

Teacher Externship Handbook For Educators

Workforce Solutions Panhandle

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2025 EDITION

Equal Opportunity Is the Law

The Panhandle Workforce Development Board, as a recipient of federal financial assistance, must provide the following notice that it does not discriminate on any prohibited ground.

It is against the law for this recipient of federal financial assistance to discriminate on the following bases: against any individual in the United States, on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, sex stereotyping, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, or political affiliation or belief, or, against any beneficiary of, applicant to, or participant in programs financially assisted under Title I of the Workforce Innovation and Opportunity Act on the basis of the individual's citizenship status or participation in any WIOA Title I—financially assisted program or activity.

The recipient must not discriminate in any of the following areas:

- Deciding who will be admitted, or have access, to any WIOA Title I—financially assisted program or activity;
- Providing opportunities in, or treating any person with regard to, such a program or activity; or
- Making employment decisions in the administration of, or in connection with, such a program or activity.

Recipients of federal financial assistance must take reasonable steps to ensure that communications with individuals with disabilities are as effective as communications with others. This means that, upon request and at no cost to the individual, recipients are required to provide appropriate auxiliary aids and services to qualified individuals with disabilities.

What to Do if You Believe You Have Experienced Discrimination

If you think that you have been subjected to discrimination under a WIOA Title I—financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either:

- The recipient's Equal Opportunity Officer (or the person whom the recipient has designated for this purpose);
- Director, Civil Rights Center (CRC), US Department of Labor 200 Constitution Avenue NW, Room N-4123, Washington, DC 20210 or electronically as directed on the CRC website at www.dol.gov/crc

If you file your complaint with the recipient, you must wait either until the recipient issues a written Notice of Final Action or until 90 days have passed (whichever is sooner), before filing with the CRC (see address above). If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you may file a complaint with CRC before receiving that notice. However, you must file your CRC complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient). If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action.

If you wish to file a complaint, please ask the Workforce Solutions Panhandle staff, or you may contact the Equal Opportunity (EO) Officer:

Leslie Hardin, EO Officer

415 SW 8th Avenue
Amarillo, TX 79105
806-372-3381/ Fax 806-373-3268
Relay Texas: 711 or
1-800-735-2989 (TDD)
1-800-735-2988 (Voice)

Jon Pokorney, TWC EO Officer

101 E. 15th Street, Room 556
Austin, Texas 78778
(512) 463-2400 / Fax: (512) 463-7804
Relay Texas: 1-800-735-2989 (TDD)
1-800-735-2988 (Voice)
Auxiliary aids and services are available upon request to individuals with disabilities. Equal Opportunity Employer / Program

Introduction

What is a teacher externship?

A teacher externship is a specialized professional development opportunity designed for Texas high school educators, immersing them in various industries for firsthand experiences. This initiative establishes a direct link between teachers and regional employers, allowing educators dedicated time in a workplace environment. The primary objective is to narrow the gap between classroom instruction and practical applications, empowering teachers to enrich their curriculum with relevant knowledge for a more career-aligned educational experience.

Significance for Teachers

Teacher externships hold significant meaning for both Career Technical Education (CTE) and core academic teachers, serving as a bridge between skills-based and knowledge-based education. The experience enables educators to constantly update their knowledge, connect classroom content with students' career interests, and play a crucial role in students' development of academic and technical skills required for the workforce.

Purpose

The purpose of a teacher externship is to immerse educators in business, industry, and service-based organizations, providing a practical understanding of how classroom content and learning strategies are applied in the workplace. Teachers enhance their pedagogical practices by incorporating new methods, labor market information, and employment skills, ultimately increasing the relevance of student learning.

Benefits

Teacher externships offer transformative experiences, energizing faculty and changing the classroom dynamic by making educators more empathetic to their students' world. With firsthand exposure, teachers can design meaningful classroom activities, projects, and work-based learning opportunities, adding relevance to students' learning. The experience also allows teachers to explain the value of what students are learning more effectively and fosters cooperative learning environments.

Moreover, externships benefit both teachers and hosting employers. Teachers gain fresh perspectives, tying curriculum to real-world applications, while employers contribute to education by informing educators about their expectations, offering input to the curriculum, and providing various avenues of involvement, from guest speaking to internships.

Externship Requirements

Educators participating in the externship are required to meet specific criteria to ensure a meaningful and productive experience. The program defines essential requirements to be fulfilled by educators throughout the externship period. The outlined requirements serve as a guideline for educators to maximize the benefits of the externship and enhance their professional development.

Requirement Checklist

- | | |
|---|--|
| <input type="checkbox"/> Attend the Pre-Orientation | <input type="checkbox"/> Upload all Required Documents |
| <input type="checkbox"/> Communicate with Staff | <input type="checkbox"/> Connect with Your Employer |
| <input type="checkbox"/> Participate in Your Experience | <input type="checkbox"/> Keep a Time Log |
| <input type="checkbox"/> Attend the Post-Orientation | <input type="checkbox"/> Submit a Lesson Plan |
| <input type="checkbox"/> Schedule a Field Trip or Classroom Visit | |

Who is eligible to participate in the externship?

The Summer 2025 Teacher Externship program will serve Texas Panhandle **middle and high school Teachers, Adult Education & Literacy (AEL) Teachers, Institutions of Higher Learning (IHE) Teachers, school counselors, and school administrators (Superintendents, Principals, and Assistant Principals)** from participating Independent School Districts (ISDs).

Must be at least 18 years of age, eligible to work in the United States, and if male and born after 1960, be registered with selective services. Verify here: <https://www.sss.gov/Home/Verification>

How will I be paid?

The \$1,000 stipend will be paid directly to you by the Panhandle Regional Planning Commission once all requirements have been completed.

How long is the Teacher Externship Experience?

* Teachers are required to participate for a **minimum of five (5) days and a maximum of ten (10) at the worksite, with each day being at least four (4) hours.** Teachers must also **attend the pre- and post-Externship orientations.**

Do you offer workshops?

Participation in the Teacher Externship program involves a mandatory commitment for educators to attend both pre and post-externship orientations. These sessions serve as crucial components in ensuring the success of the experiential learning process.

During the pre-Externship orientation, teachers gain valuable insights into the program's requirements and expectations. These orientations foster collaborative learning among educators, providing a platform for knowledge exchange and the sharing of best practices.

How do I log my time?

To log your time during the Teacher Externship program, use the provided time logs and upload them onto PADLET once completed and signed.

Do I need to write a lesson plan?

Develop at least one lesson plan based on the externship using the standards for your subject matter (CTE or TEKS), upload your lesson plan onto PADLET after the post-externship orientation

Will I receive Continuing Education Units (CEU)?

Upon successful completion of the Externship Experience, educators will receive Continuing Education Units (CEUs) awarded by Region 16.

Is a field trip or a classroom visit required after completing the Externship??

* Educators must include either a field trip to an Employer or a classroom visit by an Employer's staff member or guest speaker, following the Externship completion.

***New requirement for 2025**

Required Documents

Form W-9

W9 is required for payment of the Externship.

- Each Extern MUST fill in each highlighted sections, sign, and date. Either bring it with you to the Pre-Externship Orientation or securely upload it to Externship coordinators at <https://portal.wspanhandle.com/teacher-externship-file-upload/>

Form W-9
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

► Go to www.irs.gov/FormW9 for instructions and the latest information.

Give Form to the requester. Do not send to the IRS.

1. Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

2. Business name/disregarded entity name, if different from above

3. Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC

☐ C Corporation

☐ S Corporation

☐ Partnership

☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ►

☐ Other (see instructions) ►

4. Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5. Address (number, street, and apt. or suite no.) See instructions.

6. City, state, and ZIP code

7. List account number(s) here (optional)

Requester's name and address (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Social security number

or

Employer identification number

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and

2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and

3. I am a U.S. citizen or other U.S. person (defined below); and

4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here

Signature of U.S. person ►

Date ►

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

Cat. No. 10221X

Form **W-9** (Rev. 10-2018)

Required Documents

Authorization to Work

Authorization to Work Form is required for payment of the Externship.

- Each Extern MUST fill in each highlighted sections, sign, and date.
- Authorization to Work required before beginning the Teacher Externship Experience.
- Identification requirements below are either:
 - One article from list A, **or**;
 - One article from list B, **and** one from column C.
- Either bring this form with you, along with the documents in the lower highlighted portion, to the Pre-Externship Orientation or securely upload all documents to Externship coordinators at <https://portal.wspanhandle.com/teacher-externship- file-upload/>

**WORKFORCE INNOVATION AND OPPORTUNITY ACT
CITIZENSHIP/ELIGIBLE NONCITIZEN STATUS
AUTHORIZATION TO WORK**

For individuals to participate in Workforce Innovation and Opportunity Act programs, they must be authorized to work in the United States. Please complete the following form, choosing one item from List A, or one item from List B and one item from List C.

Print Name Last _____ First _____ MI _____ Maiden Name _____
Date of Birth (month/day/year) _____ Social Security Number _____
All documents must be unexpired

LIST A Documents That Establish Both Identity and Employment Eligibility	LIST B Documents That Establish Identity	LIST C Documents That Establish Employment Eligibility
<input type="checkbox"/> U.S. Passport or U.S. Passport Card	<input type="checkbox"/> Driver's License or ID Card issued by a State or existing government of the United States provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address	<input type="checkbox"/> Social Security Account Number card other than one that specifies on the face that the issuance of the card does not authorize employment in the United States
<input type="checkbox"/> Permanent Resident Card or Alien Registration Receipt Card (Form I-551)	<input type="checkbox"/> ID Card issued by federal, state, or local government agencies or entities, provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address	<input type="checkbox"/> Certificate of Birth Abroad issued by the Department of State (Form FS-545)
<input type="checkbox"/> Foreign Passport, that contains a temporary I-551 stamp or temporary I-551 printed notation on a machine-readable immigration visa	<input type="checkbox"/> School ID Card with a photograph	<input type="checkbox"/> Certification of Report of Birth issued by the Department of State (Form DS-1350)
<input type="checkbox"/> Employment Authorization Document that contains a Photograph (Form I-766)	<input type="checkbox"/> Voter's Registration Card	<input type="checkbox"/> Original or certified copy of a birth certificate issued by a State, county, municipal authority or territory of the United States bearing an official seal
<input type="checkbox"/> In the case of a nonimmigrant alien authorized to work for a specific employer incident to status, a foreign passport with Form I-94 or Form I-94A bearing the same name as the passport and containing an endorsement of the alien's nonimmigrant status, as long as the period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form	<input type="checkbox"/> U.S. Military Card or Draft Record	<input type="checkbox"/> Native American Tribal Document
<input type="checkbox"/> Passport from the Federated States of Micronesia (FSM) or the Republic of the Marshall Islands (RMI) with Form I-94 or Form I-94A indicating nonimmigrant admission under the Compact of Free Association Between the United States and the FSM or RMI	<input type="checkbox"/> Military Dependent's ID Card	<input type="checkbox"/> U.S. Citizen ID Card (DHS Form I-197)
	<input type="checkbox"/> U.S. Coast Guard Merchant Mariner Card	<input type="checkbox"/> Identification Card for use of Resident Citizens in the United States (Form I-179)
	<input type="checkbox"/> Native American Tribal Document	<input type="checkbox"/> Employment authorization document issued by the Department of Homeland Security
	For persons under age 18 who are unable to present a document listed above:	<input type="checkbox"/> Screenshot of UI screen Current Claim Status
	<input type="checkbox"/> School record or report card	<input type="checkbox"/> UI award letter
	<input type="checkbox"/> Clinic, doctor, or hospital record	<input type="checkbox"/> Expedited Eligibility through FSES, RES, or TAA
	<input type="checkbox"/> Day care or nursery school record	

CERTIFICATION

I certify that the information stated above is true and accurate, and understand that the above information, if misrepresented or incomplete, may be grounds for immediate termination or penalties as specified by law.

Job Seeker Signature _____ Date _____

Workforce Solutions Office Staff Signature _____ Print Name _____ Date _____

Manager/Reviewer Signature _____ Print Name _____ Date _____

Suggested Activities for a Teacher Externship

1. Visit a variety of departments to gain a sense of the depth and breadth of the industry opportunities.

2. Take a brief tour of the facilities and departments:

- ☐ offices
- ☐ meeting rooms
- ☐ copy rooms
- ☐ common areas, “water cooler”, bulletin boards/announcements
- ☐ training facilities
- ☐ other: _____

3. Receive an orientation to the “human resources” department/functions:

- ☐ application materials
- ☐ job listings
- ☐ working conditions and benefits (hours, flexibility, vacation/leave opportunities, pension/profit-sharing plans, other incentives)
- ☐ summer hire/internship programs
- ☐ sample resumes
- ☐ salary ranges for various positions
- ☐ performance review processes and tools

4. Conduct structured interviews; obtain information on the following:

- ☐ the variety of occupations and positions in each department
- ☐ educational and skill requirements for your position and others in your department
- ☐ the career path you took to your position
- ☐ “a day in the life...”
- ☐ common and more unusual problems and challenges
- ☐ quality and performance standards and measurement
- ☐ “what I like most and least about working in this industry”
- ☐ current and future skill needs
- ☐ short- and long-term industry trends

5. Observe:

- ☐ meetings
- ☐ informal “coffee talk”
- ☐ presentations
- ☐ interviews
- ☐ lunch and/or work breaks

6. If appropriate, plan a project and ask for:

- ☐ instructions and opportunities for questions and dialogue
- ☐ tools
- ☐ timeline

7. Work in a given position for a period of time, under the supervision of someone who can provide orientation and training in that job.

Questions to Ask an Externship Host/Structured Interview

Supervisor Questions

1. Please give me a brief description of your company
2. Who are your clients or customers?
3. Do you have an organizational chart showing how your company is structured?
4. During the past several years, what major industry changes/issues have impacted your company?
5. What changes/issues does your company anticipate impacting on the company's future development?
6. Describe your company culture?
7. How many people are employed by the company?
8. How has technology affected the company?
9. What should I teach in my classroom to prepare students for employment in your company?
10. What would you recommend teachers do to strengthen the relevance between school and the workplace?


Labor Market Questions (use if applicable.):

Specify occupational area:

11. Do you see the local labor markets' need for new workers in your field increasing, decreasing or remaining steady?
12. Do you have labor market data you use with employers or potential investors?
13. In what specific areas, if any, is there new job growth?
14. How might this labor market change in the next five years?
15. What new skills are required of entry-level employees?
16. What skills are recommended for workers in the field who wish to advance?
17. What, if any, industry certifications do you consider desirable for a prospective employee?
18. What new technologies are emerging in this field?
19. Is there any additional information you would like educators to know?

Human Resource Questions

20. What job classifications does your company have?
☐ Clerical/Marketing ☐ Unskilled Professional ☐ Semi-Skilled Technical ☐ Skilled Managerial
Other: _____
21. What job classifications do you expect to have the greatest demand within the next five years?
22. What level of education, training, skills, or experiences does an applicant need for an entry-level position?
23. What are some of the core abilities and skills you look for in a new hire for entry-level positions?
24. What should I be teaching in my classroom to prepare students for employment in your company?

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25. What ideas or materials do you currently have that a teacher could use in the classroom?
 26. What is the entry-level wage?
 27. How do you locate future employees?
 28. What training do you give employees?
 29. How do you evaluate employees?
 30. What is your company policy on attendance/tardiness?
 31. What advice would you give a student interested in working for your company?
 32. How is your company involved in education?
 33. How is your company involved in the community?
 34. What would you recommend teachers do to strengthen the relevance between school and the workplace?

Employee Questions

35. Please describe your typical workday OR your main responsibilities.
36. How long have you been with the company?
37. What level of education or training is needed for your position?
38. What academic and technical skills are required for your position?
39. What should I teach in my classroom to prepare students for employment in your company?
40. What ideas or materials do you have that a teacher could use in the classroom?
41. How has technology affected your position?
42. What are your work hours?
43. What are the positive aspects of your job?
44. What are the negative aspects of your job?
45. What advice would you give a student interested in working in your job?
46. What would you recommend to teachers to strengthen the relevance between school and the workplace?
47. Would you be willing to participate on an academy advisory board?
48. Would you be willing to speak to my class?
49. Would you be willing to allow a student to job shadow?
50. Would you be willing to mentor a student?

Teacher Externship Time Log

Name of teacher-extern: _____

Name of externship host: _____

Day #	# of Hours	Description of activities: jobs shadowed, informational interviews, projects assisted, etc.
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
(Optional) Day 6		
(Optional) Day 7		
(Optional) Day 8		
(Optional) Day 9		
(Optional) Day 10		

Teacher extern signature: _____ Date: _____

Host site signature: _____ Date: _____

Helpful Websites

Labor Market Information

[Texas LMI](#)

[Watch the instructional videos!](#) A suite of easy to use labor market research tools that provides time series labor market data and inquiry capabilities for labor force, employment/unemployment estimates, industry and occupational projections, and occupational wage data.



[Texas Labor Analysis](#)

Texas Labor Analysis is an online suite of labor analysis tools to help provide insight into the Texas labor supply and labor demand. Create in-depth statewide or regional reports for aggregated or single regions.



[Texas Wages](#)

Not sure how much to pay for different jobs in your business? Check out TexasWages.com to move your business forward!



[The Texas AutoCoder](#)

Enter any job title or job description and we will

Students, Counselors, & Teachers

[Career and Technical Education Downloads](#)

Career and Technical Education downloads will provide a list of in-demand occupations that are aligned with Texas Career Cluster and Statewide CTE Programs of Study information. This data is arranged by region and contains relevant labor market information to help understand which jobs are most likely to be available and well-compensated.



[Texas Internship Challenge](#)

The Texas Internship Challenge is a partnership between the Texas Workforce Commission (TWC), Texas Education Agency (TEA) and The Higher Education Coordinating Board (THECB), who challenge employers to offer paid internships and make it easy for students to search and apply for them.



[Texas Reality Check](#)

It's difficult to predict the future, but it's never too early to start planning for it. Texas Reality Check will show you how much your living expenses will cost, and the amount of money you will need to earn to pay for them.



provide you the best match among the hundreds of Standard Occupation Classification (SOC) codes. Find wages, projections, job postings on WorkinTexas.com, and much more.



[Texas Skills to Work](#)

Designed to help you use your military experience to transition to a job you already know how to do in the civilian workforce.



[Monthly Help Wanted Online](#)

Monthly HWOL provides real-time labor market information useful in tracking the extent and nature of employers' demand for labor by occupation, industry, and geography. Find the latest industry, and employment trends for jobs in the State of Texas.



[TWC Unemployment Insurance Claimant Interactive Map](#)

The Texas UI Claimant Dashboard maps Unemployment Insurance claims by TWC Workforce Development Area, county, zip code and legislative district. Data downloads are available for all the information displayed.

[Texas Career Check](#)

Our newest online tool, Texas Career Check offers information on hundreds of job titles, pay information, and future projected jobs, this interactive website can help answer your education and career exploration questions.



[State Training Inventory](#)

STI is designed to assist customers locate education and workforce training programs, see the connection between education and occupations, and estimate the formal supply of skilled workers.



[Texas CREWS \(Discover Texas CREWS\)](#)

Tell us what college you want to attend, what you want to study, and we'll tell you what you could make in that field, and how much you could owe when you graduate.



[Texas OnCourse](#)

Texas OnCourse empowers you—pre-K through grade 12 students, parents, teachers, and counselors—to make decisions that will help you, your child or your students succeed after high school.

Contact Information



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