

WCPSS
School to Career
Student Internship Workbook



Learning that works

Wake Forest High School
420 Stadium Drive
Wake Forest, NC 27587
919-554-8611

Dear CTE Internship Student,

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

You are required to keep a journal of your internship experience. Weekly journals will be submitted in an online format through Canvas. In addition, you are required to give a final presentation at the end of the internship. The employer, school representatives, parents and others may be present during your presentation. This will be the time to share what you have learned and also thank the people you have worked with during the internship.

Your journal will be a key element in preparing your presentation. You will use your journal entries to recall information and experiences you might have otherwise overlooked if they had not been written down. You will prepare an electronic presentation to be used during the final presentation. Completion of the internship hours (135), journals, required forms, evaluations, and participation in the presentation will secure the internship credit (1 elective credit).

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

Sincerely,

Mrs. Tyson
Career Development Coordinator

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. The intent is to significantly add to the vitality of the instructional program and to impact the courses that a student has taken or will take. Internships are for juniors and seniors and must be at least 135 hours. Students will earn a credit (1) for the internship.

Internship Requirements:

Pre-Internship

- ✓ Conference with Internship Coordinator **
- ✓ Transportation, scheduling, counselor approval, expectations, and securing placement
- ✓ Complete internship application
- ✓ Complete Code of Conduct
- ✓ Complete Internship Agreement

During the Internship

- ✓ Complete workplace orientation
- ✓ Complete learning objectives
- ✓ Track and complete a minimum of 135 contact hours
- ✓ Complete at least 10 journal entries
- ✓ Complete (2) of the (7) enhanced internship lessons (for honors credit)
- ✓ Maintain communication with your Internship Coordinator
- ✓ Internship Coordinator will complete a minimum of one site visit **

Post-Internship

- ✓ Complete electronic summary of experience
(PowerPoint presentation, Prezi, Animoto, or Video)
- ✓ Participate in final presentation
- ✓ Complete student evaluation
- ✓ Turn in completed and signed internship supervisor's evaluation at time of final presentation
- ✓ Complete thank you cards
- ✓ Internship Coordinator will award final credit **

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

**Internship Coordinator: Career Development Coordinator

PREREQUISITES FOR AN INTERNSHIP

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

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

Student Name (printed) _____

Signature _____ *Date* _____

Witnessed by (Parent Signature) _____

Traits of a Successful Worker

Responsible

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

Confident

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

Sociable

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

Self-Managing

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

Honest/Ethical

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

What do Employers Expect of Me as an Intern?

Employers expect me to:

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

Skills for Success in the 21st Century:

What skills are employers looking for?

1. THE ABILITY TO LEARN

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

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

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

3. GOOD COMMUNICATION SKILLS – ESPECIALLY LISTENING AND SPEAKING SKILLS

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

4. GOOD INTERPERSONAL COMMUNICATION SKILLS – ESPECIALLY GOOD ATTITUDE

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

5. CREATIVE THINKING AND PROBLEM-SOLVING SKILLS

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

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

GUIDELINES FOR INTERVIEWS

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

Potential Interview Questions

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

WCPSS School to Career Internship Program

INTERNSHIP SUPERVISOR/COORDINATOR: GUIDELINES FOR BEGINNING INTERNSHIP

The student intern should complete the three learning objectives prior to meeting with the business site supervisor.

The student should begin the internship by discussing with the Internship Coordinator the learning objectives and the intern's responsibilities. The expectation is that you will review these and adjust them to the needs of the business internship provider.

Efforts have been made to match the student's learning objectives with the internship provider. However, the needs of the provider will supersede the original expectations of the student so long as they are related to the school system's goals of the student's internship experience.

Intern _____ School Year _____

Intern's industry-related Learning Objectives:

1) _____

2) _____

3) _____

Intern's Responsibilities:

We have discussed the intern's three Learning Objectives and have listed the intern's responsibilities with those objectives considered.

Internship provider _____ Supervisor _____
Organization

Intern _____ Date _____

Internship Coordinator _____ Date _____

Student Name: _____

Organization: _____

Supervisor Name & Title: _____

Supervisor Email: _____

Organization Address, City, Zip: _____

Organization phone #: _____ FAX #: _____

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

1. Review the student intern's learning objectives and internship responsibilities.
2. Monitor 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 WCPSS internship rubric.

1. Provide transportation for the student to and from the internship location (student may drive).
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.

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. Verify student's hours.
6. Notify the Internship Coordinator if the student intern is not attending the internship promptly and regularly.

WCPSS School to Career Internship Program

INTERNSHIP JOURNAL

Internship journals provide 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.

Directions: You will begin your journal at the start of your internship. The journal will be used to help determine your final grade (25%). Journals cover the week beginning on Monday and ending on Sunday. ***Journals are due electronically submitted through Canvas each Monday for the previous week.*** Journal entries are required for each week as identified on the journal form found in Canvas. Your journal must contain two paragraphs, the first paragraph must answer the question for the week (see below) and the second paragraph should contain a brief summary and reflection of what you did and how you felt as an intern that week while on the job (may include duties, tasks, etc....). Each electronic journal submission must include all pertinent information starting with the intern's name. (see journal entry form). Journals are graded assignments and must be complete and on-time.

Required Journal Entries # 1 - 10:

1. Define the purpose of the business/organization – what they do, structure, who are their customers, etc. What is your job description – what will you be doing, who will you work with, where do you fit in, etc.?
2. Describe the work atmosphere. How are decisions made, is it cooperative or competitive, what is the dress code and work ethic of the organization?
3. How has your classroom experiences prepared you for the internship? What do you wish you had learned prior to the internship?
4. How is the internship meeting or not meeting your expectations/objectives and why? Do you have control of this? Explain.
5. What do you feel is your main contribution to your internship site? What have you done at your internship that makes you proud? Why?
6. How have your duties changed since you first started? Have you been given more responsibility?
7. How has this experience affected or changed your career/college plans?
8. What have you learned about yourself and what you want in a career?
9. What major problems or frustrations have you experienced or observed in your work? How did you handle it?
10. Write a final reflection of the entire internship experience.

Journal Entry Form

Intern Name:

Company Name:

Supervisor Name:

Journal Entry # ____

Week of:

Submission Date:

Weekly Hours:

Mon	Tues	Wed	Thu	Fri	Sat	Sun	Total

Journal Entry: Please type your entry below using the following directions:

- Type in complete sentences.
- The first paragraph should answer the question found on the *Journal Entry Directions* sheet on Canvas.
- The second paragraph should be a summary and reflection of your week containing what your role was as an intern during that week. You may discuss your tasks, duties, what you enjoyed most or least, etc.

Paragraph 1 (Answer the REQUIRED prompt):

Paragraph 2 (REFLECTION):

SAMPLE EXAMPLE OF A JOURNAL ENTRY - USING THE JOURNAL ENTRY FORM

INTERN NAME: Sally Smith

COMPANY NAME: J&J Company

SUPERVISOR NAME: John Doe

JOURNAL ENTRY # 1

WEEK OF: 8/29/16 - 9/4/16

SUBMISSION DATE: 9/5/16

WEEKLY HOURS: *Be sure to record in the table provided on the form

Paragraph 1: *Copy & paste the question and then type your answer using complete sentences

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.?

The purpose of the business is to provide customers with the best apparel at reasonable prices. J & J is a retail chain selling women and men's apparel located in the southeastern part of the US with 30 different stores. The organizational structure is made up of 30 stores in 6 different states serving a population of 1 million customers. There is one regional manager, two district managers and 30 store managers. The customers are male and females ages 16-30 looking for clothing on a modest budget. I am a sales associate located in women's apparel in the Raleigh location. My responsibilities include customer service, inventory, maintaining a clean sales floor and operating the cash register. I work with three other part-time sales associates in my department. The assistant manager is my supervisor.

Paragraph 2:

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

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

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

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?

Honors Level Enhancement Projects (continued)

Rubric: Career Interviews Report

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

Each interview: up to 5 points.

Summary: up to 10 points.

Total Possible Points: 25

Honors Level Enhancement Projects (continued)

Option 2: Internship Video Interviews

Learning Objectives:

1. To acquire career skills and utilize technical skills to create a video to showcase 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 lightening (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.

Honors Level Enhancement Projects (continued)

Internship Video Rubric

Item	Exemplary 5 Points	Solid 4 Points	Developing 2-3 Points	Needs Attention 0-1 Points
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.
Comprehension of Subject Matter	All content is accurate and complete and communicates a complete understanding of the topic.	Most of the content is accurate and shows mastery of the topic.	Content shows some flaws and omissions and illustrates only partial knowledge of the topic.	Much of the content is inaccurate and confusing and communicates very little understanding of the topic.
Content Organization/ Flow	Content is clearly organized, with a logical flow of connected ideas and effective transitions.	Content is organized, and most ideas are well connected with effective transitions.	Ideas are sound, but the content is not well organized and needs more effective transitions.	Content is extremely disorganized. The transitions between ideas are unclear or nonexistent

Honors Level Enhancement (continued)

Option 3: Building an Effective LinkedIn Profile

Scope: As the workplace continues 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, educations, a list of skills to include, online portfolio, letters of recommendations...etc.) and collect the personal data need 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 signup for an account.
6. Build your LinkedIn account based on your research, the content your 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>

Honors Level Enhancement Projects (continued)

Rubric: Building an Effective LinkedIn Profile

Skill	Professional	Proficient	Developing	Incomplete
PHOTO	Business/Professional Headshot or other appropriate to industry. Picture is clear and shows the individuals 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 photo. Dress is not professional Poor photo quality	Picture is missing.
Points (10)	8-10	4-7	1-3	0
Skill	Professional	Proficient	Developing	Incomplete
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)	8-10	4-7	1-3	0
Skill	Professional	Proficient	Developing	Incomplete
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
Skill	Professional	Proficient	Developing	Incomplete
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

Skill	Professional	Proficient	Developing	Incomplete
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 (10)	13-15	9-11	6-8	0-5
Skill	Professional	Proficient	Developing	Incomplete
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
Skill	Professional	Proficient	Developing	Incomplete
POSITIVE PROFESSIONAL LANGUAGE	Positive, engaging, and enthusiastic language throughout 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 actions 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

Skill	Professional	Proficient	Developing	Incomplete
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
Skill	Professional	Proficient	Developing	Incomplete
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

Points Scored out of 100:

Honors Level Enhancement Projects (continued)

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?

Honors Level Enhancement Projects (continued)

Rubric: Organizational Chart

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

Honors Level Enhancement Projects (continued)

Option 5: Internship 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-TDSyuFI5A7-5F/view>

<p style="text-align: center;"><u>STRENGTHS</u></p> <ul style="list-style-type: none">•••••	<p style="text-align: center;"><u>WEAKNESSES</u></p> <ul style="list-style-type: none">•••••
<p style="text-align: center;"><u>OPPORTUNITIES</u></p> <ul style="list-style-type: none">•••••	<p style="text-align: center;"><u>THREATS</u></p> <ul style="list-style-type: none">•••••

Honors Level Enhancement Projects (continued)

Rubric: SWOT Analysis

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

Honors Level Enhancement Projects (continued)

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 Environment Scans?
2. Why an Environment Scan needs 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/>

Honors Level Enhancement Projects (continued)

4. Click on the PowerPoint SWOT Analysis icon below to learn about SWOT: (will open in a separate window).



Honors Project: Environmental Scan for Your Internship Provider

Requirement	Exemplary 8-10 Pts.	Solid 5-7 Pts.	Developing 2-4 Pts.	Needs Attention 0-1 Pts.
Summary of Technique use to Conduct Scan.	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.
Requirement	Exemplary 4 Pts.	Solid 3 Pts.	Developing 2 Pts.	Needs Attention 0-1 Pts.
Identification of important factors that may affect the company.	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
Requirement	Exemplary 8-10 Pts.	Solid 5-7 Pts.	Developing 2-4 Pts.	Needs Attention 0-1 Pts.
Analysis of why the above factors are important to the company.	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.
Requirement	Exemplary 8-10 Pts.	Solid 5-7 Pts.	Developing 2-4 Pts.	Needs Attention 0-1 Pts.
Your recommendation of how the company can utilize the identified factors.	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.
Requirement	Properly Cited 5 Pts.	Incorrect Citation Format. 3 Pts.	Sources Listed but no Citation 2 Pts.	No Citation 0 Pts.
Research is properly cited.				

Honors Level Enhancement Projects (continued)

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. Questions must be answered in complete sentences. (You are answering these as employees, not students.)
 - 1) Does your site have a written policy manual?
 - 2) Do the employees have to keep some type of **Time Card**? Electronically or on paper.
 - 3) Do employees have to log in/out in and for meals?
 - 4) What is the sites employee's **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 sites **drug policy**?

2. Final product:

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

Rubric: Policy Manual

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

INTERNSHIP COMPOSITE TIMESHEET

STUDENT NAME _____ COMPANY/ORGANIZATION NAME _____

TOTAL HOURS:

Date _____

Date _____

WCPSS School to Career Internship Program

INTERNSHIP SITE VISIT CHECKLIST – conducted by the Internship Coordinator

Student Intern _____

Internship Location _____

Internship Site Visit Date & Time _____

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

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

WCPSS School to Career Internship Program

STUDENT INTERNSHIP SELF-EVALUATION

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

1. Student Name: _____

2. Where did you complete your internship?

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

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

Excellent: ☐ _____ Good: ☐ _____ Poor: ☐ _____

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

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

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

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

Comments:

What have you learned or what areas have furthered your development as a result of your internship? Evaluate your experiences and check the appropriate response for each question.

<u>Have You Gained:</u>	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
1. Realistic attitudes toward other people such as elderly, handicapped, government official, professional, 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 consequences of your actions?	_____	_____	_____
8. Knowledge of community organizations?	_____	_____	_____
9. Responsibility for your 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
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WCPSS School to Career Internship Program

BUSINESS/INDUSTRY/ORGANIZATION SUPERVISOR'S EVALUATION OF INTERN

Intern's name: _____

Number of hours worked: _____ Organization: _____

Supervisor Name & Title: _____

Brief description of intern's experiences: _____

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

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

Please evaluate overall performance:

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

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

What are the student's major professional development needs?

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

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

Comments:

Supervisor's Signature _____ Date _____

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

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

Please check one box below:

☐

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

☐

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

Please fax or email this form (both sides) to the attention of Mrs. Dawn Tyson at (919) 570-5650 or mail it to:

Wake Forest High School

Attn: Internship Coordinator

1150 Forestville Road

Wake Forest, NC 27587

Email: dTyson@wcpss.net

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

For questions, 919-570-5600 Ext. 20654

WCPSS School to Career Internship Program

Summary Project

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

The Presentation must include the following:

- Picture of student on the job and student's name
- Picture of facility and the name of the organization
- Description of the organization and what the organization does
- What you gain from this experience
- Picture of supervisor and/or others who were influential in the experience
- List of duties, responsibilities, and specific skills required which could be organized as "As a day in the life of ...at work"
- Relationship of internship experience to student's classes at school (in other words, what did the student discover while working that relates to what he/she learned from classes-technical or soft skills)
- Include examples of work if possible
- How the internship affects future plans after high school
- Minimum of 7 slides
- The slides should be developed with bullet items, not paragraphs
- The student should present without reading the slides word-for-word
- The student should speak in a clear manner so all can hear and understand (not using slang, speaking in a professional manner)
- There should be no grammatical errors in the presentation
- Students should wear business casual attire when giving their final presentation

Other suggested topics can include:

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

WCPSS INTERNSHIP RUBRIC AND GRADING POLICY

Student Name: _____

Requirements	Excellent 90-100	Above Average 89-80	Average 79-70	Below Average < 70
Administrative – 15% non-honors or honors Timely completion and turn in of: <ol style="list-style-type: none"> 1. Signed Internship Agreement & Learning objectives (1) 2. Signed Checklist of Internship Assignments (1) 3. Time sheet(s) (5) 4. Setting up a date and participating in CDC's visit of the intern site (2) 5. Communicates professionally throughout the entire internship process including being proactive in setting up three periodic check-ins with CDC (4) 6. Student evaluation (1) 7. Sends copy of thank you note to CDC (1) 				
Journal – 20% non-honors /15% honors <ul style="list-style-type: none"> • Start journal at the beginning of the internship • Complete one journal entry every 5 – 10 hours of work with one final entry for a total of 10 entries. • Use the format provided in the Journal Requirements document • All Journal entries must be typewritten <p>The journal format should be followed with emphasis on reflection. Please follow these guidelines in your blog/journal entries below:</p> <ul style="list-style-type: none"> • Only use first names • Do not include any personal information such as email addresses, phone numbers, addresses, etc. • Follow all school guidelines • Follow any guidelines provided by your supervisor <p>Required Journal Entries:</p> <ol style="list-style-type: none"> 1) Define the purpose of the business/organization – what they do, structure, who are their customers, etc. What is your job description – what will you be doing, who will you work with, where do you fit in, etc.? 2) Describe the work atmosphere. How are decisions made, is it cooperative or competitive, what is the dress code and work ethic of the organization? 3) How have your classroom experiences prepared you for the internship? What do you wish you had learned prior to the internship? 4) How is the internship meeting or not meeting your expectations/objectives and why? Do you have control of this? Explain. 5) What do you feel is your main contribution to your internship site? What have you done at your internship that makes you proud? Why? 6) How have your duties changed since you first started? Have you been given more responsibility? 7) How has this experience affected or changed your career/college plans? 8) What have you learned about yourself and what you want in a career? 9) What major problems or frustrations have you experienced or observed in your work? How did you handle it? 				

10) Write a final reflection of the entire internship experience.				
Classroom/Panel Final Presentation – 30% non-honors /25% honors Final Presentation Requirements Each student must complete a final presentation in lieu of a final exam. Presentation must include: <ul style="list-style-type: none"> • A picture of student on the job and student's name • A picture of facility and the name of the organization • A description of what the company does • A picture of supervisor and/or others who were influential in the experience • A description of experience gained through internship • A list of duties, responsibilities, and specific skills required which could be organized as "As a day in the life of ...at work" • Describe the relationship of internship experience to student's classes at school (in other words, what did the student discover while working that relates to what he/she learned from classes-technical or soft skills) • Include examples of work on the job, if possible • Describe how the internship affects future career plans • Minimum of 7 slides • The slides should be developed with bullet items, not paragraphs • The student should present without reading the slides word-for-word • The student should speak in a clear manner so all can hear and understand (not using slang, speaking in a professional manner) • There should be no grammatical errors in the presentation • Students should wear business casual attire when giving their final presentation • Failure to present this to a class or panel will result in a deduction of 50% of the grade for the presentation section. 				
Internship Supervisor's Evaluation – 30% for both non-honors and honors interns <ul style="list-style-type: none"> • See the Internship Supervisor's Evaluation form for details 				
Honors Level Enhancement – 0% non-honors /15% honors interns <ul style="list-style-type: none"> • 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