

Dallas ISD P-TECH WORKPLACE LEARNING

Exposure → Exploration → Developing Skills → Gaining Experience

Workplace Learning

The true innovation of the P-TECH Model is its comprehensive focus on careers. Industry representatives are integral partners in the development of P-TECH schools. Their involvement helps students understand how their coursework, field experiences, and the “real world” expectations of the workplace are connected. These connections serve as a motivator and support mechanism that lead to greater student success.

In order for students to be hired for in-demand jobs, they must be “career-ready.” Students are considered **career-ready** when they have the technical, academic and professional skills necessary to fill high-wage, in-demand, entry-level jobs with real career potential.

To ensure students graduate career-ready, industry partners help provide a comprehensive set of focused workplace experiences. These opportunities provide students with direct exposure to professionals in their chosen field and teach them the skills that employers seek, such as communication, teamwork, and problem-solving and help answer the questions that many traditional academic programs fail to answer for many students: *Why am I learning this, and how does it prepare me for my future?*

These experiences include a range of activities that go from exposure to application (i.e. Worksite visits, Guest Speakers, Mentoring, Job shadowing, Work experience, Skills-based, paid and unpaid internships and apprenticeships, etc.)

The focus on two conceptual elements — “exposure” and “application” — is integral to the P-TECH Model. Each year should incorporate both elements, with an initial focus on knowledge and an increasing emphasis on “application” and experience as students mature.

Goal of Workplace Learning

In P-TECH schools, students are provided career guidance and coaching to ensure they understand their own strengths, interests and abilities while determining the right career path for their future.

The purpose of **Workplace Learning** is to ensure that every P-TECH student will graduate **career ready** and have the skills needed to access high-demand jobs and career paths in the future workforce. Students will gain exposure, explore careers, build professional and technical skills as well as acquire hands-on experience within their career field of interest.

Role of the Workplace Learning Coordinator

The Workplace Learning process is facilitated at each P-TECH campus by their Workplace Learning Coordinator, who serves as a career facilitator to P-TECH students. WPLCs work in collaboration with industry partners to ensure students are exposed to a broad range of workplace experiences that are grade appropriate and relevant to the student’s career aspirations.

Workplace Learning Coordinator Roles and Responsibilities

Role of the Industry Partner

Industry partners represent a high-growth industry and bring their insight into the skills and qualities they seek in prospective employees and make a commitment to foster those skills and qualities in students. Looking ahead to their areas of need and job growth, the industry partner describes the job skills and training well-qualified employees should have. Industry partners contribute to student learning through mentoring, career exposure and development, site visits, internships and other workplace learning experiences.

Industry partners are integral to the career development of P-TECH students, as they serve as mentors, career guides and internship supervisors (when appropriate) to students to help them gain knowledge and meaningful experiences that are necessary to thrive in the 21st century workforce.

Workplace Learning Scope and Sequence

All workplace learning activities that industry partners can provide to P-TECH students will be **sequenced** to ensure that activities are grade appropriate and align with the student’s workplace learning curriculum. Industry partners provide exposure and career

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awareness to students in a variety of ways. Industry partners can also aid in the skill development of students through activities that build their professional and technical skills relevant to the workforce.

Year 1: Exposure, Discovery, Self-Assessment & Goal Setting

Year 2: Exploration of Career Options

Year 3: Developing Skills

Year 4: Gaining Experience, Performing and Taking Action

P-TECH Workplace Learning Scope & Sequence



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	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Industry Partner Engagement Activities & Student Outcomes	<ul style="list-style-type: none"> 2 Guest Speaker Series 1 Workplace Tour 1 Mentoring Workshop 	<ul style="list-style-type: none"> 2 Guest Speaker Series 1 Workplace Tour 1 Workplace Challenge 1 Job Shadowing (optional) 1 Mentoring Session 	<ul style="list-style-type: none"> 1 Workplace Challenge 1 Job Shadowing 2 Mentoring Sessions 	<ul style="list-style-type: none"> 2 Job Shadowing 2 Mentoring Sessions or One-on-One Mentoring
Individual Student Career Development Outcomes	<ul style="list-style-type: none"> 1 Assessment 1 Goal Setting Exercise WPL Checklist 1 Writing Sample-Professional Email 1 Resume – 1st Draft 1 Dream Job Research Project Digital Badge MOS Certifications 	<ul style="list-style-type: none"> 1 Assessment WPL Checklist 1 Mock Interview 1 Writing Sample-Professional Email 1 Resume – 2nd Draft 1 Professional Photo 1 Labor Market Research Project Digital Badges MOS Certifications 	<ul style="list-style-type: none"> 1 Assessment WPL Checklist 2 Mock Interviews 2 Writing Sample-Professional Email 1 Resume – 3rd Draft 1 Internship Prep Academy (Semester 1) 2 Digital Badges MOS Certifications MOS Simulation Life After P-TECH Series 	<ul style="list-style-type: none"> 1 Assessment WPL Checklist 3 Mock Interviews 1 Writing Sample 1 Resume FINAL Professional Photo Linked In Profile Career Ready Academy (Semester 1) 2 Digital Badges MOS Certifications MOS Simulation Lift After P-TECH Series
Student Experiential Learning & Experience Outcomes	<ul style="list-style-type: none"> Community Service 	<ul style="list-style-type: none"> Internships (Optional) Community Service 	<ul style="list-style-type: none"> Internships (refer to Internship Action Plan) 	<ul style="list-style-type: none"> Internships (refer to Internship Action Plan) Job Interviews Jobs/Apprenticeships (if applicable)

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	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Industry Partner Engagement Activities and Student Outcomes				
Guest Speaker Series	100% of 9th grade students must participate in at least 1 Guest Speaker event (per semester)	100% of 10th grade students must participate in at least 1 Guest Speaker event (per semester)		
Workplace Tours	100% of 9th grade students must complete 1 (90-min) Workplace Tour Activity per school year	100% of 10th grade students must complete 1 (90-min) Workplace Tour Activity per school year		
Workplace Challenges/ Student Projects		100% of 10th grade students must complete 1 “work-based project or challenge” for the year	100% of 11th grade students must complete at least 1 “work-based project or challenge” for the year	
Job Shadowing		Optional: 10th grade students may participate in 1 Job Shadowing Experience per year. Format: A group of 15 sophomores per partner.	100% of 11th grade students must complete at least 1 Job Shadowing Experience per year. Format: A group of 10 juniors per partner.	100% of 12th grade students must complete at least 1 Job Shadowing Experience per semester. Format: A group of 5 seniors per partner.
Mentorship	All 9th grade students should be granted the opportunity to participate in at least 1 mentoring workshop per year. Format: Maximum class size for mentoring for freshmen is 40 students (20:1 students to adults ratio is recommended).	100% of 10th grade students must participate in at least 1 large group mentoring session per year. Format: Maximum group size for large group mentoring is 10 students (10:1 ratio of students to adults). Mentoring can be virtual or in-person.	100% of 11th grade students must participate in at least 2 small group mentoring session per year. Format: Maximum group size for small group mentoring is 4 students (4:1 ratio of students to adults). Mentoring can be virtual or in-person.	100% of 12th grade students must participate in: 2 small group mentoring sessions per year OR Meet with a career mentor one-on-one for 1 hour at least once per semester. Format: Maximum group size for small group mentoring is 4 students (4:1 ratio of students to adults). Small group mentoring and one-on-one mentoring can be virtual or in-person.

Sources: www.ptech.org

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Individual Student Career Development Outcomes				
Student Assessments	100% of 9th grade students will complete 1 required assessment each year. (Refer to Student Self-Assessment Guide for details.)	100% of 10th grade students will complete 1 required assessment each year. (Refer to Student Self-Assessment Guide for details.)	100% of 11th grade students will complete 1 required assessment each year. (Refer to Student Self-Assessment Guide for details.)	100% of 12th grade students will complete 1 required assessment each year. (Refer to Student Self-Assessment Guide for details.)
Professional Portfolio & Job Preparation	100% of 9th grade students will complete: <ul style="list-style-type: none"> ● Goal Setting Exercise ● WPL Checklist ● Writing Sample – Professional Email ● 1st Draft of Resume ● Dream job research project 	100% of 10th grade students will complete: <ul style="list-style-type: none"> ● WPL Checklist ● 1 Mock Interview ● Writing Sample – Professional Email ● 2nd Draft of Resume ● Professional Photo ● Labor Market Research Project 	100% of 11th grade students will complete: <ul style="list-style-type: none"> ● WPL Checklist ● 2 Mock Interviews ● Writing Sample – Professional Email ● 3rd Draft of Resume ● Internship Prep Academy (Semester 1) ● MOS Simulation ● Life After P-TECH Series 	100% of 12th grade students will complete: <ul style="list-style-type: none"> ● WPL Checklist ● 3 Mock Interviews ● Writing Sample - Professional Email ● Final Resume ● Professional Photo ● Linked In Profile ● Career Ready Academy (Semester 1) ● MOS Simulation ● Life After P-TECH Series
Digital Badges	Mindfulness	Professional Skills	Design Thinking Job Preparation	Artificial Intelligence Job Preparation
Skills <i>Sources: NACE Career Competencies</i>	Oral/Written Communication Teamwork/Collaboration Motivation Entrepreneurship Agility and Cognitive Flexibility Self-Management Digital Technology	Oral/Written Communication Teamwork/Collaboration Analytical Thinking Entrepreneurship Agility and Cognitive Flexibility Curiosity Critical Thinking/Problem Solving Digital Technology	Oral/Written Communication Leadership & Responsibility Entrepreneurship Agility and Cognitive Flexibility Professionalism/Work Ethic Career Management Global/Intercultural Fluency Digital Technology Critical Thinking/Problem Solving	Oral/Written Communication Leadership & Responsibility Professionalism/Work Ethic Career Management Global/Intercultural Fluency Digital Technology
Certificates/Certifications <i>Note: Refer to the Dallas ISD Certification Guidelines and Action Plan for details on the requirements for certifications/certificates.</i>	9th grade students will learn and test for: MOS Word Associate MOS PowerPoint Associate	10th grade students will learn and test for: MOS Excel Associate	11th grade students will learn and test for: MOS Outlook Associate * <i>Students may also earn additional TEA</i>	12th grade students will have completed: MOS Word Associate

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	<i>* Students may also earn additional TEA recommended pathway specific certifications as a part of the program.</i>	<i>* Students may also earn additional TEA recommended pathway specific certifications as a part of the program.</i>	<i>recommended pathway specific certifications as a part of the program.</i>	MOS Excel Associate MOS Outlook Associate MOS PowerPoint Associate <i>*Note: If students have not earned MOS Word, Excel or Outlook Certificates in previous grades, students will test or re-test to earn at least 3 MOS Certifications prior to graduation.</i> <i>*Students may also earn additional TEA recommended pathway specific certifications as a part of the program.</i>
Student Experiential Learning and Work Experience Outcomes				
Job Interviews				Required for graduating 12th grade students interested in employment
Internships <i>Note: Refer to the Dallas ISD Internship Guidelines and Action Plan for the detailed requirements for internships.</i>	100% of 9th grade students will complete 1 required community service event.	100% of 10th grade students will complete 1 required community service event. Optional: Recommended 10th grade students are encouraged to apply for internships through the Dallas Works program.	<i>Direct-Hire Internships are highly recommended for 11th grade students</i> Goal: 60% of 11th grade students will apply for a summer internship.	<i>Direct-Hire Internships are strongly recommended for graduating 12th grade students</i> Goal: A minimum of 30% of students will complete at least 1 internship prior to graduation.
Jobs (part-time, full-time, apprenticeships and contract employment)				Only recommended for graduating 12th grade students interested in full-time or part-time employment post-graduation.
Industry Partner Engagement - Shared Decision-Making				

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Steering Committee Meetings*	Coordinators are responsible for scheduling and Assistant Principals will facilitate 10 Steering Committee meetings each school year (one per month from August – May). Industry Partners must be invited to attend every meeting. Meetings should be between 60-90 minutes and scheduled when the P-TECH Site Team (including teachers) are able to attend. Attendance and Meeting Minutes must be maintained for each meeting as part of official documentation and TEA requirements. The Steering Committee roster will need to be submitted at the beginning of each school year.
Advisory Board Meetings*	Coordinators will schedule and facilitate 4 Advisory Board meetings (October, January, March, June) each school year. Industry partners must be invited to attend and provide input as part of the shared decision-making model. Advisory Board Meetings should be 90 minutes. Attendance and meeting minutes must be maintained for each meeting for official documentation. The Advisory Board roster will need to be submitted prior to the beginning of each school year.

GLOSSARY

Badges

A digital badge is a validated indicator of accomplishment, skill, quality, or interest that can be displayed, accessed, and verified online and can be earned in many learning environments. Open digital badging makes it easy for anyone to issue, earn, and display badges across the web—through an infrastructure that uses shared and open technical standards.

Career Exploration Activity

Career Exploration Activity provides students an opportunity to learn about various jobs and exposes them to tasks and skills needed within occupations of interest.

Guest Speaker Series

Guest Speaker Series involves industry representatives and professionals that speak to groups of students to provide exposure to careers by sharing their own personal career journey.

Industry-based Certifications (IBC)

An Industry-Based Certification is an independent third-party credential that is industry-accepted and results from a process whereby an individual's knowledge and/or skill in a particular area is verified against a set of predetermined standards.

An IBC is tangible evidence that an individual has successfully demonstrated skill competencies in a specific set of work-related tasks, a single occupational area, or a cluster of related occupational areas as recognized by a specific industry. It has been suggested that IBCs are an individual's passport into the new economy. Employers, as members of a particular industry base, participate in setting the standards and creating criteria for certificate attainment.

[Industry-Based Certifications Resources](#)

Internships

Internships are an important element of the P-TECH program and provide “applied” experience opportunities for students. The main priority of the internship experience is to provide students with a professional learning experience, which should consist of both formal training and on-the-job learning experiences. Interns should have the opportunity to do authentic work that is challenging and recognized by the organization as valuable, and fills the entire work term. P-TECH internships are typically a minimum of 80-120 hours and can span across a 10-week timeframe or up to a semester (refer to the P-TECH Internship Guidelines and Action Plan for details).

The **Dallas ISD P-TECH internship** is aimed at providing meaningful work experience opportunities and workforce skill development for P-TECH students. Students will gain practical work or project-based experience that will allow them to learn and practice transferable soft and technical skills.

[Formats for Dallas ISD P-TECH Internships](#)

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- **Direct-Hire:** A paid internship offered by an employer to a student enrolled in the P-TECH program, where the student will complete 80-120 hours (minimum) of work within a 10-week timeframe and will be paid minimum wage (or above) for hours completed. This internship can be offered during the academic year (if the student's schedule permits) or during holiday or summer break. Employers may embed aspects of virtual learning into the internship experience to expand students' learning opportunities. Students will need to meet the employer's hiring and screening requirements. DART passes will be provided (as needed) to assist with transportation. Students may also be hired through a third-party organization as an alternate option to the company directly hiring the student. The employer will complete a performance evaluation for each student that participates in the Direct-Hire internship opportunity.
- **Industry-Specific Internship Camps:** An unpaid or paid two (2) – six (6) week (minimum of 80-120 hours) intensive camp where students will gain experience within a specific industry (i.e. Information Technology, Hospitality and Tourism, Advanced Manufacturing, Education, Allied Health, etc.) and rotate through various job roles to gain exposure to the career opportunities within that industry. Employers may embed aspects of virtual learning into the internship experience to expand students' learning opportunities. Students will be required to finish and present a capstone project that will be evaluated as part of the camp. Students will need to apply and meet specific criteria to be accepted to an Industry-Specific Camp internship experience. The employer organization will complete a performance evaluation for each student that participates in the camp.
- **Skill-Specific Internship Camps:** An unpaid or paid two (2) – six (6) week (minimum of 80-120 hours) intensive camp where students will gain experience and exposure to specific skill and/or competency areas, such as: entrepreneurship, communications, digital technology, etc. Employers may embed aspects of virtual learning into the internship experience to expand students' learning opportunities. Students will be required to finish and present a capstone project that will be evaluated as part of the camp. Students will need to apply and meet specific criteria to be accepted to the Skill-Specific Camp internship experience. The employer organization will complete a performance evaluation for each student that participates in the camp.

**Note: While Dallas ISD has established a minimum hour requirement, students are highly encouraged to participate in work experiences that exceed 80 hours. Additionally, the length and duration of internships camps will be determined on a case-by-case basis depending on the objectives and design of the specific internships experience proposed by employers.*

Job Interviews/Jobs

Industry partners may also provide job interviews to P-TECH graduates for open positions within their organization. If students meet their qualifications and are hired, they are able to secure a career opportunity with a P-TECH industry partner.

Job Shadowing

Job shadowing allows students to delve deeper into understanding a particular job of interest. It involves spending time following a professional in that job. By observing the life of the professional for anywhere from a few hours to as long as a week, students get a sense of what that job is really like. Job shadowing can be a great way for students to learn whether or not a job of interest is right for them. Job shadowing can be conducted in small group formats (2-4 students at a time) or one-on-one.

Mentorship

As a key element of the P-TECH model, students are matched with professionals in the field who act as mentors, modeling behaviors and skills and personally supporting student mentees. Mentoring can also answer questions and support workplace learning coursework. Mentors provide exposure to industry employees and show strong industry presence at schools, support workplace learning projects, offer tailored college and career guidance and help support internship programs.

Formats for Mentoring

- Virtual or in-person
- Large group mentoring (one or two adults to 7-10 students, i.e. Guest Speaker Series)
- Small group (one adult to as many as four (4) young people)
- One-on-One (i.e. career coaching and guidance)

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Workplace Challenges/Student Projects

Workplace Challenges/Student Projects are project-based learning opportunities created by industry partners that allow students to solve a real-life problem or a cross curricular project that allows for academic learning and workplace learning to be integrated with teachers, coordinators, industry partners and students all working together to complete a challenge.

Workplace Tours

Workplace Tours are field visits to Industry Partner worksites (virtual or in-person) or to other companies that are aligned to a student pathway that helps students discover their interests. Each Workplace Tour Activity will include a post-survey for students to determine their interest in that workplace environment.