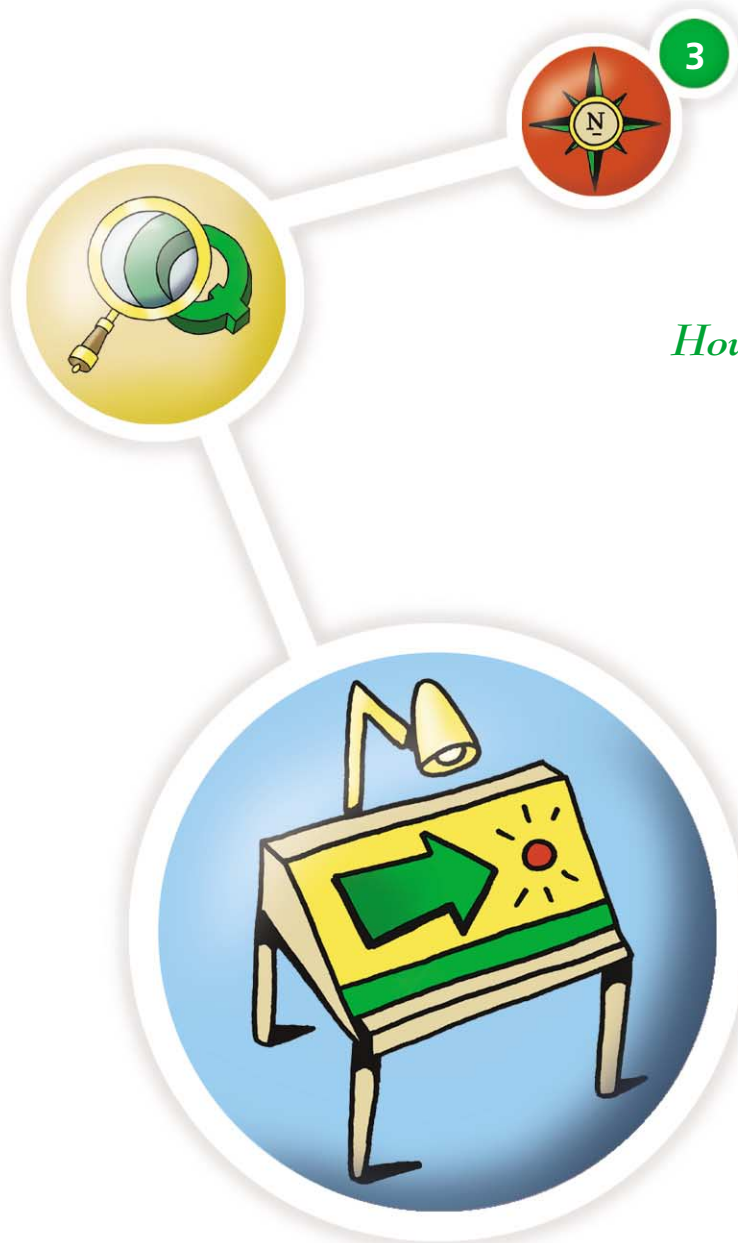


Quality Work-Based Learning Toolkit

Kansas City, Kansas Public Schools



*How-To Guide for
Job Shadows*

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DEVELOPING JOB SHADOWS



Introduction

This *How-to Guide for Job Shadows* is a step-by-step guide to developing job shadows for individuals and groups of students that interest and benefit students, workplace partners and teachers. It is part of *The Quality Work-Based Learning Toolkit*, which provides teachers¹ with everything they need to create quality, safe and legal work-based learning experiences for students.

The following toolkit sections supplement this guide:

- ✓ *Creating Quality Work-Based Learning* is an introduction to the principles of Quality Work-Based Learning and lays the foundation for developing any work-based learning experience. The Seven Simple Guidelines presented focus on the "must-haves" for quality experiences.
- ✓ The *How-to Guides for Workplace Tours, Internships and Service Learning* are step-by-step guides to developing quality work-based learning experiences that work for the student, the workplace partner and the teacher.
- ✓ *Building the Classroom Connection* presents strategies for connecting workplace experiences to classroom lessons and activities.
- ✓ The *Teacher Guide to the Workbased Learning Plan* provides instructions for teachers on how to assist students and workplace partners with writing learning objectives and evaluating student performance. The *Workplace Partner* and *Student Guides to the Work-Based Learning Plan* detail the learning objective development process.
- ✓ The *Tools* section of this toolkit contains supportive materials including forms, sample classroom assignments and items to assist workplace partners.
- ✓ The collection of *Factsheets* provides overviews of workbased learning structures and programs laws and regulations, partners, detailing important information about each topic.
- ✓ The *Quality Work-Based Learning Resource List* points to additional materials and organizations that support Quality Work-Based Learning programs.

¹ "Teachers" in this toolkit refers to classroom teachers, program coordinators, educators, youth program specialists and any other individuals who use this toolkit to manage and support quality work-based learning programs for students.

Job Shadow Overview

A job shadow is a career exploration activity in which students observe the work day of a professional, interact with clients or customers and attend meetings and other appointments. Job shadows are designed to help students explore a field of interest while developing research skills and building occupational knowledge. A job shadow should include a tour of the workplace and the opportunity for students to ask questions of the worker being shadowed throughout the day.

All job shadows should include structured activity before, during and after the experience. These activities help ensure that all involved parties have meaningful, productive experiences that result in enriched student learning. Proper planning and preparation, attention to legal and safety details, maximization of learning potential and communication and support for the student and workplace partner will help ensure success.

TEACHER CHECKLIST FOR JOB SHADOW DEVELOPMENT

Use this checklist as a quick reference to ensure you have completed all the steps defined in this How-to Guide.

Before the Job Shadow

- Review the *Job Shadow* factsheet.
- Have students identify career interests.
- Assist students in locating placements.
- Supply the workplace partner with information regarding the participating students.
- Confirm logistics.
- Collect signed *Work-Based Learning Permission* forms.
- Prepare students to maximize their learning.

During the Job Shadow

- Ensure that students receive instruction in workplace safety.
- Arrange for students to speak to employees with different levels of responsibility.
- Expose students to all aspects of the industry.

After the Job Shadow

- Provide post-job shadow activities to structure student reflection.
- Help students make the connection between academics and the industry.
- Have students write thank-you letters to workplace host.
- Assist students in determining their next step in learning about careers.
- Utilize workplace partner feedback to inform continuous improvement process.

Before the Job Shadow

Review the Job Shadow Factsheet.

The *Job Shadow* factsheet is located in the *Tools* section of this toolkit. The *Factsheets* are quick reference guides to each type of work-based learning.

Have students identify their career interests.

Job Shadows can be very successful when students are shadowing a position that they think they might want to hold in the future. Assure students that shadowing people in positions they are not familiar with can be rewarding too. Help students think about career options by utilizing career interest surveys such as Career Browser and others identified in the *Resources* section of this toolkit.

Assist students in locating placements.

Job shadows are ideal opportunities to connect academic learning to the world of work. Job shadow experiences are more meaningful when they occur in a career area that interests the student and complements the student's learning. The Business/Education Coalition (BEC) can help you locate job shadow placements for students. The *BEC Factsheet* provides more information about the Business/Education Coalition. Information on accessing any of their services can be found on the coalition web site at www.kckchamber.com/bec. Phone: (913) 371-3070; fax: (913) 371-3732, e-mail: bec@kckchamber.com

PathFinder is another resource for finding job shadow opportunities. To review PathFinder options, go to www.be2.org and click on "Pathfinder", then enter "Pathfinder", then "Community Participants". Select "Job Shadow" under "Types of Opportunities" and indicate "Career Cluster" and "Grade Levels" for students, then you may search and view opportunities. Look for the "AAA Locator" if you are having problems finding the opportunities you want. In order to be able to make a request online, you will have to be registered with PathFinder. Once you have logged into PathFinder, click on "Sign Me Up" and follow the directions. You will then be given your password, and within 24 hours your account will be activated. The *PathFinder* factsheet lists contact information and other ways to use the service.

Supply the workplace partner with information regarding the participating students.

Workplace partners (employers and other potential job shadow hosts) are better able to host students when they have advance information about the students and ideal structures for job shadows. Provide workplace partners with a checklist and other support so that they can plan the most learning-rich experiences possible. *Building the Classroom Connection* includes instruction on how to support workplace partners.

Confirm logistics.

Confirm transportation arrangements for students. District policies about automobile and bus transportation along with other options are outlined in the *Transportation for Work-Based Learning* factsheet. Check with the contact person at the workplace to ensure that logistical details are arranged. Make sure that you have a phone number at the workplace where the student can be reached in an emergency. Confirm dress requirements for the job shadow and ensure that any special accommodations needed for students and staff are arranged in advance. Let the workplace know how many students and staff they can expect for the job shadow.

Collect signed *Work-Based Learning Permission forms*.

Written permission is required for all job shadow experiences. Teachers must also secure permission from the school principal before releasing students to job shadow. See your principal for your school's procedures.

Prepare students to maximize learning.

Helping students develop a context for the job shadow maximizes their learning once the students are at the workplace. *Building the Classroom Connection* provides greater detail on several of the activities listed below.

- Discuss student expectations of the experience and what the student may want to learn.
- Discuss what students know about the company and how it impacts them.
- Support students in researching the company and the industry so that they can ask meaningful questions during the job shadow.
- Have students prepare questions and learning objectives that they would like to accomplish during the job shadow.
- Introduce frameworks and materials that will help students organize what they learn at the workplace. These frameworks include the SCANS skills and All Aspects of an Industry.
- Instruct students in appropriate dress, language and behavior expected in a place of business.
- Discuss behavioral expectations that will allow students to make the most of the job shadow.



Guides

- Building the Classroom Connection



Tools

- All Aspects of an Industry
- Job Shadow Activities for Students
- Sample Job Shadow Day Schedule
- SCANS Skills Assessment
- SCANS Skills Assessment: Classroom Activity
- Student Job Shadow Expectations Sheet
- Work-Based Learning Permission Form



Factsheets

- Business Education Coalition (BEC)
- Business Education Expectations (BE²)
- Job Shadow
- Pathfinder
- Transportation for Work-Based Learning

During the Job Shadow

Ensure that students receive instruction in workplace safety.

Safety is a critical concern when students visit the workplace. Have the workplace partner include a safety talk in his or her opening remarks. Students should be provided with appropriate safety gear and equipment for the job shadow. When you provide safety instruction prior to a job shadowing experience, you can instruct students to look for potential hazards during the shadow. In addition to being a crucial safety measure, this instruction can raise students' awareness about safety in other environments. A classroom discussion after the job shadow is an important part of this process.

Arrange for students to speak to employees with different levels of responsibility.

All Aspects of an Industry provides a handy framework for a job shadow. In addition to helping workplace hosts think about how to design a wide range of exposures for students, an All Aspects of an Industry structure for the shadow provides students who may not be interested in a career in this particular field to learn about roles and issues that are common to all industries. A rotational job shadow can be structured so that students spend some time in each division learning about the issues that are important to them. The *All Aspects of an Industry Investigative Interview* tool can be used as part of a job shadow experience.



Tools

- All Aspects of an Industry
- All Aspects Investigative Interview
- B-Safe Safety Checklist
- Job Shadow Activities for Students
- Workplace Safety Curricula



Factsheets

- Addressing Sexual Harassment in the Workplace
- Laws Pertaining to Employment of Students
- Occupational Safety and Health Administration

After the Job Shadow

Provide post-job shadow activities to structure student reflection.

Reflection promotes self-awareness and personal assessment and helps students internalize the learning that has occurred during the job shadow. When you provide for adequate reflection, you ensure that students have the opportunity to examine the experience, form an understanding of what they have observed and extend that understanding to other situations. Reflection helps students to "own" the knowledge they have acquired. *Building the Classroom Connection* provides more information about reflection and several ideas on how to structure activities in the classroom.

Help students make the connection between academics and the industry.

It is important that students have an opportunity to make the connection between their studies and the job shadow experience. You can have students work individually or in groups to develop a matrix that shows the connection between the classes they are enrolled in and the skills required at the workplace.

Write a thank-you letter to the workplace host.

Thank-you letters from students let your workplace partners know that you value their participation in the learning process. Classroom reflection activities work well as a lead-in to writing thank-you notes to the workplace host. Corresponding with workplace partners provides important literacy practice for students and promotes partner participation in the future.

Determine the next step in their learning about careers.

Job shadowing provides students an opportunity to discover the elements of building a career. After a job shadow and reflection activities, students can articulate the next level of questions that this visit has inspired, identify other workplaces they would like to visit and make the educational plans they need to move toward the career of their choice.

Utilize employer and student feedback to inform continuous improvement process.

Students and job shadow hosts can provide feedback on the experience that will help you support them more effectively in the future. Have students and workplace partners complete the *Work-Based Learning Program Evaluation* to assist you in continuous improvement.

Job shadows can be low-stress and high-impact when structured carefully to support student learning, workplace partner participation and your own curriculum goals for your class. Following the Seven Simple Guidelines outlined in *Creating Quality Work-Based Learning* and the checklist in this *How-to Guide for Job Shadows* will ensure success for all.



Guides

- Building the Classroom Connection



Tools

- Work-Based Learning Program Evaluation

JOB SHADOW MATRIX

This matrix outlines the steps that teachers, students and workplace partners should take to ensure a successful work-based learning experience.

	CHECKLIST FOR TEACHERS	CHECKLIST FOR STUDENTS	CHECKLIST FOR WORKPLACE PARTNERS
Before the Job Shadow	<p>Review the <i>Job Shadow</i> factsheet.</p> <p>Have students identify career interests.</p> <p>Assist students in locating placements.</p> <p>Supply the workplace partner with information regarding the participating students.</p> <p>Confirm logistics.</p> <p>Collect signed <i>Work-Based Learning Permission</i> forms.</p> <p>Prepare students to maximize learning.</p>	<p>Locate placement for job shadow.</p> <p>Participate in pre-job shadow classroom activities.</p> <p>Turn in signed <i>Work-Based Learning Permission</i> form.</p>	<p>Prepare for the student visits.</p> <p>Establish the schedule with the teacher. Allow students to shadow for a pre-determined period of time.</p>
During the Job Shadow	<p>Ensure that students receive instruction in workplace safety.</p> <p>Arrange for students to be exposed to all aspects of the industry.</p>	<p>Arrive at workplace appropriately dressed and on time.</p> <p>Be observant and ask appropriate questions.</p> <p>Comply with all health, safety, and environmental standards and regulations.</p>	<p>Provide students an opportunity to see all aspects of your industry.</p> <p>Highlight employability and academic skills used on the job and help connect those skills to student learning at school.</p> <p>Adhere to all applicable child labor laws.</p> <p>Arrange for hands-on experiences, if applicable.</p>
After the Job Shadow	<p>Provide post-job shadow activities to structure student reflection.</p> <p>Utilize student and workplace partner feedback to inform the continuous improvement process.</p>	<p>Write a thank-you note to the workplace host.</p> <p>Complete a <i>Work-Based Learning Program Evaluation</i> so that the program can be improved in the future.</p>	<p>Accommodate special needs.</p> <p>Complete a <i>Work-Based Learning Program Evaluation</i> so that the program can be improved in the future.</p>