



Business Sponsor Internship Guide

Broughton High School
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Introduction

School-to-Career

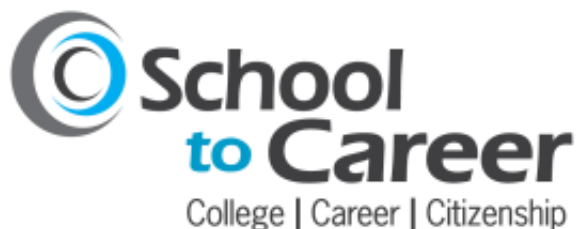
School-to-Career is an initiative — a philosophy — a method of delivering curriculum. The Wake County Public School System (WCPSS) believes that all children learn better when information is made relevant. WCPSS believes that relevancy occurs when students link their school curriculum to workplace realities.

Wake County's pursuit of an ambitious academic achievement goal has focused attention on motivating students to excel academically in school and to make wise career choices. School-to-Career directly reinforces the school system's work towards its high academic achievement goals: more students at or above grade level, fewer students dropping out of school, and more students going on to post-secondary education or training.

Work-based learning experiences are a valuable component of the School-to-Career program. It is also a requirement for student's enrolled in a Career Academy in Wake County Public School System to complete a 135 hour internship between their junior and senior year. Students who participate in work-based learning experiences are prepared to be career focused and globally competitive. Work-based learning experiences provide an integration of core and technical instruction, which enhances the overall curriculum, increases learning, promotes instructional rigor and meets the educational needs of all students.

Wake County Public School System offers a variety of work-based learning (WBL) opportunities that are available to all high school students. Job Shadowing gives the student the opportunity to watch someone work for a half day. Internships are career-track jobs that link what the student is learning in school to what they are learning in the work-place. Internships require 135 or more hours of work. WBL activities can occur during or after school hours.

This *Business Sponsor Internship Guide* provides instructions for the workplace partners on how to help students involved in internships.



Internship Overview

An internship is a career preparation activity in which students are placed at a worksite for a defined period of time to participate in and observe work firsthand within a given industry. An internship is an excellent way to determine if the industry and the profession is the best career option to follow before investing a lot of time and money in training and education. Internships engage students in their own learning and provide multiple opportunities for reflection on the experience, both verbally and in writing. Quality internships are designed to directly support academic learning.

Work Experience vs. Internship: Unlike work experience, internships often allow students to rotate through a number of departments and job functions. Internships provide the student an opportunity to “test-drive” career possibilities, to gain experience in the field they are interested in pursuing, determine if they have an interest in a particular career, create a network of contacts, and gain school credit.

Eligibility: Any twelfth grade student with the maturity to work independently in an area of career interest and is in good academic standing may apply to the Internship Program. Students applying for an internship should have a minimum GPA of 2.5 and should not have more than 5 absences. If a student has less than a 2.5 Eleventh grade students may also apply and will be considered on a case-by-case basis. Students will complete an application and briefly explain how the internship is related to their high school and/or career goals. Students must provide their own transportation to and from the internship site. Students participating in the internship program must continue to abide by all school and worksite rules and regulations including but not limited to: attendance policy, tardy policy, and academic eligibility

Student Interns: Many students have had previous work experience, but some will be on the job for the first time. Students bring enthusiasm for work, and the ability to learn and follow directions. The Career Development Coordinator/Career Academy Coordinator and teachers will be able to tell you specifically about the characteristics and skill of your intern. You will also have the opportunity to interview the intern before he/she is placed at your site.

You can expect the student intern to:

- Fulfill the responsibilities and tasks assigned while learning about the workplace and gaining important job skills.
- Listen to constructive feedback and learn from successes and challenges.
- Succeed in the internship through a combination of appropriate job tasks, support and flexibility.

Please don't expect the student intern to:

- Know how to do everything right away. Interns are neither temp-workers nor regular paid adult employees. They are students who are learning what it means to hold a job.
- Complete repetitive, boring assignments for prolonged periods of time in isolation or without understanding why the work is important.
- Complete high-profile work that is crucial to your department/organization right from the beginning. By the end of the internship, the intern may be ready for more difficult work, but he/she should not be set up for failure.
- Do everything perfectly all the time. Interns need to be given a chance to understand what they do wrong so they can learn from their mistakes.

Roles & Responsibilities:

Student requirements:

- Complete 135 hours (for 1 unit of credit) of work-based experience
- Complete Learning Objectives
- Submit monthly journal entries to the internship coordinator
- Complete an electronic summary of their experience. This will reflect the student intern's goals, interests, employability skills gained, list of duties, responsibilities and future education and career plans. Students can use PowerPoint, Prezi or some type of video presentation. Parents and internship supervisors are welcome to attend the presentation.
- Complete the Student Evaluation

Worksite supervisors/mentors:

- Provide a challenging learning situation for the student intern
- Assist the student intern with learning objectives and final presentation project
- Assign a mentor(s) to work with the student intern
- Confer with the student intern to provide feedback on strengths and areas to be improved
- Keep a record of student intern's hours (need 135 hours for 1 unit of credit)
- Notify the Career Development Coordinator if the student intern is not attending the internship promptly and regularly
- Complete a quarterly evaluation

Career Development Coordinator/Career Academy Coordinator:

- Monitor the student's performance during the internship
- Read and evaluate the student journal and final project
- Serve as contact for the business sponsor
- Hold meetings with and advise the student intern on appropriate behavior, performance standards, and academic information
- Provide assistance to the student and the business sponsor during the internship
- Register the student intern via the work-based learning roster with WCPSS Central Services Office

Paid or unpaid: Internships may be paid or unpaid; students gain school credit upon successful completion of the internship. If a paid opportunity meets the requirements of the Internship Program, it is acceptable.

Measurable Learning Objectives: A measurable learning objective is a statement that clearly and precisely describes what it is that student intends to accomplish during the internship. Each learning objective involves new learning, expanded growth or improvement on the job and benefits both the intern and the workplace. Students will work with the workplace supervisor and the internship coordinator on writing good learning objectives. The objectives will help students grow in four areas: workplace skill development, academic enrichment, career awareness, and personal improvement. The learning objectives will be used by the student and worksite supervisor to discuss progress throughout the internship.

Liability insurance: The Wake County Public School System has liability insurance coverage on all students who participate in officially-recognized work-based learning activities. Basically, each student is covered with a \$1,000,000 liability policy. Students are registered before they begin their work-based learning experience. If an accident does occur, the internship coordinator completes an accident report and submits it to Wake County Public School System Central Services.

Measurable Learning Objectives

Instructions & Examples for Learning Objectives

A measurable learning objective is a statement that clearly and precisely describes what it is that the student intern intends to accomplish during the internship. Each learning objective involves new learning, expanded growth or improvement on the job, and benefits both the student intern and the workplace.

Internships are designed to enhance the student's education. When learning objectives are carefully crafted and evaluated, interns get the most out of their experience. They help the student connect what they learn in school to the skills they observe and practice at the workplace.

How to write learning objectives:

The student's first step in preparing for their internship is to think about what they would like to learn and be able to do as a result of this experience. The student is expected to meet with their worksite supervisor/mentor and discuss specific outcomes they hope to accomplish during the internship based on a job description and training plan. The learning objectives should be outlined and approved by the worksite supervisor/mentor. A signed copy will be sent into the Internship Office.

For each learning objective statement, it is important to address the following four components:

- *Measurable:* Choose activities that have a desired outcome related to the student's interest. This may be a result (a project the student completes), skill (a skill the student will learn or use at the workplace), knowledge (ideas or information the student will learn at the workplace) or behavior (a personal characteristic or attitude the student will practice or change).
- *Level of Performance:* The activity chosen should suit the student's interests but also be challenging.
- *The Means of Evaluation:* Objectives should clearly state how the activity will be reviewed/observed.
- *Specific Conditions:* Finally, you and the student need to identify the time period and specific deadline for accomplishing the objectives.

The following example illustrates the process that will help you and the student build learning objectives:

- *What is it that I want to learn?*

I will create a handbook. I will work with my supervisor to identify seven guidelines to remember, and I will write descriptions of what each guideline is and why it is important. I will use Microsoft Word to turn them into a handbook.

- *How will the result be measured?*

My handbook will include accurate, helpful information and look professional. My supervisor will include my handbook in materials given to all new volunteers at the center.

- *Final Learning Objective*

I will learn to develop workplace documents by writing a short handbook with seven guidelines for new volunteers. It will be produced in Microsoft Word and will be approved as a part of the new volunteer package by _____

Final Exit Project Requirements

Each student must complete a final exit portfolio and presentation in lieu of a final exam. The portfolio and presentation will include:

GRADING RUBRIC

Requirements	Excellent 93-100	Above Average 92-85	Average 84-72	Below Average < 71
Paperwork – 15%				
Journal Entries – 25%				
Electronic Summary Portfolio/Presentation includes (formal presentation-students dress accordingly): – 30% <ul style="list-style-type: none"> • 3-ring Binder • Cover Page • Signed Internship Agreement • Signed Code of Conduct • Internship Schedule • Driving Directions • Copy of Learning Objectives • Copy of Weekly Reflections/Journal/Blog • Minimum of 5 Pictures (picture of student on the job, picture of the facility) • Copy of Student Resume • Student Evaluation • Copy of Thank You Notes • Documentation of 135 Hours (time sheet) Presentation: <ul style="list-style-type: none"> • Picture of student on the job and student’s name • Picture of facility and the name of the organization • What the company does • Picture of supervisor and/or others who were influential in the experience • Experience gained through internship • 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 • Minimum of 7 slides 				
Supervisor’s Evaluation – 30%				

BHS School to Career Internship Program
ORGANIZATION SUPERVISOR EVALUATION OF INTERN

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	Above Average	Average	Below Average	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					
Is cooperative and industrious					
Is creative					
Shows initiative					
Is flexible and adaptable					
Oral communication skills					
Written communication skills					
Personal Appearance					

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?

Additional Comments:

Supervisor's signature _____ Date _____

Will you or your organization be interested in hiring 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.

This form may be completed electronically and emailed to Rebecca Davis (rdavis9@wcpss.net) or can be mailed to:

Broughton High School
Attn: Rebecca Davis, Career Development Coordinator
723 St. Mary's St.
Raleigh, NC 27605

Please Return by:

1st Evaluation- October 30, 2017

2nd Evaluation- January 19, 2018

3rd Evaluation- March 28, 2018

4th Evaluation- May 31, 2018

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