

WCPSS

School to Career

Internship Guide



Business Sponsor Internship Guide

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WCPSS School to Career Internship Program

INTRODUCTION TO SCHOOL-TO-CAREER

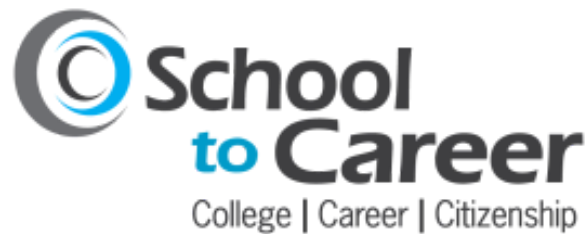
School-to-Career is an initiative — a philosophy — a method of delivering curriculum. The Wake County Public School System (WCPSS) believes that all children learn better when information is made relevant. WCPSS believes that relevancy occurs when students link their school curriculum to workplace realities.

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.



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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.

WCPSS School to Career Internship Program
COMPONENT ONE RUBRIC

Internship Project Rubric

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

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

Internship Work Experience Rubric

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

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

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

Supervisor's Signature _____ Date _____

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

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

Please check one box below:

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

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

Please fax this form (both pages) to the attention of Teia Robinson or mail it to:

1501 Laura Duncan Road
Apex, NC 27502
Attn. Teia Robinson

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

