

WCPSS
School to Career
Student Internship Workbook



Learning that works

Southeast Raleigh Magnet High School
2600 Rock Quarry Rd.
Raleigh, NC 27540
919-856-2800

Southeast Raleigh Magnet High School

Date: 2/27/2017

Dear SRMHS Student,

Enclosed you will find important information that will be helpful to you in your internship. Please read the material and utilize the suggestions to make the most of your internship experience. Much of the material must be turned in as part of the internship credit you will receive.

We require you to keep a journal of your internship experience; this will be a journal or online blog you maintain. At the completion of 5 - 10 hours, you will complete a journal or blog entry for your portfolio. In addition, you are required to give a final presentation at the end of the internship. The employer, school representatives, parents and others may be present during your presentation. This will be the time to share what you have learned and also thank the people you have worked with during the internship.

Your journal will be a key element in preparing your presentation. You will use your journal or blog entries to recall information and experiences you might have otherwise overlooked if they had not been written down. You will prepare a PowerPoint presentation for the internship presentation. Completion of the internship, the journals, required forms, evaluations, and participation in the presentation will secure the internship credit (1 elective credit).

The positive impression you make will be helpful to you in the future when you are seeking a reference or a permanent position. Recognize that through your job performance you are also creating an impression for the entire school. We hope this experience will ensure that your employer will warmly receive future interns. Your internship will give you a chance to demonstrate your competence and initiative; we hope you will use it as an opportunity to learn and grow. Recognize that through your job performance you are representing Southeast Raleigh Magnet High School. We hope this experience will ensure that your employer will warmly receive future interns.

Sincerely,

Monnie Sutton

Monnie Sutton
Academy of Biomedical Science and Information Technology & Cybersecurity Coordinator
Southeast Raleigh Magnet High School

Internship Overview

An internship is an experience in which a high school student learns by taking on a responsible role as a worker in a company or organization and then reflects on what happened while in the workplace. The Internship Program is a supplement to formal classroom instruction. Its intent is to significantly add to the vitality of the instructional program and to impact the courses that a student has taken or will take. Internships are for juniors and seniors and must be at least 135 hours. Students will earn a credit (1) for the internship.

Internship Requirements:

Pre-Internship

- ✓ Conference with Internship Coordinator **
- ✓ (Transportation, scheduling, counselor approval, expectations, and possible placements – must be off campus)
- ✓ Complete internship application
- ✓ Complete Code of Conduct
- ✓ Complete Internship Agreement

During the Internship

- ✓ Complete workplace orientation
- ✓ Complete learning objectives
- ✓ Track and complete a minimum of 135 contact hours
- ✓ Complete at least 10 journal entries
- ✓ Complete two (2) of the four (4) enhanced internship lessons (honors credit)
- ✓ Maintain communication with your Internship Coordinator
- ✓ Internship Coordinator will complete a minimum of two site visits **

Post-Internship

- ✓ Complete electronic summary of experience (PowerPoint presentation, Prezi, Animoto, Video)
- ✓ Participate in final presentation
- ✓ Complete student evaluation
- ✓ Completed internship supervisor's evaluation
- ✓ Complete thank you cards
- ✓ Internship Coordinator will award final credit

Internship Scheduling: Internships are a CTE class and correspond with the school calendar. Interested students should work with the Internship Coordinator and their Counselor to begin the application process at least one semester before they are interested in interning. Credit and grades are assigned after the student completes all requirements and submits all work to the Internship Coordinator. Hours can be earned over the summer prior to the school year. Credit is awarded only if the Internship Coordinator is available to oversee this experience.

**Internship Coordinator: Career Academy Coordinator, Career Development Coordinator or Teacher of Record

Traits of a Successful Worker

Responsible

- Work hard for excellence, even if a task is unpleasant.
- Pay attention to detail.
- Work toward high standards of attendance, punctuality, and attitude.

Confident

- Believe in your own self-worth, skills, and abilities.
- Be aware of how your emotions, behavior, and attitude can affect others.
- Take responsibility for your actions.

Sociable

- Be friendly, sensitive, and polite to others.
- Be interested in what other say to you.
- Be flexible so you can interact with people from different backgrounds.

Self-Managing

- Know your own abilities, skills, and knowledge.
- Set realistic personal goals and be self-motivated to achieve them.
- Use others' criticism and feedback to improve yourself.

Honest/Ethical

- Know your community's and organization's code of ethics.
- Know how behavior that violates these codes hurts individuals and the organization.
- Be committed to ethical behavior in the workplace.

What do Employers Expect of Me as an Intern?

Employers expect me to:

- Come to work on time, notify employer when you cannot make it to work (i.e., illness, car trouble)
- Make smart decisions.
- Follow directions.
- Concentrate on my work and care about the quality of my work.
- Read, write, and calculate well.
- Recognize problems and find solutions, research independently and ask for assistance.
- Finish a job when I'm supposed to without sacrificing quality.
- Be honest and dependable.
- Take the lead and work hard.
- Communicate well and get along with other people, especially customers.
- Dress properly and practice good grooming.
- Be cooperative.
- Have a positive attitude.
- Treat internal company information as confidential unless directed otherwise
- Always keep the best interest of the business in mind.

Skills for Success in the 21st Century:

What skills are employers looking for?

1. THE ABILITY TO LEARN

With technology changing so rapidly, more than ever, employers are searching for employees who can acquire, process, and apply new information.

2. THE BASICS: STRONG READING, WRITING, AND MATH SKILLS

Companies are increasingly demanding that their new employees have these basic skills.

3. GOOD COMMUNICATION SKILLS – ESPECIALLY LISTENING AND SPEAKING SKILLS

Good communication skills are the single most important factor in workplace success after having an understanding of one's job.

4. GOOD INTERPERSONAL COMMUNICATION SKILLS – ESPECIALLY GOOD ATTITUDE

A good attitude about one's job and motivation to take initiative on important issues and ideas are key to being successful in any job.

5. CREATIVE THINKING AND PROBLEM-SOLVING SKILLS

People who can recognize and define problems, come up with new approaches and solutions and put them into action help a company stay competitive. This is a very important skill employers are looking for in this tight economy.

GUIDELINES FOR INTERVIEWS

1. Practice interviews are recommended and will be held at school prior to internship interviews if at all possible. Evaluations will be given directly to student if a practice interview is given.
2. The Internship Coordinator will provide job leads when possible. **However, the interview and the secured internship are the ultimate responsibility of the student.**
3. Students can see the Internship Coordinator about potential positions. Student resumes will be sent to the internship provider. The provider determines who to interview based on resumes.
4. The internship provider's contact information will be provided to selected students. **It is the student's responsibility to contact the organization and schedule the interview.**

Potential Interview Questions

1. Tell me something about yourself.
2. What do you think are your personal and academic strengths in school? Other areas?
3. Weaknesses in school? Other areas? (Explain how you are working to improve)
4. What would you consider to be the highlight(s) of your life thus far?
5. What hours are you available for the internship?
6. What part of (insert specific course) do you enjoy the most?
7. Why are you interested in this position?
8. If you were working in an organization and a client came to you expressing unhappiness with a service she/he received, how would you handle the situation?
9. If your internship supervisor asked you to make copies, file, or fax letters to a client, would you have any problem performing these tasks?
10. If you are scheduled to start work at 9:00 am and you arrive at 9:03 am, are you late?
11. What would you do if you find that after two weeks your internship is not what you had expected and you are very unhappy?

Honors Level Enhancement

Students wishing to obtain honors level internship credit must complete two (2) of the four (4) enhancement lessons. Lessons include, career interviews, career brochure, organizational chart, and policy manual.

Lesson 1: Career Interviews

Learning Objectives:

1. To acquire career skills and investigate fields of interest related to the intern's career and college goals
2. To link the internship experience to the skills and attributes needed to enter and succeed in the world of work and college.

Essential questions:

1. What skills and experiences are needed to be successful in work and college?
2. What do the jobs that the intern is investigating entail?

Lesson Plan: Three Career Interviews:

1. Interview three people matching the following descriptions.
 - A. **One must be your mentor (or assigned supervisor)** face-to-face interview.
 - B. **One other person at your site that is in the related career area.**
 - C. **Outside interview-** It cannot be someone you do not know or that works at the same place you are interning. Go outside your comfort zone!! Check with me if you have questions about this.
2. Interview the three people. This is your interview; ask questions you want to know. Questions below are only suggested questions.
 - A. What is your college major? (If they attended college).
 - B. Where did you attend college?
 - C. What are a few basic skills you need for your job? What college courses would be helpful for me to take?
 - D. What are some related careers if I don't get a job in this field right away?
 - E. What is the most rewarding part of your career?
 - F. What is the most challenging part of your career?
 - G. What type of personal characteristics has made you success at your career?
 - H. How long have you been working in this career field? How long have you worked at this current location?
 - I. Would you recommend this career to a young person today?
 - a. Why? Why not?
 - J. What advice would you give me if I choose to go into this career?
 - K. Other questions you would like to ask.....this is your interview.
 - L. Include the interviewees name, where they work, and their work position on the heading of the paper.
3. Final Product:
 - A. Three interviews: Questions with their answers
 - B. Summary: A page comparing and contrasting the jobs explores.

Rubric: Career Interviews Report

	Exemplary 5 points	Solid 4 points	Developing 2-3 points	Needs Attention 0-1 points
Interviews	Interviews go above and beyond the usual questions. Information is used effectively.	Good topic Interviews and information integration is evident.	Some interviews were done or incomplete	Little to no Interviews are evident.
Comprehension of Subject Matter	All content is accurate and complete and communicates a complete understanding of the topic.	Most of the content is accurate and shows mastery of the topic.	Content shows some flaws and omissions and illustrates only partial knowledge of the topic.	Much of the content is inaccurate and confusing and communicates very little understanding of the topic.
Content Organization/ Flow	Content is clearly organized, with a logical flow of connected ideas and effective transitions.	Content is organized, and most ideas are well connected with effective transitions.	Ideas are sound, but the content is not well organized and needs more effective transitions.	Content is extremely disorganized. The transitions between ideas are unclear or nonexistent.

Honors Level Enhancement (continued)

Lesson 2: Career Brochures

Learning Objectives:

1. To heighten student understanding of potential career opportunities and depicts a clear connection between the classroom and the workplace.
2. To link the internship experience to the skills and attributes needed to enter and succeed in the world of work and college.
3. To research careers

Essential questions:

1. What skills and abilities are needed for each career cluster?
2. What is the relationship between a level of education and the career options within a cluster?

Lesson Plan: Career Brochure

1. Create a two-sided, tri-fold, and computer generated brochure with information on both sides and on all three panels. The brochure must include the following career information:
 - A. Internship Career Title
 - B. Education Requirements
 - C. Salary Range
 - D. Job Outlook
 - E. Personal Characteristics
 - F. Any more career information you care to add
 - G. Include pictures or graphics

Rubric: Career Brochure

	Exemplary 5 points	Solid 4 points	Developing 2-3 points	Needs Attention 0-1 points
Visual Design	Assignment is highly attractive, well designed, and professionally laid out. Appropriate graphics are used tastefully, effectively support the content, and make it easy to follow.	Assignment is attractive and has a good design and an organized layout. Graphics help support the content.	Assignment contains graphics and multimedia, but it lacks good design and organization. Too many or too few graphics are used and are ineffective in supporting the content.	Assignment is messy and contains no coherent visual design. Graphics are not present at all or, if present, distract from the content.
Comprehension of Subject Matter	All content is accurate and complete and communicates a complete understanding of the topic.	Most of the content is accurate and shows mastery of the topic.	Content shows some flaws and omissions and illustrates only partial knowledge of the topic.	Much of the content is inaccurate and confusing and communicates very little understanding of the topic.

Honors Level Enhancement (continued)

Lesson 3: Organizational chart

Learning Objectives:

1. To investigate the organizational structure in a workplace.
2. To give each student a realistic perspective of work and work expectations

Essential questions:

1. What is the structure of an organization and the relationships and relative ranks of its parts and positions/jobs?



Lesson Plan: Organizational Chart

1. Design an organizational chart of your internship site. "An organizational chart is a diagram that shows the structure of an organization and the relationships and relative ranks of its parts and positions/jobs".
 - A. The charts must be computer generated. There are templates on Microsoft Word under "New", "templates", on left side.
 - B. Organizational charts must be DETAILED, not 3 or 4 positions unless that is the case.
2. Write a page reflection on how important teamwork is to this chart.

Rubric: Organizational Chart

	Exemplary 5 points	Solid 4 points	Developing 2-3 points	Needs Attention 0-1 points
Comprehension of Subject Matter in Reflection	All content is accurate and complete and communicates a complete understanding of the topic.	Most of the content is accurate and shows mastery of the topic.	Content shows some flaws and omissions and illustrates only partial knowledge of the topic.	Much of the content is inaccurate and confusing and communicates very little understanding of the topic.
Chart Construction	Chart is thoughtfully constructed and conveys a clear understanding of the relationships and ranks of the variety of jobs.	Chart is adequately constructed and conveys an understanding of the relationships and ranks of the variety of jobs.	Chart has some construction flaws but conveys a basic understanding of the relationships and ranks of the variety of jobs.	Chart is poorly constructed and does not convey an understanding of the relationships and ranks of the variety of jobs.

Honors Level Enhancement (continued)

Lesson 4: Policy Manual Project

Learning Objectives:

1. To acquire soft skills and investigate fields of interest related to the intern's career and college goals
2. To give each student a realistic perspective of work and work expectations

Essential questions:

1. What skills and behaviors are needed to be successful in the workplace?
2. What is professionalism?

Lesson Plan: Policy Manual project

1. Questions from Employee Training Guide/Policy Manual:

- A. Ask your mentor for a copy (access) to the company's employee/policy manual (sometimes the manual is on-line).
- B. Answer the following questions below.
- C. If the site does not have a written manual, you will have to interview your mentor to find out the answers.
- D. You may include the manual or pages from the manual. Questions must be answered in complete sentences. (You are answering these as employees, not students.)
 - 1) Does your site have a written policy manual?
 - 2) Do the employees have to keep some type of **Time Card**? Electronically or on paper.
 - 3) Do employees have to log in/out in and for meals?
 - 4) What is the sites employees **attendance policy/procedure**? Briefly explain.
 - 5) Is there a **social media policy**? If so, what is it?
 - 6) What is the **dress code** for your internship site?
 - 7) Give me a few reasons an employee can be punished, put on probation, or dismissed. Please specify which action above that you are explaining.
 - 8) What is **the personal cell phone use** policy/rule at your site?
 - 9) What is the internship sites **smoking policy**?
 - 10) What is the sites **drug policy**?

2. Final product:

- A. Questions with answers in complete sentences.
- B. Evaluation of the manual: Write a paragraph summarizing the strengths and weaknesses of the manual.

Rubric: Policy Manual

	Exemplary 5 points	Solid 4 points	Developing 2-3 points	Needs Attention 0-1 points
Content	Questions answered go above and beyond the usual questions. Information is used effectively.	Questions answered and information integration is evident.	Some Questions answered were done or incomplete.	Little to no questions answered.
Comprehension of Subject Matter	All content in the evaluation is accurate and complete and communicates a complete understanding of the topic.	Most of the content is accurate and shows mastery of the topic.	Content shows some flaws and omissions and illustrates only partial knowledge of the topic.	Much of the content is inaccurate and confusing and communicates very little understanding of the topic.

**Documents to
be completed
BEFORE
the
internship**

PREREQUISITES FOR AN INTERNSHIP

1. Excellent attendance and punctuality during your junior year – no more than five absences per term
2. Students applying for an internship should a minimum overall GPA of 2.5
If you do not have an overall GPA of 2.5, you must submit:
 - A written request for an internship, including bulleted reasons why you should be awarded an internship
 - Two (2) teacher recommendation letters
3. Satisfactory performance on the preliminary practice interview conducted at the school by School Staff or business representative if applicable
4. Submission of an acceptable résumé
5. Availability for a minimum of 135 hours either full time in the summer or part time in the junior/senior year
6. Declare academic or honors internship credit before starting internship.
7. Personal possession of requisite documents (social security card, green card, working papers, etc.)
8. Proper business attire and careful grooming for all interviews
9. On time for internship interview, meetings, etc. (Failure to follow through or keep appointments will result in removal from internship pool)
10. Attendance at the pre-internship meeting
11. Any problem related to placement must be brought to the immediate attention of the Internship Coordinator
12. Abide by any regulations, practices, and procedures of the Wake County Public School System and the Wake County Public School System Internship Program.
13. Ability to provide own transportation

I have read the above and understand that these criteria must be met before I will be eligible for an internship placement through (name of school). I understand that ultimately it is my responsibility to secure the internship.

Student Name (printed) _____

Signature _____ *Date* _____

Witnessed by (Parent Signature) _____

WCPSS School to Career Internship Program
STUDENT INTERN CODE OF CONDUCT

- I will be punctual and conscientious in the fulfillment of my commitment and duties.
- I will accept supervision graciously.
- I will conduct myself in a dignified, courteous, and considerate manner.
- I will take any problems, criticisms, or suggestions to my supervisor.
- I will follow all company policies and procedures (dress code, safety, training, etc.).
- I will always knock on closed doors.
- I will not discuss or ask about the amount of money employees earn.
- I will not chew gum or eat food while working.
- I will not take friends to the worksite.
- I will not solicit the organization or employees for donations, fundraisers, etc.
- I will always notify my supervisor if I am not able to report for work.
- I will work only when and where assigned.
- I will refrain from loud talking and inappropriate laughing.
- I will not use company phones or email for personal use.
- I will not use my cell phone for personal use while on the job, including texting.
- I will not surf the Internet, use personal email, or play games while on the job.
- I will keep company information confidential unless directed otherwise.

Interns follow the same code of conduct as other members of the team. I further understand that all business information is confidential and any dissemination of this information could lead to legal prosecution. Always remember that you are representing WCPSS to the public.

Intern signature

Date

Intern name - printed

**Documents to
be completed
DURING
the
internship**

WCPSS School to Career Internship Program INTERNSHIP AGREEMENT

Student Name: _____

Organization: _____

Supervisor Name & Title: _____

Supervisor Email: _____

Organization Address, City, Zip: _____

Organization phone #: _____ FAX #: _____

Internship start date: _____ Number of weeks: _____ # Hours per week _____

Internship end date: _____

Rate of pay (if applicable): _____ per _____ Frequency payment: _____

The Student Intern agrees to:

1. Undertake activities that provide a comprehensive view of the organization and that focuses on the roles, responsibilities, and functions of the organization sponsor.
2. Declare academic or honors internship credit before beginning the internship.
3. Communicate desired learning objectives to the Internship Supervisor.
4. Consult with the Internship Coordinator bi weekly or as assigned by the Internship Coordinator.
5. Be regular in attendance and on time to assigned internship and notify the Internship Coordinator and internship supervisor should accident or illness occur.
6. Conform to the regulations of the organization (dress, conduct, etc.)
7. Understand that dropping the internship will result in a withdrawal/failure to complete the internship.
8. Understand the Internship Coordinator and the organization must give permission to terminate the internship.
9. Complete all WCPSS internship credit requirements.
10. Abide by any regulations, practices, and procedures of the Wake County Public School System and the Wake County Public School System Internship Program.

The Internship Coordinator agrees to:

1. Review the student intern's learning objectives and internship responsibilities.
2. Monitor the student performance during the internship.
3. Maintain contact with the internship supervisor.
4. Conduct a site visit and schedule meetings as needed with the student to advise the student intern on appropriate behavior, performance standards, and academic information (minimum of 2 times).
5. Assess the student intern using the WCPSS internship rubric.

WCPSS School to Career Internship Program

INTERNSHIP JOURNAL/BLOG

The internship journal provides an opportunity for you to write about your learning experience. There are several ways that you can use your journal to examine your internship experience. Some of its uses are to examine new knowledge and skills, to discover what you feel as a result of experiences in your internship, and to reflect on your own learning. In your journal you can reflect on successes or problems, as well as anxieties or other feelings you have about your internship. You may record your responses to difficulties that come up during the course of your internship. In addition, you may record your personal reactions to teachers, internship coordinators, supervisors or co-workers or groups you take part in. You may use the journal to record any problems you are having that interfere with your learning experience.

Directions: You will begin your journal at the start of your internship. The journal will be used to help determine your final grade (25%).

If using the blog: after the internship and blog permission forms have been turned in, the Internship Coordinator will set up a blog site for you.

- The Internship Coordinator will be the administrator and you will be the author.
- You will receive an email invitation from blogspot.com that you must accept to be an author.
- To begin, only you, your supervisor, and the Internship Coordinator will be allowed to see your blog entries. With approval, the blog may be available for others to see and comment on.

The blog address will be given to you by the Internship Coordinator. You must complete one blog or journal entry every 5 – 10 hours of work with one final entry for a total of 10 entries.

The journal format should be followed with emphasis on the reflection. Please follow these guidelines in your blog/journal entries below:

- Only use first names
- Do not include any personal information such as email addresses, phone numbers, addresses, etc.
- Follow all school guidelines
- Follow any guidelines provided by your supervisor

Required Journal Entries:

1. Define the purpose of the business/organization – what they do, structure, who are their customers, etc. What is your job description – what will you be doing, who will you work with, where do you fit in, etc.?
2. Describe the work atmosphere. How are decisions made, is it cooperative or competitive, what is the dress code and work ethic of the organization?
3. How has your classroom experiences prepared you for the internship? What do you wish you had learned prior to the internship?
4. How is the internship meeting or not meeting your expectations/objectives and why? Do you have control of this? Explain.

5. What do you feel is your main contribution to your internship site? What have you done at your internship that makes you proud? Why?
6. How have your duties changed since you first started? Have you been given more responsibility?
7. How has this experience affected or changed your career/college plans?
8. What have you learned about yourself and what you want in a career?
9. What major problems or frustrations have you experienced or observed in your work? How did you handle it?
10. Write a final reflection of the entire internship experience.

EXAMPLE OF A BLOG ENTRY (abbreviated version)

Entry #

Date(s) and Hour(s):

Activities:

Technical Information:

Reflection: *This section should be the longest and bulk of each entry and should be at least four paragraphs. A Journal Entry (below) must be answered AFTER your reflection*

Topic:

SAMPLE

ENTRY

Post #5

Date(s): 7/19/15 - 7/22/15 / Hours: 45 hours

Activities: Edit and Crop Videos, Work on Intranet

Technical Information: VideoPad, Adobe Dreamweaver CS4, Canon Video Camera

Reflection: As The Hamner Institutes continually is expanding their partnerships and relationships with other companies, one major connection is with China. This week, the majority of my time was devoted to cropping and editing videos of speakers from China and The Hamner at important events. Even though most of the videos were in another language, it was interesting to see the presentations. To edit the videos, I used software called VideoPad, which was rather easy to pick up and learn. The only frustrating part about the program is how long it takes to make the video into a movie and how long it takes to upload a video file. Other than those two issues, VideoPad is great editing software to use!

When I wasn't working on editing China presentation videos, I would work on the intranet. In all, I have 13 pages to make, with many subpages under each! It's been hard to get people to meet with me about their webpages, but it's coming along! So far, I have completed 3 of the intranet sites and have 10 pages left to finish before I leave! Fortunately, it doesn't take me that long to make a site; typically, I only need one day to complete one of the 13 webpages.

I believe my main contribution to The Hamner is tying up loose ends to projects that need to be completed. For example, many of the posters that I have worked on are now completed and ready to be printed. Also, working on these videos from the China presentations probably wouldn't have been done quickly if I hadn't taken on the project! Overall, I'm here to learn and experience what work life is like and have learned so many new skills along the way!

INTERNSHIP BLOG – VIEWER PERMISSION FORM

Internship Supervisor:

Interns are required to write journal/blog entries for every 5-10 hours of work during the internship. Some basic guidelines are below. If you have additional guidelines, please discuss these with the student. Please review the guidelines and complete the information below.

Please follow these guidelines in your blog entries:

- Only use first names
- Do not include any personal information such as email addresses, phone numbers, addresses, etc.
- Follow all school guidelines
- Follow any guidelines provided by your supervisor
- **Fax, email or turn in this signed document to the Internship Coordinator (fax #/email address) at the start of the internship**

I have discussed blog guidelines with _____ and approve of an
Intern's Name
internship blog that is restricted to the intern, the Intern Coordinator, and others that I authorize.

Supervisor Printed Name, Title

Organization

Signature and date

Email Address (please print neatly)

Please check one or more of the following as they apply:

- I authorize the intern's blog to be open to the public for viewing and commenting.

OR

- I authorize members of the Career Advisory Board (for Career Academies), Career Academy faculty, Business Alliance members and administration, and intern's parents to view and comment on the intern's blog.
- I authorize these employees of my organization to view and comment on the intern's blog.

List email addresses: _____

WCPSS School to Career Internship Program INTERNSHIP SITE VISIT CHECKLIST

Student Intern _____

Internship Location _____

Internship Site Visit Date & Time _____

The student intern must provide any specific driving/parking directions to the Internship Coordinator.

- The student is responsible for coordinating the date and time of the site visit with the Internship Coordinator and Internship Supervisor.
- The site visit should occur at approximately half way through the internship.
- The goals of the site visit include:
- Accountability/verification of student work and hours
 - Open communication between the Internship Coordinator, Student Intern, and Internship Supervisor
 - Student intern will perform and/or describe their internship responsibilities and communicate how they align with the intern's learning objectives
 - Internship Supervisor may provide feedback on the intern's work thus far
 - Remind the student and inform the supervisor of the upcoming internship presentation
 - Determine any follow-up if necessary

**Documents to
be completed
AFTER
the
internship**

WCPSS School to Career Internship Program
STUDENT INTERNSHIP EVALUATION

The following questions are designed to help you summarize the internship experience. You may draw from your journal entries. Please answer these questions at the conclusion of your internship.

1. Student Name: _____

2. Where did you complete your internship?

3. What occupation specific skills did you observe/practice/learn?

3. What is your overall rating of this program as a learning experience?

Excellent: _____ Good: _____ Poor: _____

4. If you had an excellent or good learning experience, what made it good or excellent?

5. If your experience was less than satisfactory, please explain.

Instructions: The following list describes features of an internship experience. Please describe your particular experience by circling the appropriate number from 1 to 5.

	<u>Practically</u>		<u>Sometimes</u>		<u>Very</u>
	<u>Never</u>				<u>Often</u>
1. Had adult responsibilities	1	2	3	4	5
2. Had challenging tasks	1	2	3	4	5
3. Made important decisions	1	2	3	4	5
4. Offered input that was accepted	1	2	3	4	5
5. Did interesting tasks	1	2	3	4	5
6. Performed tasks instead of observing	1	2	3	4	5
7. Received training to do tasks	1	2	3	4	5
8. Received clear instructions	1	2	3	4	5
9. Had freedom to develop and use my own ideas	1	2	3	4	5
10. Worked with adults who took a personal interest in me	1	2	3	4	5
11. Had freedom to explore my own interests	1	2	3	4	5
12. Had a variety of tasks to do	1	2	3	4	5
13. Received help when needed	1	2	3	4	5
14. Was appreciated when I did a good job	1	2	3	4	5
15. Received feedback about my performance	1	2	3	4	5
16. Felt I made a contribution	1	2	3	4	5
17. Applied things I learned in school to my internship	1	2	3	4	5
18. Achieved my original goals for this internship	1	2	3	4	5

Comments:

WCPSS School to Career Internship Program
ORGANIZATION SUPERVISOR INTERN EVALUATION

Intern's name: _____

Number of hours worked: _____ Organization: _____

Supervisor Name & Title: _____

Brief description of intern's experiences: _____

Note to sponsor: This form was developed to help the Internship Coordinator assign the student's academic credit. It is suggested that you share this evaluation with the student intern before sending to the Internship Coordinator. We realize that not all categories listed below may be applicable to this particular internship. Please check only those items you feel comfortable evaluating. Thank you for your assistance and cooperation.

Personal Qualities	Excellent 90-100	Above Average 89-80	Average 79-70	Below Average <69	Not Applicable
Accepts and fulfills responsibilities					
Exercises good judgment					
Is friendly and courteous					
Accepts and understands the needs, feelings, and faults of others					
Is accepted well by other employees					
Is dependable					
Is willing to accept suggestions					
Conscientious in fulfilling assignments					
Follows directions					
Work is neat and accurate					
Is honest and sincere					
Reports to site on time					
Calls if unable to attend in advance					
Is cooperative and industrious					
Is creative					
Shows initiative					
Is flexible and adaptable					

Please evaluate overall performance:

Circle one: 10 9 8 7 6 5 4 3 2 1
 Excellent Above Average Average Below Average

What are the student's major professional assets and strengths?

What are the student's major professional development needs?

Did the student have adequate organizational/management skills? If not, please elaborate.

Do you know of any other organizations that may be interested in supporting School-To-Career programs such as internships and work-based learning?

Comments:

Supervisor's Signature _____ Date _____

Will you or your organization be interested in sponsoring future interns? _____

If you are not the contact person, who is? _____

Please check one box below:

Please **share** this evaluation with the intern.

Please **do not** share this evaluation with the intern.

Please fax this form (both sides) to the attention of to 919-856-2827 or mail it to:

Southeast Raleigh Magnet High School
Attn: Monnie Sutton – AOBS and AOITC Coordinator
2800 Rock Quarry Rd.
Raleigh, NC 27610

If comfortable, you may give the completed form to your intern to turn in to the internship coordinator.

WCPSS School to Career Internship Program

ELECTRONIC SUMMARY

As part of the final exit project, student interns must put together an electronic summary of their experience. Students can use PowerPoint, Prezi, Animoto or some type of video presentation. Parents, teachers and internship supervisors are welcome to attend the presentation.

The Presentation must include the following:

- Picture of student on the job and student's name
- Picture of facility and the name of the organization
- Description of the organization and what the organization does
- What you gain from this experience
- Picture of supervisor and/or others who were influential in the experience
- List of duties, responsibilities, and specific skills required which could be organized as "As a day in the life of ...at work"
- Relationship of internship experience to student's classes at school (in other words, what did the student discover while working that relates to what he/she learned from classes-technical or soft skills)
- Include examples of work if possible
- How the internship affects future plans after high school
- Minimum of 7 slides

Other suggested topics can include:

- Include examples of your experience such as:
 - What was the best thing that happened to you during the internship?
 - What did you find to be challenging?
 - What influence, if any did your supervisor or co-workers have on your plans for the future?
- Summarize overall experience
- Be creative



INTERNSHIP RUBRIC

NAME: _____

Final Exit Project Requirements

Each student must complete a final presentation in lieu of a final exam.

GRADING RUBRIC – Note: turning items in late will count against your grade.

Requirements	Excellent 100 - 90	Above Average 89 - 80	Average 79-70	Below Average < 69
<p>A. Internship Documentation– 15% Timely completion and turn in of:</p> <ol style="list-style-type: none"> 1. Internship application (1) 2. Two teacher recommendations (1) 3. Pre-requisites for an internship (.5) 4. Student’s resume (1) 5. Learning objectives (1) 6. Code of conduct (.5) 7. Internship agreement (1) 8. Signed Checklist of Internship Assignments (1) 9. Time sheet(s) (2) 10. Setting up a date and participating in CDC’s visit of the intern site (1) 11. Three periodic check-ins with CDC (3) 12. Student evaluation (1) 13. Copy of thank you note (1) 				
<p>B. Journal – 25%</p> <ul style="list-style-type: none"> • Begin journal at the beginning of the internship • Complete one blog or journal entry every 5 – 10 hours of work with one final entry for a total of 10 entries. • Use the format provided in the Journal Requirements document • All Journal entries must be typewritten <p>The journal format should be followed with emphasis on reflection. Please follow these guidelines in your blog/journal entries below:</p> <ul style="list-style-type: none"> • Only use first names • Do not include any personal information such as email addresses, phone numbers, addresses, etc. • Follow all school guidelines • Follow any guidelines provided by your supervisor 				

<p>C. Presentation -- 30%</p> <p>Presentation must include:</p> <ul style="list-style-type: none"> • A picture of student on the job and student’s name • A picture of facility and the name of the organization • A description of what the company does • A picture of supervisor and/or others who were influential in the experience • A description of experience gained through internship • A list of duties, responsibilities, and specific skills required which could be organized as “As a day in the life of ...at work” • Describe the relationship of internship experience to student’s classes at school (in other words, what did the student discover while working that relates to what he/she learned from classes-technical or soft skills) • Include examples of work on the job, if possible • Describe how the internship affects future career plans • Minimum of 7 slides • The slides should be developed with bullet items, not paragraphs • The student should present without reading the slides word-for-word • The student should speak in a clear manner so all can hear and understand (not using slang, speaking in a professional manner) • There should be no grammatical errors in the presentation • Students should wear business casual attire when giving their final presentation • Two (2) completed enhancement lessons for honors credit 				
<p>D. Internship Supervisor’s Evaluation – 30%</p> <p>See the Internship Supervisor’s Evaluation form for details</p>				