



Edison PTECH School of Business

Work Based Learning Experiences

2020-2021 School Year

Freshmen Year 1 / Grade 9	
Self-identity and Career Awareness	Help students across diverse backgrounds develop awareness of their strengths, interests, and values, as well as career and training opportunities Platforms: Schoolinks, ASVAB
Work Based Learning Experience	Industry Partner
Student Skill Focus: <ul style="list-style-type: none"> ▪ Teamwork ▪ Accountability ▪ Ethics Critical Thinking	La Juana Chambers Lawson, Tacit Growth Strategies
Career Fairs In person/ Virtual	Regan Arevelos, College Bound Advisor
Classroom Speakers / In Person / Virtual	NEPRIS Industry-Chat with Mentor
Problem-based learning collaboration	Myrna Galan, Galan Graphix
Employability Skills	Katie Chain, H-E-B Education & Workforce Program Manager
Bring Real World Projects into the Classroom	Saani Fong, SA Works, School to Career Director Alfredo Losoya, SAISD CTE Specialist, Business and Special Populations
Use College & Career Management Systems	Anthony Gallardo, Campus AVID Coordinator Cynthia Martinez, District AVID Coordinator Elizabeth Ozuna, SAISD Executive Director, Advanced Academics Dustin Nieto, Schoolinks platform
Create Online Portfolio	Dustin Nieto, Schoolinks platform





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Sophomore Year 2 / Grade 10	
Educational and Career Pathways Exploration	Provide students with more in-depth learning of their strengths, interests and values as well as career and training, often through interaction with professionals or in a work environment
Work Based Learning Experience	Industry Partner
Student Skill Focus: <ul style="list-style-type: none"> ▪ Problem Solving ▪ Effective Verbal & Written Communication ▪ Relationship Building Time Management	Katie Chain, H-E-B Education & Workforce Program Manager
Visibility in community through Service Learning, Community Service	La Juana Chambers Lawson, Tacit Growth Strategies
Mentoring	Yvonne Benton, District P-TECH & Early College High School Coordinator
Job Shadowing	Alfredo Losoya, SAISD CTE Specialist, Business and Special Populations
Worksite Tours	Saani Fong, SA Works, School to Career Director
Career Exploration: Resume Writing	Myrna Galan, Galan Graphix





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Junior Year 3 / Grade 11	
Essential and Technical Skills Development	Develop relevant skills and provide necessary credentials and social capital tied to workforce demands and opportunities
Work Based Learning Experience	Industry Partner
Student Skill Focus: <ul style="list-style-type: none"> ▪ Customer Service ▪ Conflict & Dispute Resolution ▪ Professional Presentations Public Speaking	Saani Fong, SA Works, School to Career Director
Interview Skills	La Juana Chambers Lawson, Tacit Growth Strategies
Industry Mentorships On & off campus	Yvonne Benton, District P-TECH & Early College High School Coordinator
Community Service Projects	David Garcia, P-TECH Coordinator TBD, Work Based Learning Coordinator
Participate & Compete in a CTSO	Alfredo Losoya, SAISD CTE Specialist, Business and Special Populations
Guest Speakers & Attend Community events	David Garcia, P-TECH Coordinator TBD, Work Based Learning Coordinator
Mock job interviews	Myrna Galan, Galan Graphix TBD, NAWBO
Industry Certification awareness & training	Alfredo Losoya, SAISD CTE Specialist, Business and Special Populations
Site visits/ Worksite tours Career fairs Internships	Saani Fong, SA Works, School to Career Director
Simulated work/ career experiences	Saani Fong, SA Works, School to Career Director





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Senior Year 4 / Grade 12	
Career Entry & Progression	Provide students with opportunities to gain actual work experience that supports development of job skills and offers a clear path to sustainable career.
Work Based Learning Experience	Industry Partner
Student Skill Focus: <ul style="list-style-type: none"> ▪ Effective Technical Writing/Documentation ▪ Time Management ▪ Negotiation Regulatory/ Procedure Management	Myrna Galan, Galan Graphix
Apprenticeships / Sustained employment	La Juana Chambers Lawson, Tacit Growth Strategies
College Visits	Regan Arevelos, College Bound Advisor
Industry Mentorships On & off campus	Yvonne Benton, District P-TECH & Early College High School Coordinator
Community Service Projects	David Garcia, P-TECH Coordinator TBD, Work Based Learning Coordinator
Participate & Compete in a CTSO	Alfredo Losoya, SAISD CTE Specialist, Business and Special Populations
Guest Speakers & Attend Community events	Saani Fong, SA Works, School to Career Director
Mock interviews Interview Skills training	Saani Fong, SA Works, School to Career Director
Industry Certification awareness & training	David Garcia, P-TECH Coordinator TBD, Work Based Learning Coordinator
Site visits/ Worksite tours Career fairs Internships	Katie Chain, H-E-B Education & Workforce Program Manager
Capstone Project Develop a Business Plan	Alfredo Losoya, SAISD CTE Specialist, Business and Special Populations
Simulated work/ career experiences Job Shadow Events	Myrna Galan, Galan Graphix





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GLOSSARY

ASVAB	To figure out where to find career satisfaction, you need all the facts about your skills and interests, the world of work, and your post-secondary options to make informed decisions. The ASVAB Career Exploration Program validates aptitude test and interest assessment.
Capstone Project	<p>Presentations can still be performed virtually in front of a panel of experts from industry and community. Many schools have already started experimenting with this method and found this setup made it easier for a larger number of professionals to participate. Professionals can still act as expert reviewers to projects done in class. They just need to be connected virtually to review work and ask questions and give feedback.</p> <p>The role of an industry partner is to share expertise and perspective with students to guide them, and serve as a thought partner for both educators and students throughout the project experience.</p>
Career Fairs and Guest Speakers	One of the most common ways that businesses engage with students, participating in a career fair or being a guest speaker for a classroom are typically organized by educators who conduct outreach to local professionals requesting their participation.
Industry Recognized Certificates	Industry recognized examination or licensure that assess and validate an individual’s mastery of specific competencies, knowledge, and skills. A great opportunity for students to demonstrate their preparedness for jobs.
Job Shadowing	<p>An opportunity for students to learn about a particular occupation or profession to see if it might be a suitable fit for them. Job Shadowing may be done formally through a program or informally through networking and relationships. Virtual Job Shadowing is a great opportunity for students to learn about a wide range of careers, including those that may not have a local presence.</p> <p>A professional can be given a story vine prompt and respond to it in their workplace if possible so they can still illustrate some aspects of the work environment or a professional could invite a young person to “come along” via facetime or zoom to a few experiences that illustrate common aspects of their role – these could be 2-4 ,20-minute visits over a week.</p>





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GLOSSARY

<p>Mentorship</p>	<p>Organized internally or through a partner organization, employees have the opportunity to work directly with a student and support them in understanding and navigating their pathways to success after high-school.</p> <p>Via phone call, facetime or video conference. Given the ease of technology, there may be a larger number of professionals willing and able to mentor students when the engagement becomes more time efficient.</p>
<p>Nepis</p>	<p>Nepis provides you with the tools and support needed to bring curriculum lessons to life, by virtually bringing industry experts into every classroom. Nepis helps engage and inspire your students through connections with diverse role models!</p>
<p>SchoolLinks</p>	<p>SchoolLinks is a modern college and career readiness platform that helps students to discover postsecondary paths. It streamlines all post-secondary planning activities from career interest inventory all the way to post-secondary outcome tracking.</p>
<p>Work-site Tours</p>	<p>Tours require relatively little effort for employers and can provide a meaningful experience for students and educators to learn about the needs and opportunities of local employers.</p> <p>Companies can host virtual worksite tours where they open a zoom or facetime on a phone. The group of students join virtually, and then the host welcomes them and tours around to a pre-arranged sequence of places to talk with a pre-arranged set of individuals from the company. These could be recorded for future students to access. Storyvine could be used to standardize the length and format of these.</p>





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Personal Skills

	Novice	Advanced Beginner	Strategic Learner	Emerging Expert
Self-Awareness	Accurately recognize one's own emotions, thoughts and values and how they influence behavior	... and appropriately express one's own emotions, thoughts and values and identify how they influence behavior	... and assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a 'growth mindset'	... and adapt to environments with appropriate emotions and behaviors, demonstrate personal awareness through the development of positive relationships
Initiative/ Self-Direction	Recognize personal characteristics, preferences, thoughts and strengths	... and pursue opportunities to engage and learn interests	... and apply knowledge to set goals, make informed decisions and transfer to new contexts	... and make responsibility for and pursue opportunities
Personal Responsibility	Handle impulses and behavior with minimal direction	... and discern differences of effective and ineffective processes, communication and tasks	... and regulate one's emotions, thoughts and behaviors in different situations	... and develop, plan and organize self-behavior
Adaptability/ Flexibility	Recognize emotional response to ideas that differ from one's own	... and regulate reactions to differing perspectives	... and look for and value in different perspectives expressed by others	... and demonstrate ways to adapt and reach workable solutions
Perseverance/ Resilience	Resist distractions, maintain attention, and continue the task at hand through frustration or challenges	... and set goals and develop strategies to remain focused on learning goals	... and focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress	... and work effectively in a climate of ambiguity and changing priorities





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Entrepreneurial Skills

	Novice	Advanced Beginner	Strategic Learner	Emerging Expert
Critical Thinking/ Problem Solving	Recognize that problems can be identified and possible solutions can be generated	... and define the problem using a variety of strategies	... and make connections between information gathered and personal experiences to apply and/or test solutions	... and “interpret information and draw conclusions based upon information gathered to formulate a new problem.”
Creativity/ Innovation	Demonstrate curiosity, imagination and eagerness to learn more	... and build on personal experience to specify a challenging problem to investigate	... and engage in novel approaches, moves, directions, ideas and/or perspectives	... and synthesize ideas in original and surprising ways
Inquiry/ Analysis	Recognize and describe cause-and-effect relationships and patterns in everyday experiences	... and investigate to form hypotheses, make observations and draw conclusions	... and test hypotheses/prototype with planned process for getting feedback	... and make predictions and design data/information collection and analysis strategies
Informed Risk Taking	Demonstrate a willingness to try new things	... and demonstrate flexibility, imagination and inventiveness in taking on tasks and activities	... and innovate from failure, connect learning across domains and recognize new opportunities	... and act on creative ideas to make a tangible and useful contribution





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Civic/Interpersonal Skills

	Novice	Advanced Beginner	Strategic Learner	Emerging Expert
Collaboration/ Teamwork	Recognize how personal actions have had a positive or negative impact on others with feedback as needed	... and recognize how members of a community rely on each other, considering personal contributions as applicable	... and “follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making”	... and use interpersonal skills to learn and work with individuals from diverse backgrounds
Communication (using information and communications technologies)	Articulate personal strengths and challenges using different forms of communication to express oneself	... and consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery and expression	... and “establish goals for communication and plan out steps accordingly” ²¹	... and articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multi-lingual)
Global/ Cultural Awareness	Compare attitudes and beliefs as an individual to others	... and identify and explain multiple perspectives (cultural, global) when exploring events, ideas and issues	... and plan and evaluate complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical and scientific)	... and apply knowledge and skills to implement sophisticated, appropriate and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others





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Civic/Interpersonal Skills (continued...)

	Novice	Advanced Beginner	Strategic Learner	Emerging Expert
Civic Engagement	Identify and reflect upon personal connections to community systems	... and connect knowledge (facts, theories, etc.) from personal ideas and understandings to civic engagement	... and participate in social or community activities	... and “participate effectively in civic life” ¹
Character	Demonstrate an understanding of cause and effect related to personal decisions	... and state a position and reflect on possible objections to, assumptions and implications of the position	... and apply ethical perspectives/ concepts to an ethical question/ situation/ scenario	... and “apply a fundamental understanding of the ethical/legal issues in many context including the access and use of information”





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Professional Skills

	Novice	Advanced Beginner	Strategic Learner	Emerging Expert
Task/ Time Management	Articulate task requirements and identify deadlines	... and develop and utilize basic task and time-management strategies effectively	... and demonstrate task-management attributes associated with producing high-quality products including the abilities to: <ul style="list-style-type: none"> • Work positively and ethically • Manage time and projects effectively • Multi-task • Clearly communicating with others 	... and set personal goals and take responsibility for those goals through reflection upon prior outcomes
Career Awareness	Ask questions and learn more about careers and other life pursuits	... and connect careers and other life pursuits to personal interest	... and “pursue a path of inquiry initiated by personal connections to careers and other life pursuits” ^[1]	... and demonstrate knowledge, understanding and personal awareness of how one’s dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas





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Professional Skills (continued...)

	Novice	Advanced Beginner	Strategic Learner	Emerging Expert
Information Literacy	Articulate the most effective options to access information needed for a specific purpose	... and identify and evaluate key attributes of a variety of information sources (e.g., books, newspapers, online or print articles, social media) for validity	... and “examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors”	... and “analyze both how and why media messages are constructed and for what purposes,” and use information accurately, ethically and creatively for the issue or problem at hand
Use Information and Communications Technologies	Find information through the use of technologies	... and communicate information through the use of technologies	... and evaluate information through the use of technologies	... and create information through the use of technologies
Self-Advocacy	Appropriately express a range of emotions to communicate personal ideas/needs	... and ask questions to develop further personal understanding	... and demonstrate confidence in sharing ideas/feelings	... and demonstrate an accurate and clear sense of goals, abilities, needs and know how to request and/or acquire them
Leadership	Model positive behaviors for others	... and demonstrate leadership skills (e.g., organizing others, taking initiative, team-building)	... and demonstrate confidence while recognizing that personal actions impact others	...and educate and inspire others to realize their potential





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JOB SHADOWING BEST PRACTICES

- 1. Set students up for success by establishing clear expectations.** Students should research your organization beforehand to better understand the business' mission and type of work being done. They should also be prepared to discuss their personal interests and ambitions and to ask meaningful questions. Perhaps most importantly, they should be expected to arrive on time and present themselves in a professional manner throughout their visit.
- 2. Pick the shadow-day strategically.** This typically means finding a day with enough unstructured time to show the student guest around the workplace, make introductions, and answer questions. Ideally the day includes opportunities to learn from authentic activities such as meetings or presentations.
- 3. Involve (or at least alert) your colleagues.** Looping colleagues into the shadow day can allow for meaningful exposure to a variety of perspectives and responsibilities, and a richer student experience.
- 4. Create an agenda.** A plan allows your guest to better understand what to expect and negates the possibility of awkward blocks of unstructured time. Importantly, "shadow days" do not need to be a full day—student guests can learn a great deal from a half-day visit.
- 5. Plan what you would like to share.** Typically it is easiest to 'warm up' by sharing a bit about your personal and professional background. Throughout the day it is helpful to explain how the office is organized, the title and role of coworkers you interact with, current projects and priorities of the organization, and general career advice.
- 6. Buy lunch (or remind your guest to bring their own).** This is particularly important for students who may not have the money to purchase their own lunch. A "professional lunch" can be a new and powerful experience for all students.



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WBL PORFOLIO GUIDE

Throughout WBL experience, students will develop work products, collect employer evaluations, produce original research, write reflections, and give presentations. The portfolio will be used as a selection of artifacts that best document attainment of WBL standards.

Below are some suggested portfolio artifacts.

1) Career Development Materials

Career and educational development plan, Resume, Application for employment, Letters of recommendation

2) Documentation of Progress

a) List of responsibilities or accomplishments achieved throughout the experiences

b) Periodic journal entries reflecting on tasks and activities

3) Work Samples (3-4 may be included) of materials developed throughout the experience linked to standards and Personalized Learning Plan

4) Writing/Research Sample to demonstrate in-depth knowledge about a career area, describing skill needs and future trends in the industry; use of multiple sources (interviews, literature review and internet search) with proper citations, to demonstrate research/learning how to learn, information literacy, and written communication skills

5) Project encompassing both work samples and writing samples and culminating in a presentation.

6) Assessments

a) Student Self-Assessment of Skills for Capstone WBL

b) Supervisor evaluation and observations

c) WBL coordinator evaluations and observations as appropriate



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WBL EMPLOYABILITY LETTER

Dear _____:

The Edison P-TECH Work-Based Learning (WBL) Program offers the opportunity for students to gain hands-on “21st century” workplace skills and to test their academic knowledge in the real world. The WBL program has been designed to promote students’ success in both postsecondary education and careers.

This program centers on varying levels of engagement from community businesses and industry to provide authentic learning experiences for students. Employer engagement experiences range from career speakers and tours to internships and other forms of work experience. We would welcome your participation in any of the following activities:

- Informational interviews
- Offering student tours
- Job shadowing
- Serving as a career mentor
- Providing an internship / work experience
- Working with teachers to enhance curriculum
- Providing a teacher externship

If you are interested in working with our school to provide work-based learning opportunities, please contact us at dgarcia8@saisd.net. We can then let you know more about the program and the easiest ways to participate.

Thank you very much for your interest. We look forward to working with you. Please feel free call with any questions at 210-738-9720 ext. 33037

Sincerely,

David Garcia
Dgarcia8@saisd.net
Edison P-TECH Coordinator