

WCPSS
School to Career

Career Academy
Internship Guide



ACADEMY OF ENGINEERING
£
ADVANCED MANUFACTURING

APEX FRIENDSHIP HIGH SCHOOL

7801 Humie Olive Road
Apex, NC 27502

Diane Cadavid, Academy Director
dcadavid@wcpss.net
(919) 694-0500 x20007

Dear Academy 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. You will be completing three components for this internship (project of value, portfolio, and work experience) each with a grading rubric.

A project idea will be discussed with the internship supervisor and the Academy Director. After an idea is chosen and approved, you will work on the project during the internship experience and collect information to use in a final presentation. 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 thank the people you have worked with during the internship.

An electronic portfolio will be submitted and will include journals, progress reports, timesheets, etc. based on the list provided in the Portfolio section of this document.

The work experience component relates to your time spent at the internship and includes professionalism, demonstrations of integrity and high ethical standards, and an understanding of the company's culture, mission, goal, and vision. Your internship supervisor will complete a rubric for this component.

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 representing your high school and academy program. We hope this experience will ensure that your internship sponsor 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.

Sincerely,

A handwritten signature in black ink that reads "Diane H. Cadavid". The signature is written in a cursive style with a large initial "D".

Diane H. Cadavid
Academy Director

WCPSS School to Career Internship Program

INTERNSHIP OVERVIEW

An internship is an experience in which a high school student learns by taking on a responsible role as a worker in an organization and then reflects on what happened while in the workplace. The Internship Program is a graduation requirement for students enrolled in a career academy. 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 120 hours. Students enrolled in a career academy will earn honors credit for the internship.

Internship Requirements:

- ✓ Students must have begun the 11th or 12th grade.
- ✓ Students must determine their internship interest area and seek out an organization that may be willing to allow the student to complete the internship (check with family friends, etc. for contacts with organizations that may consider allowing a student to intern).
- ✓ The internship can be paid or unpaid. Most are unpaid.
- ✓ Students interning within a family business or within an organization in which a family member works must have a non-family member serve as their supervisor. A family member cannot complete the student's final evaluation.
- ✓ Students may turn their part-time job into their internship experience by taking on a new role and completing a project of value (outside the scope of their employment responsibilities).
- ✓ Wake County Public Schools maintains liability insurance for all students who participate in an approved internship.
- ✓ Internships may be taken in place of a class at school if the student is on track to graduate. Internships are usually taken during 4th period.
- ✓ The internship includes completion of 120 hours of work-based experiences for one high school credit on a graded basis.
- ✓ A maximum of two WCPSS internships are allowed per student.

Pre-Internship

- ✓ Students must attend a pre-internship meeting with the academy/internship coordinator.
- ✓ A completed Internship Agreement **MUST** be submitted to the academy/internship coordinator before internship hours can be counted. Students will be registered for liability insurance through WCPSS.
- ✓ Students must arrange their own transportation for the internship.

During the Internship

- ✓ Students must regularly check and use their WCPSS email address for communication with the Academy/Internship Coordinator
- ✓ Track and complete a minimum of 120 contact hours using the Timesheet form
- ✓ Complete Project Proposal with the business sponsor.
- ✓ Complete a project of value.
- ✓ Complete an electronic portfolio
- ✓ Complete progress reports with the Academy/Internship Coordinate
- ✓ Maintain scheduled visits with the Academy/Internship Coordinator
- ✓ Complete 2 honors enhancement activities.

Post-Internship

- ✓ Develop a summary of the internship and project of value via a presentation per the presentation guidelines.
- ✓ Complete Student Evaluation
- ✓ Turn in the Work Experience Rubric (Internship Supervisor's Evaluation)
- ✓ Complete thank you card for the Internship Supervisor
- ✓ Receive final grade from Academy/Internship Coordinator for a high school credit

WCPSS School to Career Internship Program

WHAT DO EMPLOYERS EXPECT OF ME AS AN INTERN?

Employers expect me to:

- Come to work on time, notify the employer when I 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 understanding 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.

WCPSS School to Career Internship Program

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 others 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.

WCPSS School to Career Internship Program

GUIDELINES FOR INTERVIEWS

1. Practice interviews are recommended and will be held at school prior to internship interviews, if possible. Evaluations will be given directly to the student if a practice interview is given.
2. The Academy/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 Academy/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. Why are you interested in this position?
3. What do you know about our organization?
4. What coursework or experiences have prepared you for this position?
5. What drives/motivates you? What are you passionate about?
6. What makes you different and unique from your classmates (competition)?
7. How would a teacher or manager describe you?
8. Give me an example or a situation when you worked as part of a team. What role did you take on? What went well and what didn't?
9. Describe a situation when someone critiqued your work. How did you respond?
10. Give an example of a time in which you handled a looming deadline.
11. What was your biggest challenge as a student? How did you handle it?
12. What type of social media do you use? What would I find on your social media accounts?
13. What skills do you think you bring to an internship sponsor?
14. What should an organization take a risk and bring you on as an intern?

PERFORMANCE- BASED MEASUREMENT GUIDELINES

WCPSS School to Career Internship Program ADMINISTRATIVE GUIDELINES

Administrative Guidelines

- Complete the application process and seek internship placement through the assistance of the academy/internship coordinator.
- Secure internship placement.
- Submit the Internship Agreement
- Submit a project proposal to the academy coordinator and parent or guardian
- Obtain project approval from the academy coordinator.
- Attend orientation at the workplace
- Submit Student Internship Evaluation

WCPSS School to Career Internship Program

COMPONENT ONE GUIDELINES

Component One-Internship Project Guidelines

- The project must be student-generated (based on conversations with the intern supervisor. The project must be completed during the internship experience).
- Submit a project proposal to the academy coordinator and parent or guardian
- Obtain project approval from the academy coordinator.
- Provide outline of tasks to be completed
- The project must show evidence of knowledge gained in completion of the portfolio and work experience
- The project must relate to the student's internship experience
- The project proposal must be uploaded into Canvas
- The student should collect artifacts of their work for documentation to upload to Canvas.
- At the completion of the internship, each intern must submit a written report/project presentation documenting the outcomes of the project through work experience. The school and the participating business must evaluate the project to make a collaborative decision concerning the report/project.
- Presentation should also include:
 - Description of the internship site
 - Description of the type of work-based learning being performed
 - Documentation of related program area mastery, for example: skills checklist

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PRESENTATION GUIDELINES

Presentation must highlight details of the proposed/approved project and include the following information:

- Pictures of the student on the job and the student's name
- A picture of the facility and the name of the organization
- A description of the internship site
- A description of what the organization does
- A picture of supervisor and/or others who were influential in the experience
- A description of experience gained through the internship
- A list of duties, responsibilities, and specific skills required which could be organized as "As a day in the life of ...at work"
- Detailed explanation of the project.
- 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, whenever possible
- Describe how the internship affects future career plans
- Work samples and/or artifacts
- Presentation via Google Slides or presentation delivery as outlined by the academy coordinator
- There should be no grammatical errors in the presentation
- Students should wear professional dress or business casual attire when giving their final presentation

**WCPSS School to Career Internship Program
COMPONENT ONE RUBRIC**

Internship Project Rubric

Category		Advanced (3 points)	Experienced (2 points)	Developing (1 point)	Novice (0 points)	Points
Content		The project provided a clear comprehensive description of the project's purpose.	The project presented a clear description of the purpose of the project. There were one or two items that needed some clarification.	There was little explanation of the project. Project descriptions and purpose were not easy to follow/understand.	There was little or no explanation of the project. Project descriptions and purpose were difficult to follow/understand.	
Use of Time		Project demonstrates high level of effectively used time.	Project demonstrates time used somewhat efficiently and there is evidence that student spent a time and effort to completing the project.	Student submitted project that was in progress and not completed entirely. There is evidence that student spent little time and effort to completing the project.	Student submitted project that was incomplete.	
Information		Project contains information gained from work-based learning experience.	Project contains information learned while completing work-based learning experience.	Project contains little information learned while completing work-based learning experience.	Student submitted a project that contains little information and was directly copied text.	
Relevance		Project shows strong evidence of relation to the career goals and work-based learning experience of the student.	Project shows evidence of relation to the career goals and work-based learning experience of the student.	Student submitted some evidence to show the relationship to their career goals and work-based learning experience.	Student submitted little evidence to show the relationship to their career goals and work-based learning experience.	
Communication		The student was able to express the content and ideas of the project that made it easy for others to understand.	The student was able to express some of the ideas and content of the project clearly. Occasionally, phrases and wording were difficult to understand.	The student attempted to express the ideas and content of the project clearly. There was a lack of clarity seen in the project	The student was not able to express the ideas and content of the project clearly nor in a way that was understandable	
TOTAL						
Comments:						

WCPSS School to Career Internship Program

COMPONENT TWO GUIDELINES

Component Two-Internship Portfolio Guidelines – Note: all components will be uploaded to Canvas. Canvas site will serve as your portfolio.

The portfolio content, monitoring process, and deadlines will be outlined by the academy coordinator. Listed below are the required portfolio contents that will be evaluated in the rubric. They should be uploaded in the Canvas course as assignments/artifacts to support the Performance-Based Measurement (PBM).

- Hours-worked log/Timesheet
- Journal entries
- Photographs or other visual media that document the student work experience
- Progress reports
- Résumé
- Honors Enhancement Activities
- Copy of presentation
- Written acknowledgment to those who helped the student complete the work-based learning. (Send a thank-you note to the participating employer.)
- Additional items that document progress preferred by student

WCPSS School to Career Internship Program

INTERNSHIP JOURNAL

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 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 may be used to assist with the project presentation.

You must complete one journal entry every 5 – 10 hours or every week of work as agreed upon by Internship Coordinator with one final entry for a minimum total of 11 entries.

The journal format should be followed with emphasis on the reflection. Please follow these guidelines in your 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. Describe your orientation of the workplace and include the following: when did it occur, who did you meet with, and what are three key things you learned during the orientation?
2. 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.?
3. Describe the work atmosphere. How are decisions made, is it cooperative or competitive, what is the dress code and work ethic of the organization?
4. How has your classroom experiences prepared you for the internship? What do you wish you had learned prior to the internship?
5. How is the internship meeting or not meeting your expectations/objectives and why? Do you have control of this? Explain.
6. What do you feel is your main contribution to your internship site? What have you done at your internship that makes you proud? Why?
7. How have your duties changed since you first started? Have you been given more responsibility?
8. How has this experience affected or changed your career/college plans?
9. What have you learned about yourself and what you want in a career?
10. What major problems or frustrations have you experienced or observed in your work? How did you handle it?
11. Write a final reflection of the entire internship experience.

WCPSS School to Career Internship Program

EXAMPLE OF A JOURNAL ENTRY

Entry

Prompt:

Date(s) and Hour(s):

Activities:

Technical Information: (tools used in support of the internship during this timeframe)

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*

SAMPLE ENTRY

Entry #5

Prompt: What do you feel is your main contribution to your internship site? What have you done at your internship that makes you proud? Why?

Date(s): 7/19/19 - 7/22/19 / 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 is continually 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!

**WCPSS School to Career Internship Program
COMPONENT TWO RUBRIC**

Internship Portfolio Grading Rubric

Category	Advanced (3 points)	Experienced (2 points)	Developing (1 point)	Novice (0 points)	Points
Descriptive Text	All artifacts are accompanied by a caption that clearly explains the importance of the item including the title of task, description of the task learned and the date the task was performed.	Most of the artifacts are accompanied by a caption that clearly explains the importance of the item including a description of the task learned and the date the task was performed.	Some artifacts are accompanied by a caption that clearly explains the importance of the item including description of task learned and date task was performed.	The artifacts are not accompanied by a caption that clearly explains the importance of the item including description of task learned and date task was performed.	
Writing Conventions	There are no errors in grammar, capitalization, punctuation, and spelling.	There are few errors in grammar, capitalization, punctuation, and spelling. Edits require minor editing and revision.	There are more than six errors in grammar, capitalization, punctuation, and spelling, requiring major edits and revision.	There are more than ten errors in grammar, capitalization, punctuation, and spelling, requiring major edits and revision.	
Organization and Layout	The portfolio is easy to read and follow with great organization and layout of related documents, content, and subject/task relevancy.	The portfolio is generally easy to follow and fairly organized with relatable documents, content, and subject/task relevancy. Most of the artifacts included show a direct connection to the work that was completed.	The portfolio has some issues in readability organization and relatable use of documents, subtitles, content, and subject/task relevancy. There is some connections to the artifacts and the work that was completed.	The portfolio is difficult to read due to unorganized and unrelatable use of documents, subtitles, content, and subject/task relevancy. There is no connection to the artifacts and the work that was completed.	

Category	Advanced (3 points)	Experienced (2 points)	Developing (1 points)	Novice (0 points)	Points
Reflective Commentary	All reflections clearly explain how the artifacts demonstrate growth, competencies, and accomplishments, and include goals for continued learning and development.	Most of the reflections explain growth and include goals for continued learning and development. Most of the reflections illustrate the ability to effectively critique work.	The reflections explain little growth or include few goals for continued learning and development. The reflections somewhat illustrate the ability to effectively critique work or to provide suggestions for constructive practical alternatives.	The reflections do not explain growth, nor do they include goals for continued learning and development. The reflections do not illustrate the ability to effectively critique work or provide suggestions for constructive practical alternatives.	
Employability Skills	The portfolio has relatable artifacts that include all the six NC Employability Skills. There is knowledge and understanding of the employability skills in the portfolio.	The portfolio has at least four or more relatable artifacts to the NC Employability Skills. Some knowledge of the employability skills is evident in the portfolio.	The portfolio has few relatable artifacts to the six NC Employability Skills. Little knowledge of the employability skills is evident in the portfolio.	The portfolio has no relatable artifacts to the six NC Employability Skills. No knowledge of the employability skills is evident and is lacking in the portfolio.	
Total					
Comments:					

WCPSS School to Career Internship Program

COMPONENT THREE GUIDELINES

Component Three-Internship Work Experience Guidelines

- Practice professionalism
- Demonstrate integrity and high ethical standards
- Complete work assignments
- Follow employer dress-code policies
- Adjust to company's culture
- Learn the company's mission, goal, and vision

WCPSS School to Career Internship Program
COMPONENT THREE RUBRIC

Internship Work Experience Rubric – To be completed by the internship sponsor

Category	Advanced (10 points)	Experienced (8 points)	Developing (6 points)	Novice (4 points)	Points
Quality of Work	<p>Thoroughly and accurately performed all work requirements.</p> <p>Submitted all work assignments on time; made few if any errors.</p>	<p>With a few minor exceptions, adequately performed most work requirements.</p> <p>Most work assignments submitted in a timely manner; made occasional errors.</p>	<p>Work was done in a hurriedly manner and lacked quality, work.</p> <p>Assignments were usually late with numerous errors and required review;</p>	<p>Work was done in a careless manner and lacked quality.</p> <p>Work assignments were late with numerous errors and required extensive redo and review.</p>	
Ability to Learn	<p>Consistently asked relevant questions and sought out additional information from appropriate sources.</p> <p>Very quickly understood new concepts, ideas, and work assignments.</p> <p>Was always willing to take responsibility for mistakes and to make needed changes and improvements.</p>	<p>In most cases, student asked relevant questions and sought out additional information from appropriate sources.</p> <p>Exhibited acceptable understanding of new concepts, ideas, and work assignments.</p> <p>Was usually willing to take responsibility for mistakes and to make needed changes and improvements.</p>	<p>Asked minimal questions and rarely sought out additional information from appropriate sources.</p> <p>Was slow to understand new concepts, ideas, and work assignments</p> <p>Was unable or unwilling to recognize mistakes.</p> <p>Was not receptive to making needed changes and improvements.</p>	<p>Asked few if any questions and rarely sought out additional information from appropriate sources.</p> <p>Was unable understand new concepts, ideas, and work assignments.</p> <p>Did not correct or recognize mistakes.</p> <p>Was not receptive to making needed changes and improvements.</p>	
Character Traits	<p>Demonstrated an exceptionally positive attitude; consistently exhibited honesty and integrity in the workplace.</p> <p>Was keenly aware of and deeply sensitive to ethical and diversity issues on the job.</p> <p>Always behaved in an ethical and professional manner.</p>	<p>Except in a few minor instances, demonstrated a positive attitude.</p> <p>Regularly exhibited honesty and integrity in the workplace.</p> <p>Was usually aware of and sensitive to ethical and diversity issues on the job.</p> <p>Normally behaved in an ethical and professional manner.</p>	<p>At times exhibited a negative attitude.</p> <p>Showed a lack of integrity on several occasions.</p> <p>Was insensitive to ethical and diversity issues.</p> <p>Displayed frequent lapses in ethical and professional behavior.</p>	<p>Exhibited a negative attitude.</p> <p>Was dishonest and/or showed a lack of integrity on multiple occasions.</p> <p>Was unable to recognize and/or was insensitive to ethical and diversity issues.</p> <p>Displayed significant lapses in ethical and professional behavior.</p>	

Category	Advanced (10 points)	Experienced (8 points)	Developing (6 points)	Novice (4 points)	Points
Dependability	<p>Was consistently reliable in completing work assignments.</p> <p>Always followed instructions and procedures well.</p> <p>Was careful and extremely attentive to detail.</p> <p>Required little or minimum supervision.</p>	<p>Was generally reliable in completing tasks; normally followed instructions and procedures.</p> <p>Was usually attentive to detail, but work had to be reviewed occasionally.</p> <p>Functioned with only moderate supervision.</p>	<p>Was generally unreliable in completing work assignments.</p> <p>Ignored instructions and procedures</p> <p>Was not prompt or did not complete task accurately.</p> <p>Displayed carelessness.</p> <p>Work needed frequent follow-up or close supervision.</p>	<p>Was generally unreliable in completing work assignments.</p> <p>Did not follow instructions and procedures promptly or accurately.</p> <p>Was careless.</p> <p>Work needed constant follow-up Required close supervision.</p>	
Attendance and Punctuality	<p>Always reported to work as scheduled with no absences and was always on time.</p>	<p>Reported as scheduled and almost always on time; or usually reported to work as scheduled but was always on time; or usually reported to work as scheduled and was almost always on time.</p>	<p>Was absent on numerous occasions and was often late for work.</p>	<p>Was absent excessively and/or was almost always late for work.</p>	
Response to Supervision	<p>Actively sought supervision when necessary; was always receptive to constructive criticism and advice.</p> <p>Successfully implemented supervisor's suggestions when offered.</p> <p>Was always willing to explore personal strengths and areas for improvement.</p>	<p>On occasion, sought supervision when necessary.</p> <p>Was generally receptive to constructive criticism and advice.</p> <p>Implemented supervisor's suggestions in most cases.</p> <p>Was willing to explore personal strengths and areas for improvement.</p>	<p>Infrequently sought supervision when necessary.</p> <p>Was receptive but hesitant to constructive criticism and advice.</p> <p>Attempted to implement supervisor's suggestions.</p> <p>Was open and willing to explore personal strengths and areas for improvement.</p>	<p>Seldom sought supervision from supervisor.</p> <p>Was unwilling to accept constructive criticism and advice.</p> <p>Seldom implemented supervisor's suggestions.</p> <p>Was unwilling to explore personal strengths and areas for improvement.</p>	

Category	Advanced (10 points)	Experienced (8 points)	Developing (6 points)	Novice (4 points)	Points
Company Fit	<p>Understood and fully supported the company's mission, vision, and goals.</p> <p>Readily and successfully adapted to company norms, expectations, and culture.</p> <p>Consistently functioned within appropriate authority and decision-making channels.</p>	<p>Adequately understood and supported the company's mission, vision, and goals.</p> <p>Satisfactorily adapted to company norms, expectations, and culture.</p> <p>Generally functioned within appropriate authority and decision-making channels.</p>	<p>Open to understanding and supporting the company's mission, vision, and goals.</p> <p>Often exhibited difficulty in adapting to company norms, expectations, and culture.</p> <p>Displayed at least once a disregard to appropriate authority and decision-making channels.</p>	<p>Was unwilling or unable to understand and support the company's mission, vision, and goals.</p> <p>Exhibited difficulty in adapting to company norms, expectations, and culture.</p> <p>Frequently seemed to disregard appropriate authority and decision-making channels.</p>	
TOTAL					
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 return this form to the attention of Diane Cadavid via dcadavid@wcpss.net or mail it to:

Apex Friendship High School
 Attn: Diane Cadavid
 7801 Humiegu9i Olive Road
 Apex, NC 27502

If comfortable, you may give the completed form to your intern to turn in to the Academy/Internship Coordinator.