WCPSS
School to Career
Internship Guide

Green Level High School
7600 Roberts Road, Cary NC, 27519
919-694-8222

Contact:
Elizabeth Cotton
Career Development Coordinator (CDC)
Internship Coordinator
ecotton@wcpss.net

Student Information

Dear Internship Applicant:

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, portfolio, and work experience) with each having a grading rubric.

A project idea will be discussed with the internship supervisor and the CDC/Internship Coordinator. 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.

A portfolio will be submitted (preferably electronically) 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 Green Level High 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.

Sincerely,

Elizabeth Cotton
Career Development Coordinator

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 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 120 hours. Students will earn a credit (1) for the internship.

Internship Requirements:

- ✔ Students must have begun the 12th grade.
- ✔ Students must determine their internship interest area and seek out a business who may be willing to allow the student to complete the internship (check with family friends, etc. for contacts with companies that may consider allowing a student to intern).
- ✔ Students **must have completed at least 2 CTE courses, with at least one class being a completer class** (usually a level II class).
- ✔ Students **must have taken classes in the area they wish to intern in, if offered at Green Level HS.**
- ✔ The internship can be paid or nonpaid. Most are nonpaid.
- ✔ Students **cannot intern with their parent/guardian or family business**.
- ✔ Students may **not intern in a job in which they are currently employed**.
- ✔ 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-Approval

- ✔ Students should schedule a conference with Internship Coordinator - Elizabeth Cotton, ecotton@wcpss.net
- ✔ Students complete the following application forms and return them to the internship coordinator before the internship deadline:
  - o Internship Application
  - o Code of Conduct form
  - o Prerequisites for an Internship form
  - o Two teacher recommendations
  - o Resume
  - o Internship Agreement for site placement
- ✔ Students must arrange their own transportation for the internship
- ✔ Internship placement must be off campus

During the Internship
- ✔ Complete Project Proposal with the business sponsor
- ✔ Student must regularly check and use their WCPSS email address for communication with the Internship Coordinator
- ✔ Track and complete a minimum of 120 contact hours using the Timesheet form
- ✔ Complete a portfolio
- ✔ Complete progress reports
- ✔ Maintain scheduled visits with the Internship Coordinator
- ✔ Attend site visit with the Internship Coordinator
- ✔ If taking the internship for honors credit, complete 2 of the 7 honors enhancement projects.

Post-Internship
- ✔ Develop summary of project/presentation per the presentation guidelines (Student choice of PowerPoint presentation, Prezi, video, trifold board)
- ✔ Present orally to a class
- ✔ 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 Internship Coordinator for a high school 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.

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 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.

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 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?

WCPSS School to Career Internship Program
PREREQUISITES FOR AN INTERNSHIP

1. Excellent attendance and punctuality – no more than five absences per term

2. A minimum overall GPA of 2.5. If students do not have an overall GPA of 2.5, they must submit a written request for an internship, including bulleted reasons why the student should be awarded an internship

3. Two (2) teacher recommendation letters.

4. Satisfactory performance on the preliminary practice interview conducted at the school, by School Staff or business representative if applicable.

5. Submission of an acceptable résumé.

6. Availability to work a minimum of 120 hours in the junior/senior year.

7. Declaration of academic or honors internship credit before starting internship.

8. Personal possession of requisite documents (social security card, green card, working papers, etc. if a paid internship).

9. Proper business attire and careful grooming for all interviews.

10. Punctuality at internship interview, meetings, etc. (Failure to follow through or keep appointments will result in removal from internship pool).

11. Attendance at the pre-internship meeting.

12. Communication with Internship Coordinator regarding any problem related to placement.

13. Compliance with any regulations, practices, and procedures of the Wake County Public School System and the Wake County Public School System Internship Program.

14. 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 Green Level HS. 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
INTERNSHIP APPLICATION

An internship is permitted for students in 12th grade. The internship should align with the student's college and career goals

Last Name: First Name: MI:

_____   _____   _____

Student ID#:   Current Grade Level: Counselor:

_____   _____   _____

Street Address:

_____

City: Zip: Home Phone:_____

_____   _____   Student's Cell Phone: _____

Student's School email: Student's Personal email:

_____   _____

Parent's Name _____   Parent's email:_____

                                            Parent's Work Phone: _____

Career Objective: _____

Please explain the reasons for wanting to participate in the Internship Program and what your plans are after graduating from high school.

List courses you have taken or are currently taking that are directly related to the internship and your career goals:

_____   _____

_____   _____

_____   _____

Briefly describe any work, volunteer experience, or job shadowing experience you may have:

Please describe the type of industry or environment you would like to be working in for the internship, including the duties/tasks you would like to handle or be exposed to:

I want to intern: ☐ Fall Semester ☐ Spring Semester

Internship to be scheduled: ☐ during 4th Block ☐ after school ☐ other _____

Internship Coordinator's Comments:

Internship Coordinator's Signature:

_____

Do you have an Internship Sponsor/Mentor lined up to intern with? ☐ Yes ☐ No

Internship Site – Name of Business: _____

Internship Supervisor's Complete Name: _____

Internship Site Complete Address: _____

_____

Internship Site Telephone #: _____

I hereby certify that the information on this application is true and accurate to the best of my knowledge.

_____   _____
Student Signature   Date   Parent Signature   Date

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

WCPSS School to Career Internship Program
INTERNSHIP PLACEMENT AGREEMENT

Student Name: _____

Internship Site_____

Internship Supervisor Name & Title: _____

Internship Supervisor Email: _____

Internship Supervisor Office Phone: _____ Ext. _____ Supervisor Cell Phone: _____

Internship Site Alternate Contact Person Name: _____

Internship Site Alternate Contact Person Phone Number: _____

Internship Site Address, City, Zip: _____

Internship Site phone #: _____ FAX #: _____

Building/Department of Student Location: _____

Student Responsibilities/Duties:

_____

_____

_____

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

Internship end date: _____

Rate of pay (if applicable): _____ per _____ Frequency of 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. Discuss project proposal with the Internship Supervisor.
4. Consult with the Internship Coordinator 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 project proposal 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.
5. Assess the student intern using the Internship Project Rubric and Internship Portfolio Grading Rubric.

The Parents/Guardian agrees to:
1. Provide transportation for the student to and from the internship location.
2. Encourage the student to complete all requirements of the internship program.
3. Provide automobile, health, and accident insurance for the student.
4. Report any concerns regarding internship to the Internship Coordinator.

The Internship Supervisor agrees to:

1. Provide a challenging learning situation for the student intern.
2. Assist the student intern with project ideas.
3. Assign a mentor to work with the student intern and evaluate all work products.
4. Confer with student intern to provide feedback on strengths and areas to be improved.
5. Provide the opportunity to work 120 hours within one semester or agreed upon time.
6. Verify and sign off on the student's work hours.
7. Allow the Internship Coordinator to visit the site during the internship
8. Notify the Internship Coordinator if the student intern is not attending the internship promptly and regularly or if there are issues with the student's work performance.
9. Provide a written evaluation using the Internship Work Experience Rubric (provided by WCPSS) of the intern's work at the end of the internship experience.

_____   _____
Student Intern Signature   Date   Internship Coordinator Signature   Date

_____   _____
Parent/Guardian Signature   Date   Internship Supervisor Signature   Date

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 project proposal
    - 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

Note: Internship site visits and progress reports should be made at suggested times below or more frequently if needed and repeated each semester. (Refer to Progress Reports)

Sample Site Visit and Progress Report Schedule for Semester	
After 4 weeks	Progress Report
After 8 weeks	Site Visit
After 13 weeks	Progress Report
After 17 weeks	Work Experience Rubric completed by Supervisor
*Make adjustments for site visits during summer internships.	

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 experience by circling the appropriate number from 1 to 5.

		Practically Never		**Sometimes**		**Very Often**
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.	Completed my project for this internship	1	2	3	4	5

Comments:

What have you <u>learned</u> or what areas <u>have furthered your development</u> because of your internship? Evaluate your experiences and check the appropriate response for each question.

Have You Gained:	**Yes**	**No**	**Don't Know**
1. Realistic attitudes toward other people such as elderly, handicapped, government officials, professionals, etc?	_____	_____	_____
2. Self-motivation to learn, participate and achieve?	_____	_____	_____
3. Self-concept (sense of confidence, competence, and awareness)?	_____	_____	_____
4. Willingness to try new experiences?	_____	_____	_____
5. Sense of usefulness in relation to community?	_____	_____	_____
6. Assertiveness and independence?	_____	_____	_____
7. Ability to accept the consequences of my actions?	_____	_____	_____
8. Knowledge of community organizations?	_____	_____	_____
9. Responsibility for my life?	_____	_____	_____
10. Awareness of community problems?	_____	_____	_____
11. Awareness of community resources?	_____	_____	_____
12. Realistic ideas about the world of work?	_____	_____	_____
13. Knowledge about a variety of careers?	_____	_____	_____
14. More efficient use of leisure time?	_____	_____	_____
15. Ability to narrow career choices?	_____	_____	_____

_____   _____

Student Intern   Date   Internship Coordinator   Date

HONORS LEVEL ENHANCEMENT PROJECTS

WCPSS School to Career Internship Program
HONORS LEVEL ENHANCEMENT PROJECTS

Students wishing to obtain honors level internship credit must complete two (2) of the seven possible enhancement options. Options include Career Interviews (written), Internship Video Interview, LinkedIn Profile, SWOT Analysis, Organizational Chart, Environmental Scan, and Policy Manual.

Option 1: Career Interviews (Written)

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 face-to-face interview with your assigned supervisor
   b) One person that works at your site in a related area
   c) One person that works at another organization in a related career area – It can NOT be someone you know or that works at the same place you are interning.
2) Interview the three people and **ask them each at least 8 questions**. This is your interview; ask questions that you want to know more about. The 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 skills you need for your job?
   d) What type of training or college courses would be helpful for me to take?
   e) What are some related careers I could pursue if I don't get a job in this field right away?
   f) What is the most rewarding part of your career?
   g) What is the most challenging part of your career?
   h) What type of personal characteristics have made you successful in your career?
   i) How long have you been in this career field? How long have you worked at this organization?
   j) Would you recommend this career to a young person today? Why or why not?
   k) What advice would you give me if I choose to go into this career?
3) Final Product:
   a) Three interviews: Include each interviewee's name, organization, and job title in the followed by your questions and their detailed answers.
   b) Summary: Write a one-page summary (double spaced) comparing the answers provided in your interviews. What did you find interesting? What did you not know before this interview?

Career Interviews (Written) Rubric

Item	Exemplary	Solid	Developing	Needs Attention
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.
Points (5)	5	4	2-3	0-1
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.
Points (5)	5	4	2-3	0-1
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.
Points (5)	5	4	2-3	0-1

Each interview: up to 5 points.
Summary: up to 10 points.
Total Possible Points: 25

Option 2: Video Interviews

Learning Objectives:
1. To acquire career skills and utilize technical skills to create a video to showcase the intern's role and responsibilities.
2. To link the internship experience to the skills and attributes needed to enter and succeed in the world of work.

Essential questions:
1. What skills and experiences are needed to be successful in this internship?
2. What duties/responsibilities does this internship entail?

Three Career Interviews:
1. Interview of you detailing your internship experience.
   A. **You must be on camera**.
   B. **Optional - interview your employer regarding their thoughts on the CTE Internship Program.**

Use the questions below to guide your interview for the video. Questions below are only suggested questions.
   A. Name, Grade level, Business Sponsor?
   B. What is your career goal?
   C. Description of your internship (role/duties)
   D. What are a few basic skills you need for your internship?
   E. What high school courses if any assisted you in completing the tasks within your internship?
   F. What is the most rewarding part of your internship?
   G. What is the most challenging part of your internship?
   H. What type of personal characteristics are helpful for your internship?
   I. What job-related skills have you acquired during your internship?
   J. What advice would you give me if I chose an internship opportunity in high school?
   L. If including the employer in the video: include the interviewees name, job title and their thoughts on the CTE Internship Program.

2. Final Product: A well-formatted video using the questions above. Provide an answer to each within your video. Optional: add text, titles and appropriate music to your video to enhance appeal.

Helpful Hints to assist when filming:
1. Please use good lighting (must see your face).
2. Check your audio prior to filming (must be able to hear you).
3. Please use a video format that is compatible and easy to send when complete.

Video Interviews Rubric

Item	Exemplary	Solid	Developing	Needs Attention
Interview on Camera	Interview goes above and beyond the usual questions. Video elements are used effectively.	Good information and integration of video elements are evident.	Interview is incomplete. Missing a few elements or answers to interview questions.	Little to no interview is evident.
Points (5)	5	4	2-3	0-1
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.
Points (5)	5	4	2-3	0-1
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
Points (5)	5	4	2-3	0-1

Honors Project: Building a Quality LinkedIn Profile
Scope: As the workplace continues to embrace the virtual world, having an effective online brand and professional profile is vital. LinkedIn is the most powerful professional social media tool for building your personal/professional brand. Your LinkedIn profile tells the story of "you" to those who don't know "you". This honors project is designed for you to research how to create and build an effective LinkedIn profile as well as start to build your professional network. This is intended to be the beginning of a profile that you can grow and develop throughout your career.

Learning Objectives:
1. To understand the intent, usefulness, and outcomes of an effective LinkedIn profile.
2. To understand the important elements that make up an effective LinkedIn profile.
3. To understand how to build and post an effective online LinkedIn profile.
4. To understand how to reach out to other LinkedIn members and build a professional network.

Essential questions:
1. What experiences, skills, education, accomplishments, and other pieces of information should be included in a LinkedIn profile?
2. How can LinkedIn help you build your personal brand?
3. How can a LinkedIn profile help you build a professional network and provide career opportunities?

Create a Comprehensive LinkedIn Profile:
1. Use all available resources to research the uses, objectives, and outcomes of an effective LinkedIn profile.
2. Use all available resources to research all the needed content areas of an effective LinkedIn profile.
3. Use a current resume and/or other resources (headshot photo, work experience, education, a list of skills to include, online portfolio, letters of recommendations...etc.) and collect the personal data needed for you to build a LinkedIn profile.
4. Once you have collected the data, write the information for the different LinkedIn content areas.
5. Go to linkedin.com and sign up for an account.
6. Build your LinkedIn account based on your research, the content you created in step 4 and the rubric requirements.
7. Connect with at least 10 other LinkedIn members who could be resources for your career and education goals.

Final Product:
1. A complete published LinkedIn profile that can be verified.
2. A current network of at least 10 contacts.

Some Resources:
1. https://www.wikihow.com/Make-Your-LinkedIn-Profile-Stand-Out
2. https://www.linkedin.com/help/linkedin/answer/112133/how-do-i-create-a-good-linkedin-profile-?lang=en

LinkedIn Profile Rubric

Item	Exemplary	Solid	Developing	Needs Attention
Photo	Business/Professional Headshot or other appropriate to industry. Picture is clear and shows the individual's face. A plain backdrop is used.	Business Professional Headshot. Includes more than headshot in the picture. Distracting background.	Picture is casual in nature. Other individual(s) are included in the photo. Dress is not professional Poor photo quality	Picture is missing.
Points (10)	8-10	4-7	1-3	0
Headline	Eye catching, informative and uses keywords, skills, or interests that relate to the industry or related career goals. Connects current position to career goals	Brief, informative and use of keywords, skills, or interests Does not relate to current positions or career goals.	Brief, lacking information and detail on career goals and interests Thoughtful use of default	Default of student at current institution or position unrelated to career goals
Points (15)	11-15	6-10	1-5	0
Summary	Describes current status, relevant skills, interests, coursework or experiences e.g., internships, student leadership roles, campus activities etc. Connects background to position, goals, or industry of interest Written in a concise, professional manner Use of action words, job or industry specific key words	Describes current status, skills and interests but lacks some details. Career goals or interests may not be evident Written in a more general manner	Describes academics, skills, and activities only Career goals or interests may not be evident List of skills without validating experience Written in a more general manner	Summary is missing
Points (15)	11-15	6-10	1-5	0

Item	Exemplary	Solid	Developing	Needs Attention
Education **(School, Dates, Relevant course work. Activities and Societies. GPA optional**	All appropriate information included. Presented in a balanced manner	All appropriate information is included with 1-2 incorrect items. (ex: abbreviations)	1-2 pieces of content missing.	Content is missing.
Points (10)	**8-10**	**4-7**	**1-3**	**0**
Experience **(Any work and/or activities with bullet points to describe tasks and accomplishments or summary narrative of experience)**	All appropriate information included (Company Name/Organization Name, Title, Location, Time Period, and Description.) Statements clearly describe tasks and duties of position. Action statements demonstrate a variety of transferable skills. Accomplishments / results quantified where appropriate.	All appropriate information included with 1-2 incorrect items (ex: abbreviations) Statements clearly describe tasks and duties of position. Action statements demonstrate some transferable skills. Accomplishments / results are not quantified where appropriate.	1-2 pieces of content missing Statements could more clearly describe tasks and duties of position. Action statements do not demonstrate transferable skills. Accomplishments / results are not quantified where appropriate.	All or up to 3+ pieces of content are missing Statements do not describe tasks and duties of position. There are no action statements utilized and it is difficult to discern transferable skills. Accomplishments / results are not quantified where appropriate.
Points (15)	**13-15**	**9-11**	**6-8**	**0-5**
Optional Sections **(honors and awards, skills and endorsements, organizations, volunteerism,**	5+ relevant pieces of information is given to further validate skills, interests, and abilities.	3-4 relevant pieces of information given to further validate skills, interests, and abilities.	1-2 relevant pieces of information given to further validate skills, interests, and abilities.	No relevant pieces of information given to further validate skills, interests and abilities.
Points (10)	**8-10**	**4-7**	**1-3**	**0**

Item	Exemplary	Solid	Developing	Needs Attention
Positive Professional Language	Positive, engaging, and enthusiastic language throughout the profile that helps demonstrate the writer's achievements. Action verbs demonstrate tasks, duties, transferrable skills and accomplishments related to career goals. No negative or unprofessional content is expressed.	Language is neutral throughout profile Fewer action verbs are conventional or homogenous. Not offering much space to describe tasks, duties, transferable skills and accomplishments. No negative or unprofessional content is expressed.	Language is neutral throughout profile Action verbs are not varied. 1-2 negative or unprofessional content is expressed.	Language is negative throughout profile Action verbs are not varied. 3+ unprofessional content expressed.
Points (10)	**8-10**	**5-7**	**2-4**	**1**
Spelling/Grammar	No errors in spelling, grammar, verb tense, personal pronouns, and/or punctuation.	1-2 errors in spelling, grammar, verb tense, personal pronouns, and/or punctuation.	3-4 errors in spelling, grammar, verb tense, personal pronouns, and/or punctuation.	5+ errors in spelling, grammar, verb tense, personal pronouns, and/or punctuation.
Points (10)	**8-10**	**5-7**	**2-4**	**1**
Professional Network	Student connected with 10 or more LinkedIn members who would be assets for chosen career/career goals.	Students connected with at least 7 LinkedIn members who would be assets for chosen career/career goals.	Students connected with at least 4 LinkedIn members who would be assets for chosen career/career goals.	Students connected with less than 4 LinkedIn members who would be assets for chosen career/career goals.
Points (10)	**8-10**	**5-7**	**2-4**	**1**

Option 4: Organizational Chart

THIS ASSIGNMENT IS LIMITED TO INTERNSHIPS IN WHICH THE SPONSORING COMPANY HAS 25 OR MORE EMPLOYEES

Learning Objectives:
1. To investigate the organizational structure in a workplace.
2. To give each student a realistic perspective of work and work expectations
3. To better understand direct and indirect working relationships

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

Organizational Chart

1) Design an organization chart of your internship site. "An organization chart is a diagram that shows the structure of an organization and the official 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 the left side.
   b) Organization charts must be DETAILED, not 3 or 4 positions unless that is the case.

2) Write a reflection answering the following questions:

   a) Does the chart reflect the real workflow of assignments in this organization? Why or why not?
   b) Do employees have informal reporting relationships not shown on the official chart? If so, what are they and how effective are they?
   c) Does this organization focus on hierarchy or teamwork? Provide examples to support your answer.
   d) If you were asked to reorganize the organization, what would you suggest based on your work experience during the internship?

Organizational Chart Rubric

Item	Exemplary	Solid	Developing	Needs Attention
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.
Points (5)	5	4	2-3	0-1
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.
Points (5)	5	4	2-3	0-1
Reflective Questions	All questions are answered in a thorough and thoughtful manner with an indication of understanding and reflection of the organization.	All questions are answered in a satisfactory manner with an indication of some understanding and reflection of the organization	Either all questions are not answered, or are answered in a perfunctory manner with little understanding or reflection	Minimal response to the questions is provided.
Points (5)	5	4	2-3	0-1

Option 5: SWOT Analysis

Student Name:
Business Name:

Directions: Complete the grid below by using your internship provider. View the company through a broad lens and consider all aspects (not just your internship role or department) to provide five responses to each category. Feel free to consult with members of the company to make your analysis thorough and insightful. The two links below will provide resources to gain insight into the SWOT purpose, process and suggest topics to be considered for each area.

SWOT Analysis Definitions and Examples
    https://drive.google.com/file/d/1TIUE3nl7Xmf6GgF-IYG6cujlqpMvF_8C/view

SWOT Analysis Questions/Topics by Area
    https://drive.google.com/file/d/1UQojPXNW5knx9YRVV-_TDSyuFl5A7-5F/view

STRENGTHS	**WEAKNESSES**
OPPORTUNITIES	**THREATS**

SWOT Analysis Rubric

Item	Exemplary	Solid	Developing	Needs Attention
Content	Analysis goes above and beyond the usual. Information is used effectively.	Analysis is complete and information integration is evident.	Some analysis is evident but is incomplete.	Little to no analysis evident
Points (5)	5	4	2-3	0-1
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.
Points (5)	5	4	2-3	0-1

Option 6: Environmental Scan

Scope: In a fast paced, rapidly changing world understanding the "Environment" in which you do business is very important for a business to maintain growth and their success. This honors project is designed for you to research and conduct an "Environmental Scan" for the business that provided your internship.

Learning Objectives:
1. To understand why an Environmental Scan is necessary.
2. To understand what process steps and information are needed to conduct a scan.
3. To understand the different methods to gather information needed for a scan
4. To understand how a business would use the scan to make decisions.

Essential questions:
1. Why do companies conduct Environmental Scans?
2. Why does an Environmental Scan need to be a continuous process?
3. What information needs to be included in a scan and why is it important to a business?

Instructions for Completing an Environmental Scan for Your Internship Site:
1. Click on the icon below and read the LAP on Conducting an Environmental Scan to better understand what an Environment Scan is.
2. Use available resources to gather information needed to conduct the scan (Survey, Interview, SWAT, PESTEL…etc.)
3. Write a paper examining the results of your scan (2 or more pages). The paper should include all the following:
   a. Summary of the techniques used, and data gathered.
   b. Identification of the most important factors (at least four) that may affect the company.
   c. Analysis of why these are the most important factors for the company
   d. Your recommendations for how your company can utilize and/or address these factors to enhance or protect the business.
   e. Proper citations.

Final Product:
1. A complete paper that addresses the instructions and all the rubric requirements.

Resources

1. Click on the "Get the 4-1-1 icon below to learn about Environment Scanning: (will open in a separate window).

2. PESTEL: https://andet5.com/2018/02/pestel-analysis-what-is-it-and-why-do-we-use-it/
3. Environmental Scanning: https://www.business-to-you.com/scanning-the-environment-pestel-analysis/
4. Click on the PowerPoint SWOT Analysis icon below to learn about SWOT: (will open in a separate window).

Environmental Scan Rubric

Item	Exemplary	Solid	Developing	Needs Attention
Summary of Technique	Summary is comprehensive and covers all techniques use and data gathered	Summary is good but does not cover all techniques used and/or data gathered.	Summary lacks detail and does not cover all topics.	Summary has very little detail or is not included.
Points (10)	8-10	5-7	2-4	0-1
Identification of Important Factors	Report Identifies at least four important factors that may affect the company	Report Identifies only three important factors that may affect the company	Report Identifies only two important factors that may affect the company	Report Identifies one important factor that may affect the company Report Identifies zero important factors
Points (4)	4	3	2	0-1
Analysis	Analysis is comprehensive and explains why all factors are important to the company.	Analysis is comprehensive and explains why some factors are important to the company.	Analysis is lacking detail and does not explain why all factors are important to the company.	Analysis is lacking detail and does not explain why identified factors are important to the company.
Points (10)	8-10	5-7	2-4	0-1
Recommendation	Recommendation is detailed and does a great job explaining how to utilize identified factors.	Recommendation is detailed, but the explanation of how to utilize identified factors is slightly vague.	Recommendation lacks some detail and explanation of how to utilize identified factors is vague and/or confusing.	Recommendation lacks detail and explanation of how to utilize identified factors is vague and/or confusing. Recommendation is missing.
Points (10)	8-10	5-7	2-4	0-1
Research	Properly cited	Incorrect citation format	Sources listed but no citation	No citation
Points (5)	5	3	2	0

Option 7: 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. <u>Questions must be answered in complete sentences.</u> (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 site's employee ***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 site's ***smoking policy***?
      10) What is the site's **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.

Policy Manual Rubric

Item	Exemplary	Solid	Developing	Needs Attention
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.
Points (5)	5	4	2-3	0-1
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.
Points (5)	5	4	2-3	0-1

PERFORMANCE-BASED MEASUREMENT GUIDELINES

Administrative Guidelines
- Submit Prerequisites for an Internship
- Submit Code of Conduct
- Submit Internship Agreement
- Complete application process and seek employment through the assistance of the work-based learning designee
- Complete placement report
- Submit project proposal to work-based learning designee and parent or guardian
- Obtain project approval from work-based learning designee
- Attend orientation at the workplace
- Set up a date and participate in CDC's visit of the intern site using Internship Site Visit Checklist
- Submit Student Internship Evaluation

Component One-Internship Project Guidelines
- The project must be student generated (based on conversations with the intern supervisor of a project that can be completed during the internship experience).
- Submit project proposal to work-based learning designee and parent or guardian
- Obtain project approval from work-based learning designee
- 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
- At 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 jobsite
  - Description of the type of work-based learning being performed
  - Documentation of related program area mastery, example: skills checklist

WCPSS School to Career Internship Program
SAMPLE PROJECT PROPOSAL

Student Name: _____

Project Idea:

_____
_____
_____
_____

Tasks to be completed for project

- Task One
    - Details for task one
    - Deadline for task one
- Task Two
    - Details for task two
    - Deadline for task two
- Task Three
    - Details for task three
    - Deadline for task three

Evidence of knowledge gained in completion of the portfolio and work experience

_____
_____
_____

Description of how the project relates to my internship experience

_____
_____
_____

Approved by: _____   Approved by: _____
       Internship Supervisor   Internship Coordinator

Date: _____   Date: _____

Student Signature: _____   Date: _____

WCPSS School to Career Internship Program
PRESENTATION GUIDELINES

Presentation must highlight details of the proposed/approved project and include the following information:
- A picture of student on the job and student's name
- A picture of facility and the name of the organization
- A description of jobsite
- 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
- A description of type of work-based learning being performed
- Describe how the internship affects future career plans
- Documentation of related program area mastery of skills
- Presentation delivery is student choice and may include a trifold board, a google site, PPT, Prezi, etc.
- If student chooses PPT or Prezi, the following guidelines should be used:
    - 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 professional dress or business casual attire when giving their final presentation

Failure to present this to a class or panel will result in a deduction of 50% of the grade for the presentation section.

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 a high level of effectively used time.	Project demonstrates time used somewhat efficiently and there is evidence that the student spent time and effort 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:						

Component Two-Internship Portfolio Guidelines

The portfolio content, monitoring process, and deadlines should be outlined by the work-based learning designee. 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 PBM.

- Hours-worked log/Timesheet
- Journal entries
- Photographs or other visual media that document the student work experience
- Progress reports
- Résumé
- 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 TIMESHEET

Students are required to track their internship hours by date/time. A copy of the completed time sheet must be turned in to the Internship Coordinator at the end of the internship. Make copies of this form as necessary. Please have the Internship Supervisor sign it upon completion of the internship to verify the total hours worked.

Date	Arrival Time	Departure Time	Total Hours	Date	Arrival Time	Departure Time	Total Hours
TOTAL HOURS:				TOTAL HOURS:			

Internship Supervisor Signature   Date

Student Internship Signature   Date

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 the 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.

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 web pages.

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
PROGRESS REPORTS

Student Name: _____

PROGRESS REPORT 1

Using the Project Rubric and the Portfolio Rubric as a guide, determine progress for each area. Develop strategies for areas needing improvement.

	Strengths/What is Going Well	Weaknesses/Areas of Improvement	Strategies
Project			
Portfolio			

Student Signature _____ Date_____

Internship Coordinator Signature_____ Date_____

_____

Using the Work Experience Rubric as a guide, determine progress for work experience. Develop strategies for areas needing improvement.

	Strengths/What is Going Well	Weaknesses/Areas of Improvement	Strategies
Work Experience			

Supervisor's Comments_____

_____

_____

Student Signature _____ Date_____

Internship Coordinator Signature_____ Date_____

Internship Supervisor Signature_____ Date_____

WCPSS School to Career Internship Program
PROGRESS REPORTS

Student Name: _____

PROGRESS REPORT 2

Review strategies suggested on Progress Report 1 to determine progress. Using the Project Rubric and the Portfolio rubric as a guide, continue to evaluate progress for each area. Develop strategies for areas needing improvement.

	Strengths/What is Going Well	Weaknesses/Areas of Improvement	Strategies
Project			
Portfolio			

Student Signature _____ **Date**_____

Internship Coordinator Signature_____ **Date**_____

_____

Review strategies suggested on Progress Report 1 to determine progress. Using the Work Experience rubric as a guide, continue to evaluate progress for each area. Develop strategies for areas needing improvement.

	Strengths/What is Going Well	Weaknesses/Areas of Improvement	Strategies
Work Experience			

Supervisor's Comments_____

_____

_____

Student Signature _____ **Date**_____

Internship Coordinator Signature_____ **Date**_____

Internship Supervisor Signature_____ **Date**_____

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 relevance.	The portfolio is generally easy to follow and fairly organized with relatable documents, content, and subject/task relevance. 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 relevance. There are 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 relevance. 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:					

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 company's mission, goal, and vision

WCPSS School to Career Internship Program
COMPONENT THREE RUBRIC

Internship Work Experience Rubric

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

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

Category	Advanced (10 points)	Experienced (8 points)	Developing (6 points)	Novice (4 points)	Points
Company Fit	Understood and fully supported the company's mission, vision, and goals. Readily and successfully adapted to company norms, expectations, and culture. Consistently functioned within appropriate authority and decision-making channels.	Adequately understood and supported the company's mission, vision, and goals. Satisfactorily adapted to company norms, expectations, and culture. Generally functioned within appropriate authority and decision-making channels.	Open to understanding and supporting the company's mission, vision, and goals. Often exhibited difficulty in adapting to company norms, expectations, and culture. Displayed at least once a disregard to appropriate authority and decision-making channels.	Was unwilling or unable to understand and support the company's mission, vision, and goals. Exhibited difficulty in adapting to company norms, expectations, and culture. Frequently seemed to disregard appropriate authority and decision-making channels.	
				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 fax this form (both pages) to the attention of Elizabeth Cotton or mail it to:
Green Level HS
7600 Roberts Road, Cary, NC, 27519

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

WCPSS School to Career Internship Program
WCPSS CUMULATIVE GRADING POLICY CALCULATION

Student Name: _____

Conversion Table for DPI PBM Components

Example for calculating final student grade: A student earns 13 points on the Project, 14 points on the Portfolio and 60 points on the Work Experience sections of the DPI mandated rubrics.

Component	Possible Points	Calculation of points earned	Converted Numerical Grade
Project	15	13/15	87
Portfolio	15	14/15	93
Work Experience	70	60/70	86
			This column of grades will be used in the final grade calculation chart below.

Requirements	Excellent 90-100	Above Average 89-80	Average 79-70	Below Average < 70
Administrative – 20% non-honors/15% honors **Timely completion and turn in of:** Signed Prerequisites for an Internship Signed Code of Conduct Signed Internship Agreement • Begin application process and seek employment through the assistance of the work-based learning designee • Complete placement report • Submit project proposal to work-based learning designee and parent or guardian • Obtain project approval from work-based learning designee • Attend orientation at the workplace • Setting up a date and participating in CDC's visit of the intern site using Internship Site Visit Checklist Student Internship Evaluation				
Project – 30% non-honors /25% honors **Component One-Internship Project Guidelines** • The project must be student generated • 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 • Presentation				

• Description of jobsite • Description of the type of work-based learning being performed • Documentation of related program area mastery, example: skills checklist			
Portfolio – 20% non-honors /15% honors **Component Two-Internship Portfolio Guidelines** The portfolio content, monitoring process, and deadlines should be outlined by the work-based learning designee. Listed below are the required portfolio contents that will be evaluated in the rubric. • Hours-worked log • Journal entries • Photographs or other visual media that document the student work experience • Progress reports • Résumé • 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			
Work Experience (Internship Supervisor's Evaluation) – 30% for both non-honors and honors interns **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 company's mission, goal, and vision			
Honors Level Enhancement – 0% non-honors /15% honors interns Honors Level Assignments – 15% (two assignments at 7.5% each)			

Internship Late Work Policy

Late assignments submitted within 1 week of the due date will receive a 20% penalty based on maximum point value of assignment. Late assignments submitted past 1 week of the due date, but before the grading quarter deadline, will receive a 50% penalty. The last date late assignments will be accepted (the "grading quarter deadline") will be provided to students in advance.

By signing below the student and parent assert that they understand the **Internship Grading Rubric** and **Late Work Policy** and agree to abide by the details listed above.

_____ _____ _____ _____

Student Signature   Date   Parent Signature   Date

WBL Designee Instructions

WCPSS School to Career Internship Program
INTERNSHIP STEPS

An internship is a work-based learning experience where a student participates in the daily operations of a work site under the direct supervision of a business mentor. The internship provides a realistic environment within which a student intern learns about a particular industry or occupation and applies knowledge and skills learned in the classroom.

The work experience should contribute to the student's career pathway helping the student to narrow their career choices. Internships can be paid or unpaid and can be compensated in various manners.

Steps
The following must take place to ensure a successful internship experience for students.
- ✔ Students should have participated in career discovery and exploration ***before*** entering the work-based learning environment.
- ✔ Work-based learning opportunities and career development should mirror students' courses and interests while in high school.
- ✔ A work-based learning experience allows a student to participate in the daily operations of a work site under the direct supervision of a business mentor.
- ✔ The internship provides a realistic environment where a student intern learns about an industry or occupation and applies knowledge and skills learned in the classroom.
- ✔ The work-based learning experience is normally a paid or non-paid experience and is eligible for 1 credit for 120 hours of work-related experience
- ✔ All interns must *be supervised by* a licensed Work-based Learning Designee who has an appropriate background for creating placements and supervising interns.
- ✔ A written agreement must be developed among the school, student, parents, and the participating business describing the responsibilities of all parties. This document must be signed by all parties involved and maintained on file at the school location. Each party must have a copy of this document.
- ✔ *A* written program of work must be developed for each intern, outlining the goals of the internship, the competencies to be mastered by the intern, and the strategies to be employed to achieve the goals of the internship.
- ✔ At the completion of the internship, each intern must submit a written report/project presentation documenting the outcome of the project through the work experience. The school and the participating business must evaluate the project to make a collaborative decision concerning the report/project.
- ✔ Students should be registered in PowerSchool in the correct term.

WCPSS School to Career Internship Program
INTERNSHIP PERFORMANCE-BASED MEASUREMENT COMPONENTS

Components	Standards
I. Internship - Project	2. 00: Understand knowledge and skills of the internship experience and career pathway through completion of a project.
II. Internship - Portfolio	3. 00: Understand evidence of knowledge and skills application through completion of a portfolio capturing the internship experience.
III. Internship - Work Experience	4. 00: Apply career-related knowledge and skills through a real workplace environment related to career interests, abilities, and goals.

The instructions below outline guidelines for the work-based learning designee.

Component One-Internship Project
- Review guidelines for project with student
- Review rubric for project with student
- Approve or deny student project proposal
- Review outline of student tasks for project

Component Two-Internship Portfolio
- Review guidelines for portfolio with student
- Review rubric for portfolio with student
- Assist student with completing résumé
- Review student progress reports
- Consistently check hours-worked log

Component Three-Internship Work Experience
- Support student during the process of applying for internship
- Review guidelines for the work experience with student
- Review rubric for work experience with student
- Schedule job site visits
- Monitor student progress on the job
- Frequently check in with student's supervisor on the job
- Confirm the company is following North Carolina labor laws
- Provide student with continuous feedback
- Complete rubric and student score sheet

Student Name _____

Internship PBM Final Score Calculation Sheet

Component	Score from Rubric
TOTAL SCORE FOR PROJECT	
TOTAL SCORE FOR PORTFOLIO	
TOTAL SCORE FOR WORK EXPERIENCE	
TOTAL SCORE FOR PBM	

Proficiency is 70 points and above.

FINAL COMMENTS/FEEDBACK FOR STUDENT

_____

_____

_____

_____

_____

_____

WCPSS School to Career Internship Program
WCPSS CUMULATIVE GRADING POLICY

Student Name: _____

Requirements	Excellent 90-100	Above Average 89-80	Average 79-70	Below Average < 70
Administrative – 20% non-honors/15% honors **Timely completion and turn in of:** Signed Prerequisites for an Internship Signed Code of Conduct Signed Internship Agreement • Begin application process and seek employment through the assistance of the work-based learning designee • Complete placement report • Submit project proposal to work-based learning designee and parent or guardian • Obtain project approval from work-based learning designee • Attend orientation at the workplace • Setting up a date and participating in CDC's visit of the intern site using Internship Site Visit Checklist Student Internship Evaluation				
Project – 30% non-honors /25% honors **Component One-Internship Project Guidelines** • The project must be student generated • 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 • Presentation • Description of jobsite • Description of the type of work-based learning being performed • Documentation of related program area mastery, example: skills checklist				
Portfolio – 20% non-honors /15% honors **Component Two-Internship Portfolio Guidelines** The portfolio content, monitoring process, and deadlines should be outlined by the work-based learning designee. Listed below are the required portfolio contents that will be evaluated in the rubric. • Hours-worked log • Journal entries • Photographs or other visual media that document the student work experience • Progress reports • Résumé				

• 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				
Internship Supervisor's Evaluation – 30% for both non-honors and honors interns **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 company's mission, goal, and vision				
Honors Level Enhancement – 0% non-honors /15% honors interns Honors Level Assignments – 15% (two assignments at 7.5% each)				

Internship Late Work Policy

Late assignments submitted within 1 week of the due date will receive a 20% penalty based on maximum point value of assignment. Late assignments submitted past 1 week of the due date, but before the grading quarter deadline, will receive a 50% penalty. The last date late assignments will be accepted (the "grading quarter deadline") will be provided to students in advance.

By signing below the student and parent assert that they understand the **Internship Grading Rubric** and **Late Work Policy** and agree to abide by the details listed above.

_____ _____ _____ _____
Student Signature   Date   Parent Signature   Date

PBM Accountability Form

Directions: Complete this form, or the form provided by your district, to verify that students enrolled in this course have met or not met specific criteria to earn proficiency on the Performance-based Measurement (PBM). Refer to the Performance-based Measurement Guide for this course for details on course proficiency.

It is highly recommended that teachers keep a copy of all student records to verify PBM performance.

Course Number	Course Name
School/District Name	**Teacher Name**
Class Period	**Semester and Year**

Proficiency Status			
Student Name	**Student ID**	**Met**	**Not Met**
1		☐	☐
2		☐	☐
3		☐	☐
4		☐	☐
5		☐	☐
6		☐	☐
7		☐	☐
8		☐	☐
9		☐	☐
10		☐	☐
11		☐	☐
12		☐	☐

	Student Name	Student ID	Met	Not Met
13			☐	☐
14			☐	☐
15			☐	☐
16			☐	☐
17			☐	☐
18			☐	☐
19			☐	☐
20			☐	☐
21			☐	☐
22			☐	☐
23			☐	☐
24			☐	☐
25			☐	☐
26			☐	☐
27			☐	☐
28			☐	☐
29			☐	☐
30			☐	☐

I verify that the students listed have met/not met the proficiency as stated in the Performance-based Measurement Guide for this course. I have reported course proficiency in NCCTE Admin, as documented on this form, for the purpose of CTE reporting and accountability (state and federal).

Teacher Signature _____   Date _____

The school Curriculum and Instructional Management Coordinator (CIMC) maintains the original form for five years. The teacher should retain a copy for their records.

Business Sponsor Internship Guide

WCPSS School to Career Internship Program
INTRODUCTION TO 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 students enrolled in a Career Academy in Wake County Public School System to complete a 120-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 workplace. Internships require 120 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.
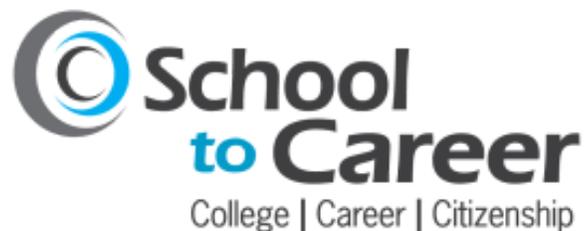
WCPSS School to Career Internship Program
INTERNSHIP OVERVIEW

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, 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 eleventh or 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 GPA, they must submit a written request for an internship, including bulleted reasons why the student should be awarded an internship. 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.

WCPSS School to Career Internship Program
ROLES & RESPONSIBILITIES

Student requirements:
- Complete 120 hours (for 1 unit of credit) of work-based experience
- Attend orientation at workplace
- Complete Project Proposal
- Complete a portfolio, project, and final presentation
- Complete and present two (2) of the seven (7) enhanced internship lessons for honors credit.
- Attend intern meetings with the Career Development Coordinator/Career Academy Coordinator
- Complete Progress Reports
- Complete the Student Evaluation

Worksite supervisors/mentors:
- Provide a challenging learning situation for the student intern
- Assist the student intern with project proposal and final presentation
- Assess the student intern using the Internship Project Rubric
- Provide an orientation of workplace for intern
- 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 120 hours for 1 unit of credit)
- Allow the Internship Coordinator to visit the site during the internship
- Notify the Career Development Coordinator/Career Academy Coordinator if the student intern is not attending the internship promptly and regularly
- Complete work experience portion of Progress Reports
- Complete the Internship Work Experience Rubric (provided by WCPSS) of the intern's work.

Career Development Coordinator/Career Academy Coordinator:
- Monitor the student's performance during the internship
- Review and approve the student intern's project proposal
- Assess the student intern using the Internship Project Rubric and Internship Portfolio Grading Rubric.
- Evaluate the final presentation
- Serve as contact for the business sponsor
- 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.
- Hold meetings with and advise the student intern on appropriate behavior, performance standards, and academic information
- Complete progress reports
- 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 in OASIS

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.

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.

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 a high level of effectively used time.	Project demonstrates time used somewhat efficiently and there is evidence that student spent time and effort 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 THREE RUBRIC

Internship Work Experience Rubric

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

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

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

Green Level High School
7600 Roberts Road
Cary, NC 27519
If comfortable, you may give the completed form to your intern to turn in to the Internship Coordinator.