



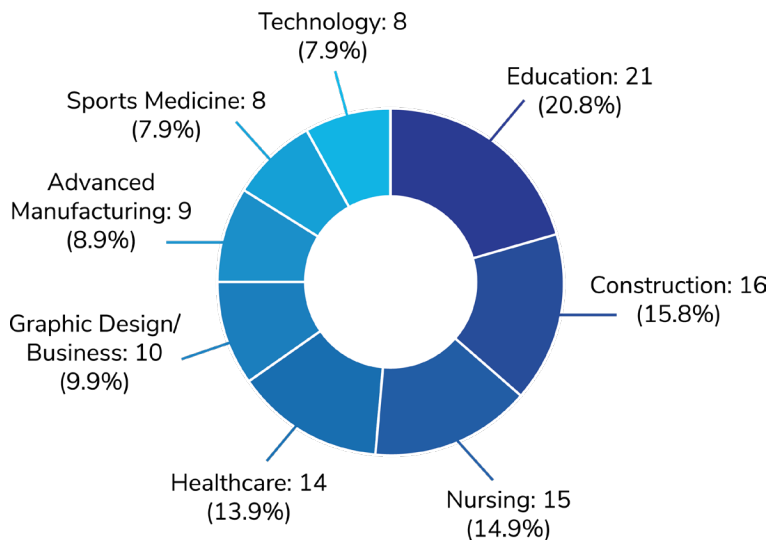
In-Person Externship Impact Summary

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In-Person Externship Impact Summary

The objective of educator externships is to enhance alignment between classroom instruction and workforce needs by increasing educator awareness of industry trends, in-demand skills, and career pathways. Externships aim to foster meaningful connections between educators and industry partners to improve understanding of how classroom content and learning experiences are applied in the workplace.

Through the fall and spring semesters of the 2025/2026 school year, ElevateEdAZ offered eight in-person educator externships and connected 101 educators with seven different business partners. Each of the eight externships were industry-specific, half-day experiences that included tours, employer Q & A panels, networking opportunities and interactive simulations. These sessions provided relevant and updated insights into industry practices, resources for students, and career pathway information.



List of business partners that participated: Phoenix Children's Hospital, Per Scholas, Arizona Educational Foundation, Highway 85 Productions, Gateway Community College, Arizona State University and McCarthy Building Companies.

Participants were invited to complete a post-experience survey following the conclusion of their externship. The survey responses revealed important trends that informed how the in-person externship enhanced their understanding of specific industries and deepened their awareness of students' needs for success in each career field.

In-Person Externship Impact Summary

Trend 1: Strong desire to increase student awareness of career pathways and opportunities.

A consistent theme across participant feedback was the need to increase awareness of career pathways, industry-recognized credentials, and postsecondary opportunities that are available to students. Through immersive externship experiences with industry partners, educators gained firsthand knowledge of career fields, workforce expectations, and educational pathways that they were previously unfamiliar with. Many participants indicated they left with concrete resources and actionable information they could immediately integrate into their classrooms and conversations with students.

Beyond learning about specific careers, participants expanded their understanding of certifications, pre-apprenticeship programs, high-demand entry-level positions, and multiple education-to-career pathways. Many educators also recognized new opportunities to strengthen alignment between school programs and workforce needs by connecting classroom learning with real-world industry experiences.

This increased awareness equips educators to serve as stronger career advocates, helping students make more informed decisions about their futures while exposing them to pathways that may have otherwise remained unknown.



“I plan to incorporate what I learned from Per Scholas by sharing their training pathways and career opportunities with students, helping them better understand real-world tech careers and certifications. I’ve already passed this information along to our ITT department to explore potential alignment with our programs.” – Per Scholas Externship Participant

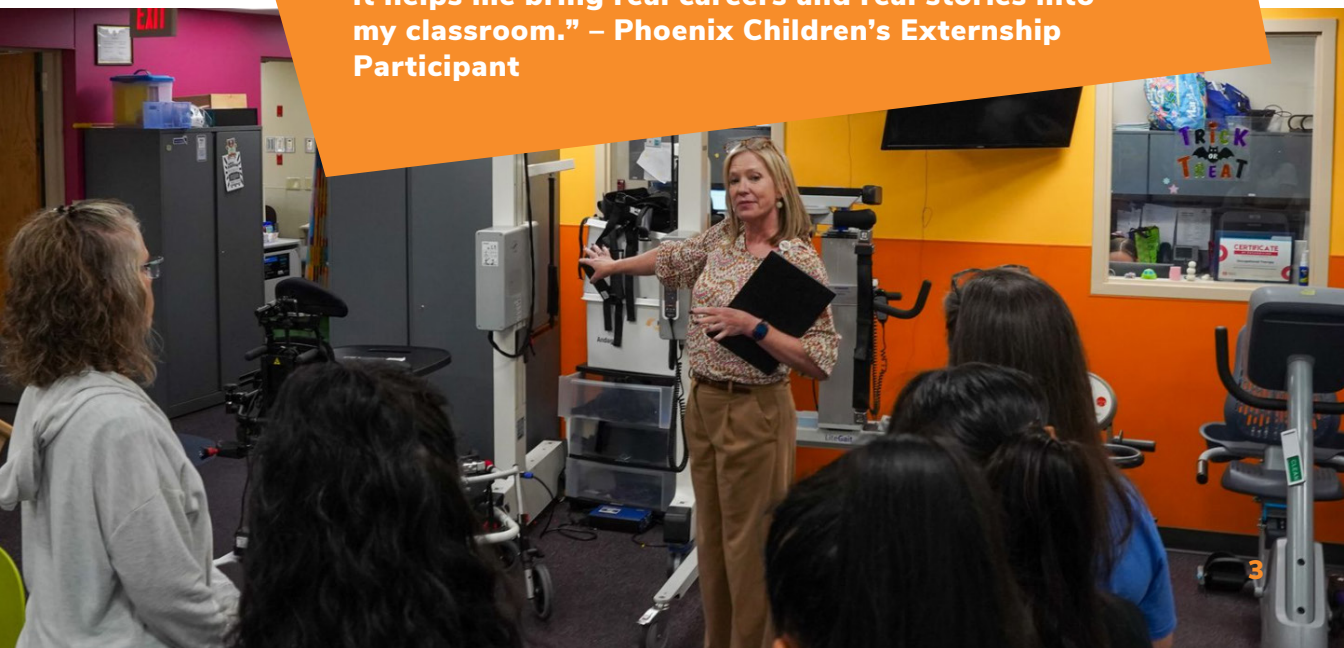
In-Person Externship Impact Summary

Trend 2: Educators want more direct interaction with employers and business professionals.

Participants found value in authentic conversations with workers, students and supervisors. While presentations and facility tours provided valuable context, educators consistently identified the meaningful interactions with industry professionals as the most impactful component of the externship experience. These conversations allowed participants to gain deeper insights into workplace culture, daily responsibilities, career progression, and the technical and professional skills employers are seeking in today's workforce.

Many educators expressed a desire for additional opportunities to ask questions, network with professionals, and build lasting relationships with business partners that extend beyond the externship itself. These connections not only increase educators' understanding of workforce needs but also create future opportunities for guest speakers, classroom collaborations, job shadows, internships, and other work-based learning experiences for students.

“Aside from directly benefiting my students, this externship was an excellent opportunity to gather resources and meet potential guest speakers face to face. Making those connections matters because it helps me bring real careers and real stories into my classroom.” – Phoenix Children's Externship Participant



In-Person Externship Impact Summary

Trend 3: Educators plan to apply industry practices and soft skills development in the classroom.

Several respondents identified a strong commitment to translating their externship experiences into meaningful classroom practices that better prepare students for college and careers. Many participants shared plans to embed workplace expectations into daily instruction by incorporating project-based learning, industry-relevant scenarios, collaborative problem-solving activities, and opportunities for students to practice communication and professionalism. Educators also recognized the importance of intentionally teaching transferable employability skills that are essential across all career pathways.

Business partners consistently reinforced that technical knowledge alone is not enough for workplace success. Employers emphasized that hiring decisions are often influenced by candidates' professionalism, reliability, communication, initiative, and willingness to learn. They encouraged educators to expose students to hiring expectations through resume development, mock interviews, workplace etiquette, and feedback that mirrors workforce expectations. The findings demonstrate that educator externships serve as a catalyst for instructional improvement by equipping teachers with practical tools and real-world examples that make learning more relevant and aligned with workforce needs. As educators implement these strategies, students benefit from increased exposure to career-ready behaviors and workplace expectations long before they enter the job market.





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