

Martha W. Ostheimer, Director of Business Development

Teachers in Industry

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Dear STEM Business,

I would like to introduce you to a highly innovative and successful business-education partnership that helps retain quality science, technology, engineering or math (STEM) teachers in their teaching careers by providing summer work experiences in industry. The University of Arizona College of Education’s Teachers in Industry program connects experienced classroom teachers with opportunities to join your workforce during the summer. Participating businesses gain from the professionalism and expertise of a STEM teacher. Teachers take their real world experience back to the classroom to more effectively prepare students to enter the future workforce.

Teachers in Industry is currently recruiting middle- and high-school STEM teachers from our community schools and Flagstaff STEM City is working with me to secure business partners who will hire teachers at industry-level wages. Teachers typically work 4 days a week during a 7- 9 week work assignment that provides meaningful experience in a teacher’s area of expertise along with measurable value for your business.

To introduce you to Teachers in Industry, I am attaching the program’s business brochure, which describes how the program works and the timeline. I am also including the link to an article on the program that was recently published in Arizona Education News. <http://azednews.com/2015/07/14/teachers-in-industry-program-gives-educators-hands-on-experience-in-tech/> . Teachers in Industry is the best long term investment businesses can make in the development of future scientists, technologists, engineers and mathematicians essential to your 21st century workforce.

I would be happy to discuss Teachers in Industry with you as I recently attended a reception for the graduating master’s students and learned first-hand how teachers are applying what they learn in industry to improve student engagement and STEM learning in their classrooms.

I am also attaching descriptions of projects the teachers have worked on, which are broken out by industry, so you have a better sense of the valuable work teachers have been doing in industry since the program was founded in 2009.

Sincerely,

Martha

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