

## Promising Practice Capture Sheet

**School:** Tennessee High School  Rural  Suburban  Urban

**District:** Bristol City Schools      **Region:** First Tennessee

**Practice:** Changing the Culture: Using Externships and Leveraging Industry Partnerships to Drive the Development of Students

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**Connection to Strategic Plan:**

<b>Goals:</b>	<b>Top Half of States on NAEP – 4th and 8th Grade Math and ELA</b>		<b>State Average of 21 Composite ACT</b>		<b>55% of the class of 2020 obtains postsecondary credential</b>
<b>How best practice addresses:</b>					Using authentic collaboration through the Coordinated Externship Program and teacher and student exposure to local industry, we are changing the culture of our CTE programs. These changes ensure college, career, and community readiness by aligning to local industry opportunities, focusing on what is needed to be successful in those opportunities, and supporting student attainment of industry certifications.
<b>Priority Areas:</b>	<b>Early Foundations</b>	<b>Empower Districts</b>	<b>Support Educators</b>	<b>High School Bridge to Postsecondary</b>	<b>All Means All</b>
<b>How best practice applies:</b>				By offering these industry collaborations in CTE programs while still in high school and exposing students and teachers to the demands of local employment opportunities, students can more effectively demonstrate their college and career readiness and more easily transition into our community.	



**Practices:**

- Culture                       Instructional                       Training/PD
- Accountability                       Programmatic                       Policy Change
- Funding                       Other:

**Project Specific Indicators:**

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**Results:**

- Increased student achievement results
- ACT     TNReady/EOC/TVAAS     NIC     EPS
- Decreased remediation and/or subgroup gaps
- Increased student readiness results (non-academic)
- Increased partnerships / alignment
- Increased participation / program growth

**The Challenge:**

**The Vision:**

<p>The challenge was to change classroom culture by focusing on developing and honing 21st-century skills in students that will help them be successful in our local workplace. Additionally, students were not generally informed of the opportunities available through CTE courses and local opportunities. This information will help us engage more students and will lead to a higher rate of students earning credentials desired in the local community.</p>	<p>The vision is to change the culture in the district to have more of a local industrial focus, build awareness of CTE programs, explore career possibilities, develop 21st-century skills, and demonstrate readiness to enter the workplace.</p>
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**Summary of To-Do's:**

**Lessons Learned:** *Include advice on start-up and sustainability*

<ul style="list-style-type: none"> <li>Create a team of diverse educators, counselors, and administrators who bring multiple perspectives in order to change the culture.</li> <li>During in-service professional development, a chemistry teacher and forensics teacher will partner to teach students an interdisciplinary lesson about crime scene investigation. (March)</li> <li>Students will tour four industrial facilities in partnership with Bristol, VA Schools. (Throughout the year)</li> <li>Changes to teacher industry day: we moved it from the summer to a teacher in-service day. This is a day for teachers to ask questions to industry leaders about the skills they need from students. (March)</li> <li>A career fair (Career Quest) will take place at ETSU. Students will explore multiple careers in several different industries. We will be taking all freshmen. (March)</li> </ul>	<ul style="list-style-type: none"> <li>Upper-level administrator and building level administrator buy-in from the very beginning is essential.</li> <li>Funding to pay stipends, transportation, supplies and materials, training, and other needs should be evaluated for both the initial start-up and the potential for long-term sustainability.</li> <li>Strong communication both inside the district and with industry partners throughout the process is vital.</li> <li>Changing a culture requires patience and persistence.</li> </ul>
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**Communications:**

- Regularly scheduled meetings for teachers and administration to discuss state of programs and implementation of change within individual CTE curriculum
- Shared planning time for teachers who collaborate with one another.
- Student and stakeholder surveys based on perception of CTE programs, recommendations for future course and certification offerings, and program direction
- Advisory meetings with industry to keep up communication

**Stakeholder Management:**

- Stakeholder management involves continuing to recruit industry partners to participate in programs designed to inform teachers and students.
- Administrators (district and school) must be engaged and actively participate in the CTE change initiative. .
- Students will be informed of opportunities using announcements, classroom communication, and social media.

**Metrics & Measurements:**

Baseline Data	Progress to Date	Goals
<ul style="list-style-type: none"> <li>• Student participation numbers in CTE and industry exposure activities</li> <li>• Teacher and industry partner participation in CTE and industry exposure events</li> <li>• Student and stakeholder survey results</li> <li>• Lesson plans from CTE teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration between academic and CTE teachers has begun.</li> <li>• We have completed two industry tours with the Bristol Chamber of Commerce already with two additional scheduled for spring 2017.</li> <li>• We made changes to the marketing and promotion of our CTE programs.</li> <li>• We have made changes to the Industry Career Expo Day for teachers, moving to spring 2017.</li> <li>• We have planned and scheduled spring 2017 Intersession CTE mini-camps.</li> </ul>	<ul style="list-style-type: none"> <li>• Our goal is to have at least 50 percent participation of the student body in CTE and industry exposure activities prior to graduation.</li> <li>• We would like teacher and student surveys to reflect an understanding of college, career, and community readiness based on local employment opportunities and needs.</li> <li>• Lesson plans will reflect a clear indication that teachers understand the importance of 21st Century Skills.</li> </ul>

**Resources:**

- Chelsea Ketron - Bristol Chamber of Commerce
- Tanya Foreman – Eastman Chemical Corporation
- Andrea Thorsbakken - Coordinated Externship Program
- **Other participating schools and districts in the Coordinated Externship Program**
  - Heritage High School, Blount County
  - East Hamilton High School, Hamilton County
  - Hendersonville High School, Sumner County

*Note: In addition to websites, materials, and tools, Include other LEAs or schools who are also strong in this practice, if known.*