as hosts for the experience. (1-4) ____
Why did you assign this rating?

3. I felt our time and resource could have been better used in hosting and preparing for the tour.
(1-4) ____ Why did you assign this rating?

4. The interest and engagement of the participants met or exceeded our expectations for the tour.
(1-4) ____ Why did you assign this rating?

5. I would encourage other employers in the area to consider opportunities for hosting similar tours.
(1-4) ____ Why did you assign this rating?

Value Creation

Rate each of the following 1-4 according to the type of value you received from hosting this tour and provide one or more examples.

Immediate - We gained experience and/or insights we will use for the next group we host. (1-4) ____
For example:

Potential - We gained experience and/or insights we could use for future groups. (1-4) ____
For example:

Transformative - Based on this experience, we gained new insights that will change the approach or content of future tours and working with educators. (1-4) ____
For example:

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

Worksite Tour Teacher Evaluation

Rate each of these statements on a scale of 1-4, with 1 indicating strongly disagree and 4 indicating strongly agree.

1. I understand the purpose of this experience and how it connects to the work I'm doing in my school. (1-4) ___ Why did you assign this rating?

2. I felt prepared to achieve the goals/objective(s) for my visit. (1-4) ___
Why did you assign this rating?

3. I succeeded in achieving the objectives of this experience. (1-4) ___
Why did you assign this rating?

4. I learned something new during this visit. (1-4) ___
Why did you assign this rating?

5. Our employer partner met or exceeded my expectations for this experience. (1-4) ___
Why did you assign this rating?

6. Our teacher team was able to take maximum advantage of this opportunity. (1-4) ___
Why did you assign this rating?

Describing the Value of your Experience

Rate each of the following 1-4 according to the type of value you received and provide one or more examples.

Immediate - I gained information and/or insights I can use in my current classes immediately. (1-4) ___ For example:

Potential - I gained information and/or insights I can use in my future classes. (1-4) ___ For example:

Transformative - I gained information and/or insights that will change the instructional approach or content of my classes. (1-4) ___ For example:

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

Worksite Tour Debrief with Teaching Team

Facilitator's Agenda

During the worksite tour you collected resources and documented observations and learnings. Today, we are going to spend 30-45 minutes reflecting on that experience using a *What, So What, Now What* agenda.

We will:

- Share our learnings.
- Identify ways to use those learnings in our teaching team.
- Brainstorm possible ways we would like to continue with the partnership.

Opening Moves (5 min)

- Frame / agenda review
- Meeting agreements for today

Chalk Talk (10 min) — This addresses the “What.”

- Describe the culture of Ford Louisville Assembly Plant (Ford LAP)...
- 1-2 words describing how you saw cross-functional teamwork...
- One business process you *REALLY* liked and would like to incorporate into your class/teaching team.

Gallery Walk + Debrief using an O.R.I.D. (5 min)

Step 1: Silent walk, look at postings

Step 2: Facilitate a focused conversation using an O.R.I.D. protocol.

Team Agreement (12 min)

Using “*So What? Now What?*” answer the following prompt as a team.

- For the next two weeks we agree to trying/doing the following...

Rapid Brainstorm — How might we continue to grow our partnership?

- List all the connections you found with your course (what you teach) and what you saw/heard at the plant.

Closing Moves (5 min)

- Thank you letter to Ford LAP [sign; team leader to email]

SECTION 3

WORKSITE TOURS PROTOCOL *Material*

Reflective Worksite Tour Questions

Opening moves prompts:

- What similarities do you think you might discover between your academy team and the department teams?

Panel, guided tour, deep dives with department leads prompts:

- What observations did you make regarding interdisciplinary teaching and learning?
- What are some tools or strategies that you learned that will allow you to cross-pollinate and collaborate with your team as you move into the new year?

Questions participants (or the facilitator) might ask employees:

- How important is teamwork in accomplishing the goals of your company?
- What does collaboration look like working together in the plant?
- What steps are taken to ensure quality assurance across all departments?
- How are issues in the your department addressed collaboratively?

Closing moves prompts:

- What were some of the things we covered over the last couple of days?
- What new vantage point has this experience given you about interdisciplinary teaching and learning?
- What is the next step for implementation based on our experience?
- What was the most relevant or memorable part of your visit?
- How do you connect your experience at the business with the first two days of your highly effective teaming training?

Section 4: Facilitator Resources

Facilitating a Focused Conversation using an O.R.I.D. Protocol

Adapted from the Focused Conversation Method developed by the Institute of Cultural Affairs (ICA) as part of its Technology of Participation (ToP™) and from The Art of Focused Conversation: 100 Ways to Access Group Wisdom in the Workplace

The Purpose

- Reflect on and interpret a shared experience (e.g., a meeting, a presentation) and decide what to do as a result.
- Listen to and share perceptions and emotional responses, suspend judgment during the discussion, and gain a broader and deeper understanding of the experience.

The Why

- People often evaluate experiences quickly and superficially or allow discussions to meander. This framework enables detailed reflection and learning and helps groups get to the heart of the matter efficiently.
- It is simple, follows a natural process, and ensures that each step of the process is taken. That way the group can reach conclusions based upon the widest possible base of data.
- The method structures the debriefing process and prompts recall so that a group can broaden their perspectives of an experience, develop a shared understanding of the experience, and formulate a common strategy.
- Emotional or intuitive responses are important data, but frequently they are not acknowledged. When taken into consideration in decision making, they strengthen and support the decision. Ignored, they often jeopardize the decision.

The What

- An ORID is a facilitated process for enabling focussed conversations with a group of people to understand their level of agreement and disagreement with each other about a particular issue or for obtaining feedback and reflection on participants' experiences.
- It is based on the four cyclic stages of Kolb's (1984) experiential learning theory (experience, reflect, generalise, apply experience, reflect, etc.).
- ORID is an acronym for: Objective – the facts – what the group knows about the issue/experience; Reflective – the emotional response – what the group felt about the issue/experience; Interpretive – the meaning and learning – what the group learned about the issue/experience and what do the learnings mean; and Decisional – response or evaluation – what is the decision, evaluation or future action.
- The idea is that once the facts of the situation and the participants' emotional responses to the situation have been clarified, then the participants are in a better position to understand and interpret the meaning of the information or situation and therefore make better decisions regarding it.

Tips for the facilitator:

- The ORID is a flexible tool that can be used for a number of different purposes. It's all in the types of questions the facilitator uses, and how the questions connect to the experience, presentation, event, or activity.
- Questions should be open-ended but specific and sequenced so that, in each stage, easier questions are asked before harder ones.
- It is important that the steps of the ORID be followed sequentially. The process structure is its strength.
- It is not the facilitator's role to answer the questions IF the audience poses questions.
- The facilitator must ensure that the conversation stays focused, does not turn into a talkfest, follows the process structure, and gives everyone an opportunity to contribute meaningfully and equitably. All voices are to be heard and encouraged as a meeting norm.
- When asking the audience questions, ask each participant to give one idea at a time (to encourage participation from as many people as possible) and guide participants back on task if they skip a stage.
- Record ideas on flip charts to keep track of them and to validate what you are hearing from the audience.
- The facilitator may also wish to summarize ideas or ask for clarification at any point along the way.

O.R.I.D. Protocol

Stage of Questioning	The Focus	Overview	Example Questions
Objective	Facts, Data, Senses “Just the Facts!”	Objective questions related to thought, sight, hearing, touch, and smell are used to draw out observable data about the experience. *During this stage - Participants learn that people have different perspectives on observable reality and may recall the same experience differently.	<ul style="list-style-type: none"> What is one thing that stood out to you, that you heard from this presentation? What images or scenes do you recall? Which people, comments, ideas, or words caught your attention?
Reflective	Reactions, Heart, Feelings	Reflective questions relate to the affective domain - emotional responses, moods, and hunches.	<ul style="list-style-type: none"> How did this experience affect you? What was the high point? What was the low point? What excites you? What concerns you? What questions did this raise for you? <p>Sample - During the experience were you surprised/angered/ curious/ confused?” Individuals often correct the questioner regarding the intensity of the feeling: for instance, “No, I wasn’t angry, I was absolutely livid.”</p>
Interpretative	So What?	The facilitator invites participants to consider the experience’s value, meaning, or significance for them.	<ul style="list-style-type: none"> What was your key insight? What was the most meaningful aspect of this conversation (presentation)? What can you conclude from this information? What have you learned from this information? How does this relate to any theories, models and/or other concepts that you are familiar with?
Decision	Now What?	Individuals and the group determine future resolutions and/or actions.	<ul style="list-style-type: none"> How, if at all, has this information changed your thinking? What was the significance of this information to work? What will you do differently as a result of this information? What would you say about the presentation to people who were not there? What would it take to help you apply what you heard today?

Section 5: Ford NGL Community-connected Learning

Think you're ready to elevate partnerships and project-based learning, you need Ford NGL Community-connected Learning.

- Bridges the worlds of school and career.
- Transforms education and workforce partnerships.
- Makes learning relevant for your students.
- Prepares our youth for future success.

Ford NGL Community-connected Learning provides a systemic and scaffolded series of learning experiences that support learners in moving from basic problem solving, to more complex and contextualized interdisciplinary project-based learning and eventually, to exploration of authentic industry challenges through challenge-based learning. A continuum of work-based learning opportunities provides the context and settings through which students can practice systems thinking and innovative solution design.

Contact us at TheU@Fordngl.com.

Preparing the Workforce of Tomorrow—Today

Industry and its workforce are rapidly changing, and education is responding. Community stakeholders are learning how to come together and prepare an emerging workforce today for what is needed to succeed in the world tomorrow. What does this mean for partnerships between education and industry? It means that bridging the divide between the worlds of education and industry is a frontline priority. Educators are being asked to know the world of work, and employers are being asked to become part of the fabric of our schools.

There are those who ask why this matters. Simply put, it matters because students are our future. They need to experience the world of work through the context of school. They require opportunities to define and explore problems, understand and analyze systems, and design solutions to real-world challenges like those they will encounter in the workplace and in life. Students need spaces and places to build their competencies and acquire the transferable technical, academic, and twenty-first century skills that build a sound foundation for success.

The good news is that we are indeed transforming and beginning to prepare the workforce of tomorrow, today. Schools are actively partnering with employers to reimagine how learning happens. Communities and industry are re-engineering the roles they play to partner in support of public education. This transformation is happening across the Ford NGL Network through the use of *Ford NGL Community-connected Learning*—a talent development strategy which includes a powerful system for growing such partnerships and moving students from learning *about* the workplace to learning *in it*. For high school graduates it means having a social capital base and a mindset open to all opportunities. It means empowered graduates equipped with an industry-ready toolbox, and employers who benefit from an innovative and well-equipped twenty-first century workforce. The end result is communities poised for growth and economic success.

Notes

Notes



About Ford Next General Learning

Ford NGL, developed and managed by Ford Motor Company Fund, uses the career academy model to help transform high schools into small learning communities where students engage with employer partners while learning their academics through a career theme. To learn more about Ford NGL visit www.fordngl.com.

Ford NGL U: an online and in-person learning center that provides access to the tools and resources used successfully by communities to plan and implement the Ford NGL Framework. Questions? Contact TheU@fordngl.com.

About Ford Motor Company Fund and Community Services

Ford Motor Company Fund and Community Services works with community and global partners to advance driving safety, education and community life. Ford Motor Company Fund has operated for more than 65 years with ongoing funding from Ford Motor Company. Ford Driving Skills for Life is free, interactive, hands-on safety training focused on skill development and driving techniques, while addressing inexperience, distractions and impaired driving. Innovation in education is encouraged through Ford Blue Oval Scholars, Ford Driving Dreams, Ford Next Generation Learning and other innovative programs that enhance high school learning and provide college scholarships and university grants. The Ford Volunteer Corps enlists more than 30,000 Ford employees and retirees each year to work on local projects that strengthen their communities and improve people's lives in more than 40 countries around the world. For more information, visit <http://community.ford.com>.