

Career and Academic Connections

A Division of  OKLAHOMA
CareerTech

GUIDE FOR Internships

WORK-BASED LEARNING TOOLKIT

*This Guide is
Recommended
for Grades:*





TABLE OF CONTENTS

Developing Internships

Introduction & Overview.....	3
Workplace Checklist for Internship Development.....	4
Student Checklist for Internship Development.....	5
Teacher Checklist for Internship Development	6
Who & How Participate in Internships.....	7
Before the Internship.....	8-9
During the Internship.....	10-11
After the Internship	12
Tools.....	13-69
Fact Sheets	70-72
Resources.....	73-79



INTRODUCTION & OVERVIEW

for Developing Internships

Introduction

This guide is a step-by-step guide to developing high-quality internships that work for the student, the workplace partner and the teacher.

Internship Overview

An internship is a highly structured, time-limited career preparation activity in which students are placed at a workplace for a defined period of time to participate in and observe work firsthand within a given industry. Unlike work experience, internships often allow students to rotate through a number of departments and job functions. Internships may be paid or unpaid, depending on whether the student is performing productive work for the employer.¹ They are designed to give students hands-on experience, providing them with a deeper understanding of the occupation and industry.

Internships are designed to promote the following:

- Exploration of a field of interest;
- Exposure to careers and jobs;
- Building occupational knowledge; and
- Building technical skills.

Internships are intended to enhance workplace knowledge and workplace awareness. They help build the skills required for specific occupations by exposing students to all aspects of the industry² and the multiple career options available at a workplace. 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.

All internships should include structured activity before, during and after the program. These activities help ensure that all involved parties have meaningful, productive experiences that result in enriched student learning. Proper planning and preparation, attention to legal and safety details, maximization of learning potential and communication and support for the student and worksite supervisor will help ensure success.

¹See the Laws Pertaining to the *Employment of Students Fact Sheet* for more detailed information.

²The School-to-Work Opportunities Act of 1994 defines all aspects of an industry as “all aspects of the industry or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues, and environmental issues, related to such industry or industry sector.” See the tools section for a detailed list of the aspects.



WORKPLACE CHECKLIST

for Internship Development

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this guide.

Before the Internship

- Indicate interest in having an intern by going to Connect 2 Business <http://okcg-ctb.kuder.com>.
- Interview and select the student to intern.
- Determine who will be the person working most closely with the student and the teacher.
- Inform staff that a student intern will be at the workplace.
- Distribute the **Internship Contract** to the appropriate staff so they know the terms of the internship.
- Provide workplace orientation for student intern.
- Review informational packet provided to you by the teacher.
- Consider opportunities for the student to develop workplace competencies.

During the First Three Weeks of the Internship

- Working with the student, develop Internship objectives.
- Be on the lookout for opportunities at the workplace that will support the student's academic and workplace skill development.
- Meet with teacher and student intern to finalize the Internship Learning plan and communication strategy.

During the Internship

- Communicate successes and opportunities for improvement at the workplace that the teacher can use to enhance the value of the classroom connections.
- Assist student in working toward learning objectives.
- When student masters or completes an objective, help him or her to craft another.

After the Internship

- Meet with teacher and student to complete final evaluation of the student.
- Make the connection to the student's ICAP next steps.
- Complete program evaluation and send to district office to support continuous improvement efforts.



STUDENT CHECKLIST

for Internship Development

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this guide.

Before the Internship

- Apply for internship program.
- If you need help finding an internship after looking on **Connect 2 Business**, let your teacher know.
- Let teacher know when you have secured an intern placement.
- Get **Internship Permission** form signed.
- Turn in signed **Internship Permission** form.
- Provide contact information to your worksite supervisor and your teacher.
- Attend workplace orientation and interview your worksite supervisor.
- Based on your interview, begin to draft learning objectives with the help of your teacher.

During the Internship

- Develop learning objectives and discuss them with your worksite supervisor.
- Meet with your teacher and worksite supervisor to finalize the work-based learning plan.

During the First Three Weeks of the Internship

- Participate in ongoing reflection activities and skill building classroom assignments.
- Reflect on the connection between what is learned at school and at the workplace.
- Work toward learning objectives.
- When you have mastered an objective, create a new one.

After the Internship

- Complete self-evaluation and reflection activities
- Meet with your worksite supervisor and teacher to discuss your ICAP next steps.
- Complete and send a thank-you letter to your worksite supervisor.
- Using your **OKCG My Job Search Tools**, update your resume based on new skills and experienced gained.



TEACHER CHECKLIST

for Internship Development

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this guide.

Before the Internship

- Identify interested and qualified students.
- Review the **Internship Fact Sheet** and individual **Program Fact Sheets** for specific information regarding the type of internships your students will participate in.
- Identify interested and qualified students.
- Secure placement for students; if needed use **OKCG Connect 2 Business**.
- Coordinate and implement orientation activities for students.
- Distribute **Internship Permission Forms** and **Internship Contracts**.
- Collect signed **Internship Permission Forms**.
- Prepare students to write learning objectives with worksite supervisors.
- Meet with students to clarify grading standards using the **Internship Grading Rubric**.
- Determine a communication strategy for the experience.

During the First Three Weeks of the Internship

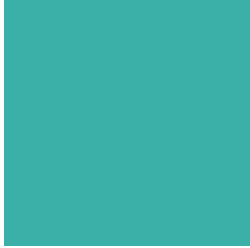
- Prepare students to be safety and health conscious.
- Support students' development of their learning objectives through class activity.
- Meet with students and worksite supervisors at their workplaces and observe workplace activities.
- Finalize work-based learning plans, confirm your communication strategy and make appointments for future visits.

During the Internship

- Support students in working toward workplace learning objectives.
- Coordinate and implement concurrent learning activities at school.
- Maintain ongoing communication with workplace partner and/or worksite supervisor. Review the **Teacher Tip Sheet** for suggestions.
- Communicate with the worksite supervisor and monitor workplace activities according to schedule.

After the Internship

- Meet with the worksite supervisor and student to analyze the experience and complete the student evaluation.
- Incorporate discussion of the student's ICAP next steps.
- Meet with students to discuss the **Internship Grading Rubric** and students' overall grades.
- Provide classroom experiences that help students make the connection between this internship and their next steps.
- Have the students document and record the experience in **OKCG My Job Search Tools**.



WHO & HOW

Participate in Internships

Which Students Participate in Internships?

Internships are typically offered to students in both academic and CTE classes who are going into their junior or senior years of high school. Students are best prepared to intern after they have engaged in the full continuum of WBL activities (e.g., guest speakers, workplace tours, career fairs, informational interviews and job shadows). Usually, student interns are expected to have had some form of workplace experience (e.g., part-time/summer jobs or job shadows). Other eligibility criteria options are discussed elsewhere in this guide.

How Are Internships Structured?

Internships are usually planned for the summer, but it is possible to structure them as after-school or weekend jobs during the school year. This guide assumes the internships will take place in the summer; if a school-year design is selected, the same implementation steps would apply, although perhaps with different timing. For summer internships, districts or schools will need to ensure that adequate school-based supervision (by a teacher, counselor or other professional) is provided and included in the budget.

The length of an internship can vary. Decisions about the number of hours required for an internship and whether internships are paid and/or credit-bearing are made at the local level. In planning for internships, the WBL coordinator will want to research state or district policies that may link the possibility of earning credit to completion of a minimum number of hours in the workplace. Internships should be complemented by structured student reflections before, during and after the internship in order to connect a student's learning in the workplace with his or her academic work.¹

Ideally, internship programs are large enough to offer internship opportunities to most juniors and seniors in a district or school. Where this is the case, most of the coordination is done at the school level by teachers, counselors and/or career advisers, although employer recruitment may be led by the WBL coordinator. School-based staff members need to assume more significant roles than for other WBL activities because internships should be integrated with school curricula. Significant school-based pre-internship preparation, support during internships and post-internship reflection activities are all required for successful internships. In larger cities and districts, WBL coordinators from multiple schools and agencies that serve out-of-school youth may need to plan collaboratively to limit the possibility of multiple requests to the same employers.

¹In some locations, cooperative education programs that include work experience as part of a credit-bearing class may be available to CTE students. If co-op programs are offered in a district or school, the WBL coordinator should investigate the policies for students earning wages and or/ credit and include CTE administrators in the planning for new internship opportunities.



BEFORE

the Internship

Review the **Internship Fact Sheet** and individual **Program Fact Sheets** for specific information regarding the types of internships in which your students will be participating.

Identify interested and qualified students.

Internships are most successful when students are motivated to participate and prepared to learn. Have a plan for how you will recruit students who want to take part in meaningful work-based learning experiences. Ask students to apply for the opportunity your class or program offers. This application process lets students know what you expect from them and what they can expect from the program.

Secure placements for students.

In many on-the-job training programs, students already have paid placements. This can work especially well for internships when the workplace partner and worksite supervisor are willing to participate in the program. **The Difference Between Jobs and Internships Tool** can help employers understand how to make the transition with their current student employees.

Distribute the work-based learning permission forms and work-based learning contracts.

When students participate in learning opportunities outside the classroom, it is important to ensure that the expectations of all parties are clear and agreed upon. The **Internship Permission Form** and the agreement to roles and responsibilities outlined in the **Internship Contract** clarify up front what is expected of all partners. Sign documents yourself and distribute the documents to students, parents/guardians and workplace partners.

Coordinate and implement orientation activities for students.

Students benefit more from work-based learning when they have spent some time assessing their own skills and needs. During the classroom orientation you can help students with this process and teach them how to develop learning objectives and draft their **Internship Plans**. At this point students should demonstrate that they are prepared to enter the workplace understanding appropriate dress, timeliness and communication strategies. The classroom orientation is also a good time to introduce safety standards and child labor laws.

Meet with students to clarify grading standards using the internship grading rubric.

Setting the evaluation parameters with students ahead of time gives them the information they need to plan for their own success. Spend some time discussing the grading structure within the internship program. The **Internship Grading Rubric** allows you to set priorities for evaluation so students understand how their work will be measured and reflected in their grades. It is not necessary that the components be weighted exactly the same for all students. This rubric, and the process of discussing with each student his/her own particular learning needs, allows for fair evaluation of students within the internship framework.

Determine a communication strategy for the experience.

Communication between all partners is critical for success. Sharing email addresses, fax numbers and phone numbers as early as possible is important. In addition, it is helpful to have a conversation about the best times to contact each other. Ideally, the student, teacher and worksite supervisor should feel comfortable contacting one another whenever the need arises.

Make sure everyone understands who the key contact person at the workplace will be and who will monitor student progress. Communicate the number and type of visits the worksite supervisor can expect. Arrange for the initial face-to-face appointment to occur with both the student and the worksite supervisor. Sometimes it is difficult to arrange appointments with both the worksite supervisor and the student at the same time, but it is very important that you make every attempt to do so. These meetings are not just about monitoring and compliance, but can be rich opportunities for assuring the success of the experience for all parties.

After you have secured placements, students should contact their worksite supervisors to set up an appointment for their workplace orientations. At these orientations, students will also discuss their learning objectives with their worksite supervisors.



BEFORE *(continued)*

the Internship

Collect the signed work-based learning permission forms and work-based learning contracts from enrolled students. Keep these in your files until the end of the semester.

These documents are important to have on hand as they are the legal supports for having students' participate in off-campus learning opportunities. At the end of the semester, send the documents to the career and technology education office to be filed with the students' **Internship Plans** and **Evaluations**.

Tools

- All Aspects of an Industry
- Confirm Your Interview
- The Difference Between Jobs and Internships
- Frequently Asked Questions about Student Internships
- Internship Application
- Internship Grading Rubric
- Pre-Internship Worksite Supervisor Interview
- Student Learning Objectives Worksheet
- Student Pre-Internship Worksheet
- Internship Contract
- Internship Plan and Evaluation
- Internship Permission Form
- Workplace Partner Guide to Successful Internships
- Workplace Partner Internship Cover Letter
- Workplace Safety Curricula
- Workplace Skill for Students
- Seven Simple Guidelines

Fact Sheets

- Internship

Resources

- OKCareerGuide.org



DURING

the Internship

Prepare students to write learning objectives with their supervisors.

Students will meet with their worksite supervisors for a workplace orientation and to refine learning objectives. Make sure both the students and supervisors understand the purpose of the meeting and are prepared to complete the plan.

Prepare students to be safety and health conscious.

Issues of health and safety are crucial in the workplace, whether students are visiting for a short period (as in a workplace tour or job shadow) or spending time over several weeks or months. Students should be provided with appropriate safety gear and equipment during their internship. The **B-Safe Safety Checklist** provides workplace partners with a guide to safety issues that need to be kept in mind when they have student interns.

While workplace-specific safety and health training provided by the school and employer are critical, students should also have the opportunity to develop and practice general safety and health skills that they will carry with them from job to job. Students can be trained to monitor safety and health issues for both their workplace partners and themselves, providing an additional skill set for future employment. These skills include recognizing hazards in any workplace, understanding how hazards can be controlled, knowing about their rights to a safe workplace and communicating effectively when problems arise at work. Teachers should prepare students to ask their supervisor questions about safety.

Sample questions for a student to ask a supervisor.

- Are there any potential hazards in the workplace I should be aware of?
- What are my safety and health responsibilities?
- Will I need to use any safety equipment, and if I do, when will I receive training about its use?

- Is there someone I should talk to if I have a safety and health question?
- What do I do if I see something I think is dangerous?
- What do I do if I get hurt at work?

Support students' refinement of their learning objectives through class activity.

After students have written their learning objectives and reviewed them with their worksite supervisors, it is a good idea to have a final class activity to refine the learning objectives prior to completion of the **Internship Plan**. The first time a student or a worksite supervisor develops learning objectives can be challenging. Classroom support through activities such as peer editing, role-playing and discussion can help build confidence and competence for students.

Meet with the student and worksite supervisor at the workplace.

Try to arrange to meet face-to-face with both student and worksite supervisor to finalize the work-based learning plan, confirm a communication schedule and make appointments for future visits. You can give the worksite supervisor a packet of additional support materials such as frequently asked questions about student internships and the B-Safe safety checklist. This visit is also an excellent time to observe workplace activities and support the worksite supervisor in developing learning-rich experiences for the student. Take advantage of your visit to the workplace to become familiar with the particular strengths and challenges of the placement. As you lead classroom discussions and communicate with the student interns on an on-going basis, your ability to cite examples from actual placements will make the content of the classwork more meaningful to the students.



DURING *(continued)*

the Internship

Coordinate and implement concurrent learning activities at school.

The classroom component of work-based learning continues to be important throughout the experience. Ongoing reflection activities, career exploration and development of workplace skills provide the school-based support to work-based learning.

Maintain communication with workplace partner and/or worksite supervisor.

Worksite supervisors are our partners in education; they do more than just supervise young employees. It is important to provide them with the support and encouragement they need. Let supervisors know about the classroom activities students are engaged in that can support their learning at the workplace. Keep them informed of the academic concepts students are working with at school so that workplace opportunities can reinforce student learning. There are several activities and supportive materials included in this toolkit for you to draw from and share with your workplace partners.

Communicate with worksite supervisor and monitor workplace activities according to schedule.

If you have scheduled several workplace meetings at the beginning of the internship, make sure you keep them. Call the supervisor several days ahead of your visit to confirm that both the supervisor and the student will be available to meet. Focus on the **Internship Plan** as a reference point when you visit and give the student an opportunity to talk about both intended and unplanned learning that has occurred.

Tools

- All Aspects Investigative Interview
- All Aspects of an Industry
- All Aspects Problem-Based Learning Activities
- B-Safe Safety Checklist
- The Difference Between Jobs and Internships
- Informational Interview
- Internship Journal
- Internship Orientation Checklist
- Portfolio Rubric
- SCANS Skills Assessment
- SCANS Skills Assessment: Classroom Activity
- Student Learning Objectives Worksheet
- Teacher Notes and Evaluation Worksheet
- Teacher Tip Sheet
- Internship Plan and Evaluation Sample
- Internship Plan and Evaluation
- Workplace Partner Guide to Successful Internships
- Workplace Safety Curricula

Fact Sheets

- Laws Pertaining to Employment of Students

Resources

- OKCareerGuide.org



AFTER the Internship

Meet with the workplace partner and student to analyze the experience and complete the evaluation.

A final meeting with the student and worksite supervisor will create a space for learning-rich reflection in which each person can benefit from hearing how the experience was for others. Have both the worksite supervisor and the student complete the **Internship Program Evaluation** so that you can evaluate how to modify the structure or timeline in the future. It will also be valuable to incorporate the student's next step into the discussion, asking students to reflect on how this experience has shaped their future goals and influenced their perspective.

Meet with students to discuss the internship grading rubric and the students' overall grades in the course.

Review the **Internship Grading Rubric** you discussed with students at the beginning of the semester and discuss how the student has been graded. Use this time to encourage further examination of the students' experiences, asking about connections to academics and future career goals. Have students complete the **Internship Program Evaluation** to get feedback on the entire program. Discuss suggestions for future internship opportunities with students.

Provide classroom experiences that help students make the connection between this internship and their next steps.

Reflection activities help students make the most of their experiences. Using **OKCareerGuide.org**, guide students in recrafting their resumes and writing about their career plans and the next steps they need to take to keep moving on their own career paths.

Document and record the experience.

Issue a document or certificate to students who successfully complete internships. This documentation validates the experience and can be included in student portfolios. Have them record their experiences in **OKCareerGuide.org** by uploading certificates into **My Documents** and updating **My Goals** and **My Ed Plans**.

Tools

- Internship Grading Rubric
- Teacher Notes and Evaluation Worksheet
- Internship Program Evaluation



TABLE OF CONTENTS

Tools

Workplace Checklist for Internship.....14

Student Checklist for Internship15

Teacher Checklist for Internship.....16

All Aspects of an Industry 17-20

All Aspects of an Industry Internships Planning Form 21-22

All Aspects Problem-Based Learning Activities 23-31

B-Safe Safety Checklist32

Confirm Your Interview33

The Difference Between Jobs and Internships.....34

Frequently Asked Questions About Student Internships35

Internship Informational Interview..... 36-37

Internship Application.....38-40

Internship Grading Rubric41

SCANS Skill Assessment.....42-45

SCANS Skill Assessment: Classroom Activity46

Internship Journal.....47-48

Internship Orientation Checklist.....49

Student Internship Learning Objectives.....50

Portfolio Rubric..... 51-52

Pre-Internship Worksite Supervisor Interview.....53

Seven Simple Guidelines.....54

Internship Contract.....55

Teacher Notes and Evaluation Worksheet.....56

Teacher Tip Sheet57

Internship Parent Permission Form.....58

Internship Learning Plan and Evaluation59-61

Student Pre Internship Worksheet62

Workplace Skills for Students63

Internship Learning Plan and Evaluation (*Sample*).....64-65

Workplace Skills for Students (*Sample*)66

Internship Program Evaluation.....67

Workplace Partner Internship Cover Letter (*Sample*)68

Workplace Safety Curricula69

Personalization of Tools Instructions

The tools are designed so that your school or organization can insert your logo and contact information into the header and footer. The tools themselves are fillable forms that are separate documents that can be uploaded to other sources to be filled out by students and workplace partners.



TOOLS

Workplace Checklist for Internship

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this guide.

Before the Internship

- Indicate interest in having an intern by going to Connect 2 Business <http://okcg-ctb.kuder.com>.
- Interview and select the student to intern.
- Determine who will be the person working most closely with the student and the teacher.
- Inform staff that a student intern will be at the workplace.
- Distribute the **Internship Contract** to the appropriate staff so they know the terms of the internship.
- Provide workplace orientation for student intern.
- Review informational packet provided to you by the teacher.
- Consider opportunities for the student to develop workplace competencies.

During the First Three Weeks of the Internship

- Working with the student, develop work-based learning objectives.
- Be on the lookout for opportunities at the workplace that will support the student's academic and workplace skill development.
- Meet with teacher and student intern to finalize the **Internship Learning plan** and communication strategy.

During the Internship

- Communicate successes and opportunities for improvement at the workplace that the teacher can use to enhance the value of the classroom connections.
- Assist student in working toward learning objectives.
- When student masters or completes an objective, help him or her to craft another.

After the Internship

- Meet with teacher and student to complete final evaluation of the student.
- Make the connection to the student's ICAP next steps.
- Complete program evaluation and send to district office to support continuous improvement efforts.



TOOLS

Student Checklist for Internship

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this guide.

Before the Internship

- Apply for internship program.
- If you need help finding an internship after looking on **Connect 2 Business**, let your teacher know.
- Let teacher know when you have secured an intern placement.
- Get **Internship Permission** form signed.
- Turn in signed **Internship Permission** form.
- Provide contact information to your worksite supervisor and your teacher.
- Attend workplace orientation and interview your worksite supervisor.
- Based on your interview, begin to draft learning objectives with the help of your teacher.

During the Internship

- Develop learning objectives and discuss them with your worksite supervisor.
- Meet with your teacher and worksite supervisor to finalize the work-based learning plan.

During the First Three Weeks of the Internship

- Participate in ongoing reflection activities and skill building classroom assignments.
- Reflect on the connection between what is learned at school and at the workplace.
- Work toward learning objectives.
- When you have mastered an objective, create a new one.

After the Internship

- Complete self-evaluation and reflection activities.
- Meet with your worksite supervisor and teacher to discuss your ICAP next steps.
- Complete and send a thank-you letter to your worksite supervisor.
- Using your **OKCG My Job Search Tools**, update your resume based on new skills and experienced gained.



TOOLS

Teacher Checklist for Internship

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this guide.

Before the Internship

- Identify interested and qualified students.
- Review the Internship Fact Sheet and individual Program Fact Sheets for specific information regarding the type of internships your students will participate in.
- Identify interested and qualified students.
- Secure placement for students; if needed use **OKCG Connect 2 Business**.
- Coordinate and implement orientation activities for students.
- Distribute **Internship Permission Forms** and **Internship Contracts**.
- Collect signed **Internship Permission Forms**.
- Prepare students to write learning objectives with worksite supervisors.
- Meet with students to clarify grading standards using the **Internship Grading Rubric**.
- Determine a communication strategy for the experience.

During the First Three Weeks of the Internship

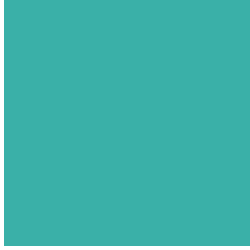
- Prepare students to be safety and health conscious.
- Support students' development of their learning objectives through class activity.
- Meet with students and worksite supervisors at their workplaces and observe workplace activities.
- Finalize work-based learning plans, confirm your communication strategy and make appointments for future visits.

During the Internship

- Support students in working toward workplace learning objectives.
- Coordinate and implement concurrent learning activities at school.
- Maintain ongoing communication with workplace partner and/or worksite supervisor. Review the **Teacher Tip Sheet** for suggestions.
- Communicate with the worksite supervisor and monitor workplace activities according to schedule.

After the Internship

- Meet with the worksite supervisor and student to analyze the experience and complete the student evaluation.
- Incorporate discussion of the student's ICAP next steps.
- Meet with students to discuss the **Internship Grading Rubric** and students' overall grades.
- Provide classroom experiences that help students make the connection between this internship and their next steps.
- Have the students document and record the experience in **OKCG My Job Search Tools**.



TOOLS

All Aspects of an Industry

All Aspects of an Industry identifies nine aspects that are common to any enterprise. Students should gain experience and understanding of the associated concepts and skills to be successful. Students can research these aspects by conducting interviews at the workplace.

Planning:

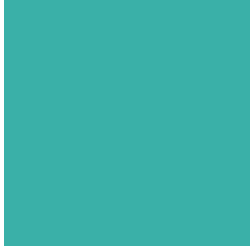
- Does the organization have a strategic plan (long- or short-term)?
- Who leads the planning process?
- What should an organization consider when planning to sell its service or product?

Management:

- Does the organization have a mission statement? If so, why?
- What is the management structure of the organization?
- How does the organization form departments and why?

Finance:

- How does the organization acquire capital (money) to operate?
- Why is accounting important to an organization?
- How do paycheck deductions affect an employee?



TOOLS *(continued)*

All Aspects of an Industry

Technical and Production Skills:

- What basic skills are needed (reading, writing, speaking, listening, science and math)?
- Is a person expected to be a team member?
- Does a person need to be able to manage time effectively? Why?

Underlying Principles of Technology:

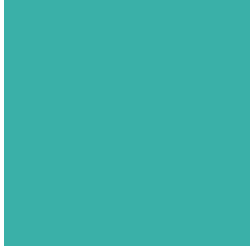
- What technology is used in the workplace?
- Do people have to continuously upgrade their job skills? Who pays for additional training?
- Does the organization require cross-training?

Labor Issues:

- Are there written job descriptions? If so, why?
- Is this an organized labor organization?
- Is cultural sensitivity important in the workplace?

Community Issues:

- Does the organization participate in community projects?
- How does the organization maintain a good public image?



TOOLS *(continued)*

All Aspects of an Industry

Health, Safety and Environment:

- Are there federal regulations that apply to this organization?
- Are there job-specific health threats?
- Is there basic safety training?

Personal Work Habits:

- Is quality of work emphasized?
- What are the expectations regarding attitude, appearance and fitness?
- Is all work valued in this organization?

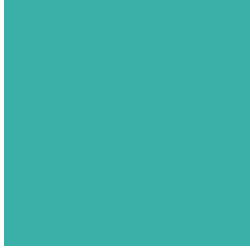


TOOLS

All Aspects of an Industry

This tool identifies nine aspects that are common to any enterprise. Students should gain experience and understanding of the associated concepts and skills to be successful.

1. **Planning:** How an organization plans (including goals and objectives); type of ownership (public or private); relationship of the organization to economic, political and social contexts; assessment of needs.
 - a. Strategic planning
 - b. Goals/objectives
 - c. Assessment
2. **Management:** Structure and process for effectively accomplishing the goals and operations of the organization using facilities, staff, resources, equipment and materials.
 - a. Organizational structure
 - b. Corporate culture
 - c. Mission statement
3. **Finance:** Accounting and financial decision-making process, method of acquiring capital to operate, management of financial operations including payroll.
 - a. Capital acquisitions
 - b. Financial operations
4. **Technical and Production Skills:** Basic skills in math, communications, computer, time management and thinking; specific skills for production; interpersonal skills within the organization.
 - a. Basic academic skills
 - b. Team player skills
 - c. Specific production skills
5. **Underlying Principles of Technology:** Technological systems used in the workplace and their contributions to the product or service of the organization.
 - a. Technology in the workplace
 - b. Continued professional training
 - c. Community activities and issues
 - d. Organization's involvement in the community
 - e. Workplace safety
6. **Labor Issues:** Rights of employees and related issues; wages, benefits and working conditions.
 - a. Job descriptions
 - b. Employees' rights and responsibilities
 - c. Role of labor organizations
7. **Community Issues:** Impact of the company on the community, impact of the community on the organization.
 - a. Community activities and issues
 - b. Organization's involvement in the community
8. **Health, Safety and Environment:** Practices and laws affecting the employee, the surrounding community and the environment.
 - a. Regulatory issues
 - b. Workplace safety
9. **Personal Work Habits:** Nontechnical skills and characteristics expected in the workplace.
 - a. Positive attitude
 - b. Personal fitness and appearance
 - c. Readiness to work



TOOLS

All Aspects of an Industry Internships Planning Form

This document is intended to assist you in designing a learning-rich internship experience. Once you have thought about how you would like to structure the internship, what skills or projects the intern might focus on, and how those skills and projects are connected to **All Aspects of an Industry** or **OKCareerGuide.org Assessment Results**, you will review the student’s learning objectives and the teacher will meet with you to finalize them. The teacher will set up a schedule to visit you and the student at the workplace early in the internship experience.

Consider how the student will complete projects or learn job skills that are connected to the following aspects of industry. The **All Aspects of an Industry Tool** identifies nine aspects that are common to every enterprise. Learners should gain experience and understanding of the associated concepts and skills to be successful. Jot down some ideas about how the student can learn about these aspects.

1. **Planning:** How an organization plans (including goals and objectives); type of ownership (public or private) relationship of the organization to economic, political and social contexts; assessment of needs.

Ideas:

2. **Management:** Structure and process for effectively accomplishing the goals and operations of the organization using facilities, staff, resources, equipment and materials.

Ideas:

3. **Finance:** Accounting and financial decision-making process, method of acquiring capital to operate, management of financial operations including payroll.

Ideas:

4. **Technical and Production Skills:** Basic skills in math, communications, computer, time management and thinking; specific skills for production; interpersonal skills within the organization.

Ideas:



TOOLS *(continued)*

All Aspects of an Industry Internships Planning Form

5. **Underlying Principles of Technology:** Technological systems being used in the workplace and their contributions to the product or service of the organization.

Ideas:

6. **Labor Issues:** Rights of employees and related issues; wages, benefits and working conditions.

Ideas:

7. **Community Issues:** Impact of the company on the community, impact of the community on the organization.

Ideas:

8. **Health, Safety and Environment:** Practices and laws affecting the employee, the surrounding community and the environment.

Ideas:

9. **Personal Work Habits:** Nontechnical skills and characteristics expected in the workplace.

Ideas:



TOOLS

All Aspects Problem-Based Learning Activities¹

Problem-Based Situations Relating to the Aspect of **Planning**

1. You are planning to open a small business (an auto repair shop, for example). Although you have saved some of your own money for this enterprise, you need additional funds to buy up-to-date equipment (such as diagnostic machines). Prepare a business plan that will convince the bank that you are a good business risk and that it should lend you the money. (Students could use this activity for any business or career path.)
2. As the manager of your department, you are aware of the various difficulties that your department faces when 25 more computers and 10 laser printers are added to the existing laboratory of 55 computers. You are in charge of locating a new area that has the proper amount of space, utilities, electrical outlets, ventilation and comfort. Develop a plan that sets up an ideal location for this laboratory. Design a floor plan for the department using drawings or use appropriate magazines and other sources to suggest a layout. (The instructor could include an assessment of needs with this assignment.)
3. As a graduate with a major in child care (or as a member of a team interested in establishing on-site child care for the company), you plan a child care center. Develop a business plan and find the necessary funding for the facility. You would like to open the center in three months. Contact the Small Business Administration (or appropriate agency) in your area to find out more about funding sources. Include a timeline in the business plan to achieve your goal.
4. Select a local business/organization (perhaps your school business partner) and arrange to meet with the director or manager to learn the goals and objectives for hiring staff. How many employees are required to run the organization? If the business /organization has more than one shift, how many supervisors are required? Arrange to attend a staff meeting and observe interactions between staff and managers. Note what issues are discussed and how conflicts are resolved.

¹Adapted from All Aspects of the Business/Organization: Connecting the Classroom and the Workplace, Instructional Materials Laboratory, Columbia, Missouri, 1998.



TOOLS *(continued)*

All Aspects Problem-Based Learning Activities¹

Problem-Based Situations Relating to the Aspect of **Management**

1. A large bank that is merging with a savings and loan bank has hired you. You have been asked to prepare a brochure about how the merger will affect customers' accounts. Design a pamphlet. Try to anticipate all the questions that nervous customers will pose.
2. You are the manager of a toy store. Your best-selling toy is sold out. It is near Christmas and many customers are demanding this popular item. Develop a strategy to both appease the customers and to obtain this toy.
3. You work for a chemical plant that has developed the reputation of being unresponsive to the community. You have been appointed to a team that is responsible for improving the company's public image. Develop a plan that will alleviate the community's concerns while costing the company no money. Include specific timelines and guidelines.
4. Select a local business/organization and gather information including the number of people working there, the number of hours the facility operates, the job classifications of employees, the qualifications for each job classification and the range of employee wages. (Students may revise or add to the data collected depending on the specific enterprise chosen.)

¹Adapted from All Aspects of the Business/Organization: Connecting the Classroom and the Workplace, Instructional Materials Laboratory, Columbia, Missouri, 1998.



TOOLS *(continued)*

All Aspects Problem-Based Learning Activities¹

Problem-Based Situations Relating to the Aspect of **Finance**

1. Many products sold in the United States are made in other parts of the world. Select 10 different items found in your home or community that were manufactured abroad. After identifying the country where each item was made, prepare a report indicating the type of government, the state of the economy and the quality of the educational system in that country. Indicate why these goods were imported rather than made in the United States. Tell how the global economy influences world trade. (This idea could be developed as a team assignment or class project.)
2. You have just graduated from high school and have found a great job. You must have a car, however, to get to work. Your friend has just purchased a foreign car and wants you to do the same. Your parents want you to buy an American car. You want to make a logical decision. Choose an American-made car and an imported car to compare. Investigate the advantages and disadvantages of the two cars including the costs of ownership (i.e., insurance, gas and registration, as well as the price of the car), safety, repair, maintenance and depreciation records, as well as gas mileage. Create a table in which you compare the two so that your friend and parents will know that you arrived at your decision logically.
3. Your class is studying finance. As an assignment, you must interview an officer in a local investment company to determine how the company gets data, the number of people in a market segment and those individuals' investment preferences. Determine the institution's overall marketing strategy. Before the interview develop at least 10 to 15 questions about how the company gathers data and how this data affects its advertising and products. (This could serve as a team assignment with various interview techniques used by students.)
4. Since you have come to the end of your three-month probationary period in the company for which you are working, you are required to make some decisions about payroll deductions. The following can be deducted from your paycheck: stock options, annuities, charitable deductions, deferred compensation, health insurance, life insurance, retirement savings, saving bonds and the typical deductions required by law. Investigate each of these deductions and decide which are important to you and why. Develop a plan to provide for your future.
5. Choose a local insurance agency and investigate how a claim is processed. Is the payment processed manually or online? How is the insured billed for a copayment or amount not covered by the policy? How many claims are processed by the insurance agency weekly, monthly or annually? How many different types of claims are processed by the agency? Process a mock insurance claim either manually or with a computer. Submit the form to the local insurance agent for feedback to make sure the form is completed correctly.

¹Adapted from All Aspects of the Business/Organization: Connecting the Classroom and the Workplace, Instructional Materials Laboratory, Columbia, Missouri, 1998.



TOOLS *(continued)*

All Aspects Problem-Based Learning Activities¹

Problem-Based Situations Relating to the Aspect of **Technical and Production Skills**

1. You employ 11 bakers in the bakery that you own and manage. You have just signed a contract with a major food chain to supply them with 5,000 holiday cakes over and above their regular order. These cakes will be delivered during the four weeks between Thanksgiving and Christmas. To fill this order, you need extra labor. The salary of each baker is \$8 an hour. When they work overtime, the bakers earn time-and-a-half. One person can bake 10 cakes per hour. Each cake retails at \$9.50 and uses \$4.50 worth of ingredients. Gas for the oven costs another \$8.25 per batch of 10 cakes. You need to decide whether you should hire additional employees or run overtime shifts. Make a plan for getting the labor that you need while maximizing your profits.
2. Your manufacturing company has just lost a major contract. You have more personnel and equipment than current orders require. The board of directors has mentioned downsizing and layoffs. You have been asked to find a way of saving jobs and increasing sales. Suggest a plan to save jobs.
3. Your class decides to prepare a unique cookbook, one that can be used to prepare a meal for a few people (such as a small group) or for as many as 90 people. Have each student bring a favorite recipe and create a cookbook with quarter, half, regular and double recipes. The class could select a format and collect all recipes to share with others.
4. Your team leader wants to expedite communication among all the sales personnel in your firm. He/she has given you the task of setting up a conference for the 30 national and 10 international sales representatives. Your team leader wishes to introduce all of them to new product lines. Design two conferences that are both time and cost-effective. Make a budget for each one.

¹Adapted from All Aspects of the Business/Organization: Connecting the Classroom and the Workplace, Instructional Materials Laboratory, Columbia, Missouri, 1998.



TOOLS *(continued)*

All Aspects Problem-Based Learning Activities¹

Problem-Based Situations Relating to the Aspect of **Principles of Technology**

1. The plant in which you are working is undergoing a radical change in procedure. Management is introducing progressive automation and new technology throughout the plant. You are one of the union representatives. The workers are nervous for a number of reasons. They do not know how to use the new technology, and they are afraid that machines will replace them. Create a plan to receive questions from the employees and to communicate management's answers to these questions.
2. You are the team leader for designing a communication system that will meet the needs of your growing company for the next 10 years. To do this, you must investigate the applicable state and federal laws. You must also research the current and emerging technologies. Then you must develop a recommendation along with timelines and a cost analysis to present to the board of directors.
3. You work in the public relations department of your company. A recent study indicated that your company's advertisement in the yellow pages is inadequate. Customers seldom use it because it does not clearly specify what products or services your company provides. You are in charge of designing a new advertisement that will be used in the phone book and in several trade publications. Design one that is both attractive and clear. It should specify what products or services your company offers and be readable at a glance. Your report should include a written statement and a visual exhibition so that you can present it to the board of directors. (The instructor may provide information about products or services, or students may brainstorm to develop this information. This activity could include the development of a home page for the internet.)
4. You are a member of the quality control team in a medium-sized production plant. Production has been declining on a daily basis this month. Management wants to bring up production levels to meet and exceed those of last month. Production was recently interrupted for several days while new computer equipment was installed. Several employees have expressed concerns about increasing production while adapting to the new technology. Develop a plan to address the problems and to improve the production level.

¹Adapted from All Aspects of the Business/Organization: Connecting the Classroom and the Workplace, Instructional Materials Laboratory, Columbia, Missouri, 1998.



TOOLS *(continued)*

All Aspects Problem-Based Learning Activities¹

Problem-Based Situations Relating to the Aspect of **Labor Issues**

1. You are the manager of a local small business. You are pleased with your salary and benefits. You have a flexible schedule, health insurance and investment opportunities. You would like to advance in the company; however, you see no room for growth. You begin to consider investing in your own franchise. Research the pros and cons of opening your own franchise, comparing at least three different types. Develop a plan that will allow you to select the best franchise for your needs.
2. As an employee of the regional office of the U.S. Department of Labor, one of your duties is to increase apprenticeship programs between local industries or other businesses and local schools. To do this, you decide to develop a brochure that highlights the benefits of apprenticeship programs to the student, the industry or business and to the community itself.
3. A television production team from a major news station has been filming in your school. They are doing a series called "Learning and the 21st Century." You find their work particularly interesting. Your teacher asks you to identify the job titles and duties of all of the people involved in the production company and to create a plan to pursue a career in one of these areas.
4. Research an industry in your area and determine which unions are active. Note if there are any employees not covered by a union. Investigate the benefits and drawbacks of a union. Prepare for a class discussion or presentation to include such information as whether you get what you pay for as a union member and how unions have changed working conditions and wages through the years. Cite examples of these in your report.

¹Adapted from All Aspects of the Business/Organization: Connecting the Classroom and the Workplace, Instructional Materials Laboratory, Columbia, Missouri, 1998.



TOOLS *(continued)*

All Aspects Problem-Based Learning Activities¹

Problem-Based Situations Relating to the Aspect of **Community Issues**

1. You are a member of a community committee that is responding to the mayor's suggestion that a sports complex be constructed in your neighborhood. People in this neighborhood are very concerned that this sports complex will cause a lot of additional problems, including increased traffic, crime and noise. On the other hand, many neighbors see that this facility would have a positive economic effect. You have been elected to prepare a report listing alternative suggestions to help alleviate the fears of the community. You are to present this report at a community meeting next month.
2. You are a member of a community team that has been trying to increase the number of residents in the trade unions. To enter many trades, passing a state test is required. The computerized tests are offered at a regional center. Devise a plan to help more community residents take and pass these tests. Report on the economic impact to your community if more members were earning union wages.
3. Residents in your community have been greatly upset by the presence of an obnoxious odor that emanates from a small stream that runs through an empty lot. As a community service project, your class has offered to assist the community in finding the source of this problem and in alleviating it if possible. You are in charge of developing two plans: a short-range one with which you and other classmates can help and a long-range plan that can be implemented by the community. Present your plans to the principal, superintendent and school council.
4. Make arrangements to meet with the public relations or marketing manager of a local enterprise. Find out why the business/organization has a public relations department and what community activities it supports. Investigate how the enterprise affects the local area and how the neighborhood affects the business/organization. Ask the public relations or marketing manager to cite an example of a public relations issue.

¹Adapted from All Aspects of the Business/Organization: Connecting the Classroom and the Workplace, Instructional Materials Laboratory, Columbia, Missouri, 1998.



TOOLS *(continued)*

All Aspects Problem-Based Learning Activities¹

Problem-Based Situations Relating to the Aspect of **Health, Safety, and Environment**

1. You work the night shift at a local business. One evening when the nurse has left for the day, a member of your staff injures his/her hand. Neither a first aid kit nor emergency health instructions could be found. Upon hearing of this incident, your supervisor became very upset. He/she asks you and your coworkers to develop a set of instructions for medical emergencies. You will present this report to your department and to the company owners for final approval.
2. As an employee of your city, you are appointed to serve on the recycling promotion committee. The committee has decided to have an Earth Day Fair to promote conservation, particularly the recycling of paper, aluminum products and glass. Develop a plan for the fair that will incorporate education, fun and the importance of recycling. Include the local schools and community in your plan.
3. You work with the Environmental Protection Agency. There has been a toxic chemical spill in your area. Your supervisor asks you to find out if other hazardous spills have occurred in your state/region within the last two years. Your supervisor asks you to investigate the cause and the economic impact upon the state/region. You are to devise and present a plan that will help to avoid such incidents in the future.
4. Question the manager of a local business/organization to find out how the company handles and disposes of waste. Find out what precautions are taken to make the building and surrounding parking lots safe at night. Investigate what can happen when waste is disposed improperly: Where does it go, who handles the removal, how much does it cost? What environmental regulations exist to ensure a safe workplace?

¹Adapted from All Aspects of the Business/Organization: Connecting the Classroom and the Workplace, Instructional Materials Laboratory, Columbia, Missouri, 1998.



TOOLS *(continued)*

All Aspects Problem-Based Learning Activities¹

Problem-Based Situations Relating to the Aspect of **Personal Work Habits**

1. Many employees report late for work each day. This is true at all levels of the organization, including salaried, managerial and hourly workers. You are an employee in the human resources section of the company, and your manager has asked you to prepare a report that addresses this problem. She/he asked you to think of several ways to reduce the tardiness of employees. You must present your findings to groups of employees. Prepare a report including three or four ideas that might encourage employees to come to work on time.
2. You work in the office of a nationwide chain store. Your supervisor spends about half of the time in the office and half on the floor directly supervising operations. You enjoy your job, but when the manager is in the office you feel uncomfortable and have difficulty getting much work done. The supervisor constantly makes comments about your age, gender and/or ethnic background. What are your options? Research and discuss the laws that prohibit such behavior, the policy and grievance procedures that many organizations have to protect workers and solutions that could include constructive feedback, a technique that enables workers to deal with sensitive situations. Develop a strategy to deal with this and similar situations.
3. Simulate an American businessperson doing business in a foreign country. Develop solutions for solving a problem at work. Demonstrate acceptable and unacceptable behaviors, gift-giving situations and discrepancies in acceptable punctuality standards.
4. Personal work habits* is a component not found in the school-to-work legislation, but employers have stressed there is a critical need for employees to understand what is expected in the workplace and how important it is to be ready to work. Being ready to work includes the following:
 - a. Reliability, critical thinking and problem-solving.
 - b. Understanding personal accountability.
 - c. Being a team player and self-starter.
 - d. Appropriate appearance and fitness for the workplace.
 - e. Producing high-quality and effective work.
 - f. Showing respect for all work.
 - g. Displaying a positive attitude.

¹Adapted from All Aspects of the Business/Organization: Connecting the Classroom and the Workplace, Instructional Materials Laboratory, Columbia, Missouri, 1998.

*Adapted from: Close-up Foundation Online Quarterly: Reflection, March 8, 2000, and Project-Based Learning: A Strategy for Teaching and Learning, prepared by the Center for Youth Development and Education, January 1999.

TOOLS

B-Safe Safety Checklist

Thank you for working with _____ schools and providing a work-based learning opportunity for students. The safety of each student is extremely important. Please complete the safety checklist below and review safety procedures with each student.

	Yes	No	N/A
Housekeeping – Are work areas clean? Is trash removed at least daily? Is combustible trash in approved containers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Floors/Aisles – Are floor surfaces smooth? Are aisles clear of tripping hazards? Are minimum-width aisles maintained?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stairs/Ramps – Is sufficient lighting provided and functioning? Are handrails provided and properly secured? Are ramps and inclines provided with nonslip surfaces?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ladders – Are steps and rungs free of cracks or breaks? Are spreaders and hinges working properly? Are safety feet in use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Storage – Is the area sufficiently laid out? Do corners have unobstructed views? Are products piled in an orderly and stable manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Machines/Equipment – Are standard guards provided and used? Are machines and equipment in safe operating condition and maintained per manufacturer's recommendations? Are warning signs against unauthorized use secured to machines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Material Handling – Is material handling equipment provided and used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hand Tools – Are hand tools in safe condition, free of wear and well-maintained? Are the right tools being used for the job? For hand-held power tools, are hazard warning signs securely fixed to tools?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electrical – Are machines and power equipment properly grounded? Is a lockout system being used for maintenance of machines? Are extension cords free of cracks or breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lighting – Is sufficient lighting provided and functioning? Is emergency lighting provided, tested and functional?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Protective Equipment – Is PPE provided and used where needed? Is it maintained in good and sanitary condition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First Aid – Are individuals identified and trained to provide first aid? Are first aid facilities provided? Are first aid supplies properly stocked and clean? Are emergency response procedures posted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fire Extinguishers – Are types of extinguishers clearly marked and accessible? Are extinguishers in working order and with current service tags?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exits – Are exits identified, clearly marked and accessible? Are evacuation routes posted for employees to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boilers/Pressure Vessels – Are certificates of inspection (if required) current? Are safety devices regularly tested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employee Training – Are all employees trained in proper safety techniques? Are all employees trained in use of safety equipment? Are all employees trained in hazards or hazardous materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General – Is a file maintained on inspection reports of outside agencies? Are files documented and confirmed that recommendations of those agencies are completed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



TOOLS

Confirm Your Interview

Name	School
Duration of Internship (dates)	Hours of Internship
Type of Internship	
Name of Business/Organization	
Type of Business	
Phone ()	Email
Address	
Name of Internship Site Supervisor	
Title of Internship Site Supervisor	

- Congratulations! You have a placement interview for the above internship. The person listed above has agreed to interview you for your placement.

Your interview is scheduled for _____ at _____ a.m./p.m.
(Date) (Time)

OR

- Your supervisor is expecting a call from you to schedule an interview and to confirm details.
- Call, and keep calling back until you make real live contact.** Identify who you are, and tell them that you are calling to confirm your internship interview.

Example: "Hi, I am _____, a student at _____
(Your Name) (School Name)

High School. I called you to set up a possible internship for me on _____ . I am
(Date)
 calling to confirm that and to confirm the time I will be coming in for an interview."

- Arrange your interview
 - Date: _____
 - Time: _____
 - Place: _____
- If you are not sure, ask what the appropriate dress is for employees of the company.
- Make your own travel plans. Unless pre-arranged, internship interviews must take place outside of school time.
- Participate in the interview and then speak to your teacher about the outcome.
- If you have any questions or problems setting up your interview, call _____.



TOOLS

The Difference Between Jobs and Internships

Thank you for working with us to provide learning-rich internship experiences for our students. The chart below outlines some of the differences between jobs and internships. The support that both you and the student receive when engaged in an internship can help your student worker become more productive, more motivated and better prepared for advancement.

Issue	Jobs	Internships
Skill Development	Training is entirely up to the employer. Youth are not active in programs and courses that support work readiness or career awareness.	Students are participating in a work readiness, career academy or another specialized program that focuses on your industry and/or preparing them to be successful at the workplace. Each student is connected to an industry-based program that provides a teacher to help fill in the gaps.
Supportive Context	Students may have no knowledge of the industry and lack supportive context to shape their work.	Students complete assignments to help them learn more about your company or industry, making them more valuable employees.
Supervisor Support	In a work situation, the students who work for you are solely your responsibility and/or that of your staff.	With internships, you are not alone in monitoring and supervising students. The teacher takes a role as support staff for you, assisting you with any issues that may arise and adding additional support for the student at your workplace.
Learning Objectives	Students work for pay, without external support for learning and growth.	Students begin their internships with learning objectives for their experiences. They work with you to refine those learning objectives so that they fit with your goals for the job and the students' growth on the job.
Support for Advancement	Students often miss the connection between employment and their next steps towards careers.	Through classroom assignments and activities, students reflect on the value their current jobs provide to their own career building.
Evaluation	Students see positive workplace evaluation as a means to a raise.	Evaluation based on learning objectives and SCANS skills contribute to the students' grades in school. Evaluation is not only on their job performance, but on their learning and growth.



TOOLS

Frequently Asked Questions About Student Internships

Will the student be able to handle the job?

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 teacher will be able to tell you specifically about the characteristics and skills of your intern. You will also have the opportunity to interview the intern before he/she is placed at your site.

What can I expect an intern to do?

- 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.

What can I not expect an intern to do?

- 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.
- Repetitive, boring assignments for prolonged periods of time in isolation or without understanding why the work is important.
- High-profile work that is crucial to your department 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.
- Complete 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.

How much experience will the student have?

It varies depending on the student's background.

How are students prepared for the workplace?

Many students are participating in a work readiness, academy or other specialized program that focuses on preparing them to be successful at the workplace and has a teacher support person.

What is my liability?

All child labor laws must be followed as outlined and all work performed must comply with state and federal laws.

How do I handle discipline problems?

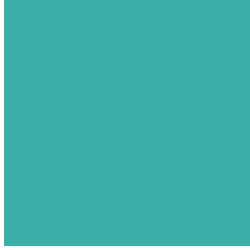
You should handle the student as you would your own employees. This is an opportunity for a student to learn to resolve problems and work within company policies. If a situation cannot be resolved, you should contact the teacher. When the teacher comes for a meeting, the situation should be reflected upon and discussed.

What if the student wants to quit?

We want every student to be successful, so if this situation occurs, please contact the teacher immediately.

What if a situation occurs that requires the student to be terminated from the internship?

Again, we want every student to be successful. Please contact the teacher before discipline problems get to the point of termination. This person can help clarify expectations between you and your intern or assist in resolving other issues.



TOOLS *(continued)*

Internship Informational Interview

8. What area of education from high school do you use most in the day-to-day tasks of your job?

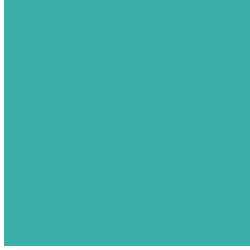
9. What changes do you expect to see in this field in the next five years? The next 10?

10. In what ways are the following work habits important for this job?
 - a. Following directions:
 - b. Being accurate:
 - c. Participating as a team member:
 - d. Working independently:
 - e. Managing time:
 - f. Solving problems:
 - g. Analyzing information:

11. If you were starting your career all over again, what would you do differently?

12. Ask questions about a topic that interests you. Typically, the best questions can't be answered with a yes or no.

13. Other questions you might have:



TOOLS

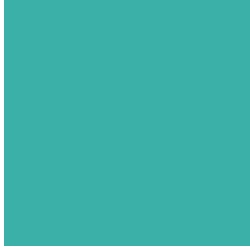
Internship Application

Instructions

This application should be filled out completely by the student with the assistance of a parent or guardian. Application must include parent's signature of approval. When completed, please attach a resume with employment and education information included. If you have questions, please see the on the job training coordinator in your SLC.

Student: _____

Return to: _____
Teacher's Name *Room #*



TOOLS *(continued)*

Internship Application

Student Information

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: () _____

Email Address: _____

Social Security No.: _____ Birth date: _____

Why do you want to enroll in this program? _____

List two careers you would like to pursue:

1. _____

2. _____

Name two places you would like to work:

1. _____

2. _____

Will you need help finding an internship placement? Yes No If no, where will you be employed?

Name of Company/Organization: _____

Address: _____

Supervisor's Name: _____ Wages: _____

Weekly Hours: _____

Does your supervisor know the details of the internship program? Yes No



TOOLS *(continued)*
Internship Application

Please list all software you have learned to operate, either on the job or at school:

Do you have any physical limitations and/or chronic ailments? Yes No If yes, please explain:

What are your hobbies? _____

References

List the names of high school teachers we may contact for references:

1. _____ 2. _____
3. _____

Transportation

What means of transportation will you use to get to and from your internship?

Personal Vehicle Parent's car Parent

Other [explain] _____

Parent/Guardian Information

Parent/Guardian Name: _____

Address (if different from student): _____

City: _____ State: _____ Zip: _____

Phone: () _____ Email: _____

What is the best time to contact you at home? Day Evening Time: _____

I approve of the above transportation plan that will enable my son/daughter to participate in the internship program.

Parent/Guardian Signature

Date

TOOLS

Internship Grading Rubric

This tool documents the relative weight of each evaluation component.

	<i>Student</i>	<i>Date Established</i>	<i>Date Evaluated</i>
Percentage of Grade	In this work-based learning placement, the student's grade will be based on the following factors:		
	Learning Objectives (Evaluated by worksite supervisor)	These objectives are related to the tasks assigned at the placement, appropriate connections between opportunities at the worksite and academic learning and the student's career development and personal improvement.	
	Workplace (SCANS) Skills (Evaluated by worksite supervisor)	These basic skills and competencies have been validated by employers and educators as vital to success in school and work and will be evaluated at the worksite.	
	Work-Based Learning Portfolio (Evaluated by teacher, vocational counselor or work-based learning coordinator)	These assignments are critical to the connection between learning at the worksite and learning at school.	
	Paperwork	These other elements are factored into student's class grade by the teacher.	
	Rules and Procedures		
100%			

Scoring Rubric: Student will be scored according to these standards.

	Needs Improvement	Competent	Proficient	Advanced
Learning Objectives (Evaluated by worksite supervisor)	Student showing no progress toward meeting objectives.	All original objectives met or student making notable progress toward meeting them. Student able to do tasks with supervision.	All original objectives met. Student able to do tasks with minimal supervision.	All original objectives met and additional objectives established. Student able to teach tasks to others.
Workplace (SCANS) Skills (Evaluated by worksite supervisor)	Training level in all areas. No growth evidenced.	Improving toward entry level or better scores in all areas. Growth in one or two areas.	Entry level in all areas. Growth in most areas.	Growth in all areas. Exceeds entry level in all areas.
Portfolio (Evaluated by teacher)	Has not completed assignments.	Completes all assignments.	Responds to assignments with keen observations and reflection.	Shows deep understanding of personal growth and the connections between the workplace, the self and the greater world. Reflects beyond what is expected.

The following are also critical to student success.

Paperwork	Deadlines not met. Paperwork inaccurate or incomplete. Does not assess work; errors left unattended.	Deadlines met. Few missing areas of information. Assesses work, but fails to recognize errors.	Deadlines met. Paperwork filled out completely and accurately. Seeks assistance from teacher when help is needed in correcting errors.	Deadlines met. Paperwork filled out completely and accurately. Seeks assistance from teacher when help is needed in correcting errors.
Rules and Procedures	Unwillingness to follow school and/or worksite regulations. Unwilling to follow policies and rules.	Recognizes policies, but finds some difficult to follow.	Follows guidelines as stated in guides. Recognizes rules, guidelines and policies and follows them.	Sets an example for adhering to policies and rules and understands their importance.

TOOLS

SCANS Skills Assessment

Student Name _____

Date _____

This SCANS¹ *Skills Self-Assessment* lists the individual skills and talents that employers value. Read the list and assess your own strengths. Mark each box that best describes your level of skill.

BASIC SKILLS				
<i>You can read, write, speak and listen well. You know your arithmetic.</i>				
	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Speaking	<input type="checkbox"/> Learning to speak clearly, audibly and courteously.	<input type="checkbox"/> Speak clearly and use language appropriate to the environment.	<input type="checkbox"/> Express complex ideas in an organized and concise manner.	<input type="checkbox"/> Present effectively to a group using well-organized format, concise language and clear enunciation.
Listening	<input type="checkbox"/> Developing listening skills; working to make eye contact and confirm understanding.	<input type="checkbox"/> Listen attentively; make eye contact; repeat instruction to confirm understanding.	<input type="checkbox"/> Listen attentively and demonstrate understanding through relevant responses and questions.	<input type="checkbox"/> Retain complex information over time and apply it to later work.
Reading	<input type="checkbox"/> Read written directions and workplace documents with assistance.	<input type="checkbox"/> Read written directions and workplace documents independently.	<input type="checkbox"/> Read and understand written materials, including technical documents, independently; ask questions where appropriate.	<input type="checkbox"/> Read complex written materials and execute related tasks independently.
Writing	<input type="checkbox"/> Learning to write clearly with correct grammar.	<input type="checkbox"/> Write information in clear, logical, legible and grammatically correct manner.	<input type="checkbox"/> Write clearly using work-related terminology.	<input type="checkbox"/> Write and develop professional material such as newsletters and marketing brochures.
Mathematics	<input type="checkbox"/> Able to perform basic computation with supervision.	<input type="checkbox"/> Able to perform basic computation independently.	<input type="checkbox"/> Able to interpret and apply basic computations and uses tables, graphs, diagrams and charts as needed.	<input type="checkbox"/> Able to construct, apply and present logical applications for mathematics using tables, graphs, diagrams or charts.

¹SCANS is an acronym for the Secretary's Commission on Achieving Necessary Skills, which created The SCANS Report for America 2000, issued by the U.S. Department of Labor, April 1992. The report defines a set of skills and competencies necessary for success in the workplace.

TOOLS *(continued)*

SCANS Skills Assessment

THINKING SKILLS

You can think creatively. You can make decisions and solve problems. You know how to learn.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Combining Ideas or Information in New Ways	<input type="checkbox"/> Make connections with help from supervisor.	<input type="checkbox"/> Make connections with occasional help from supervisor.	<input type="checkbox"/> Make connections independently.	<input type="checkbox"/> Generate new ideas. Think abstractly.
Making Decisions	<input type="checkbox"/> Make decisions with help from supervisor.	<input type="checkbox"/> Make decisions with occasional help from supervisor.	<input type="checkbox"/> Make decisions independently.	<input type="checkbox"/> Make multiple decisions, weighing risks and benefits to organization.
Exercising Leadership to Identify and Solve Problems	<input type="checkbox"/> Identify problems with help from supervisor.	<input type="checkbox"/> Identify and solve problems independently.	<input type="checkbox"/> Explore cause of problems and options with team when solving problems.	<input type="checkbox"/> Demonstrate leadership, develop creative solutions and system change, including preventive action.

FOUNDATION SKILL: Personal Qualities

You can take personal responsibility. You think highly of yourself. You are also honest.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Attendance and Appearance	<input type="checkbox"/> Maintain consistent attendance, punctuality and appropriate dress with supervision.	<input type="checkbox"/> Demonstrate understanding of appropriate workplace appearance, attendance and punctuality.	<input type="checkbox"/> A model of excellent attendance and dress; attend events beyond those required.	<input type="checkbox"/> Represent the organization at meetings and events.
Self-Management	<input type="checkbox"/> Complete tasks and projects as assigned with supervision.	<input type="checkbox"/> Complete tasks and projects as assigned.	<input type="checkbox"/> Initiate and complete projects independently.	<input type="checkbox"/> Deliver high-quality results on schedule.
Accepting Direction and Criticism	<input type="checkbox"/> Learning to accept direction.	<input type="checkbox"/> Accept direction with positive attitude.	<input type="checkbox"/> Accept constructive criticism with positive attitude.	<input type="checkbox"/> Accept and apply constructive criticism to improve performance.
Integrity, Honesty, and Confidentiality	<input type="checkbox"/> Maintain appropriate confidentiality with supervision.	<input type="checkbox"/> Maintain appropriate confidentiality with occasional supervision.	<input type="checkbox"/> Can be trusted. Demonstrate integrity and understand why certain information must remain confidential.	<input type="checkbox"/> Model good discretion and honesty for others.

TOOLS *(continued)*

SCANS Skills Assessment

COMPETENCY: Resource Management

Time, money and materials are resources. You can manage them well.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Manages Time	<input type="checkbox"/> Meet assigned deadlines with supervision.	<input type="checkbox"/> Meet assigned deadlines independently.	<input type="checkbox"/> Set priorities and deadlines independently.	<input type="checkbox"/> Manage multiple tasks and projects effectively.
Manages Money	<input type="checkbox"/> Manage established program budget with supervision.	<input type="checkbox"/> Manage established program budget independently.	<input type="checkbox"/> Help establish project budget and operate effectively within it.	<input type="checkbox"/> Determine and manage budget efficiently.

COMPETENCY: Interpersonal Skills

You can work well with others.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Interacting with Coworkers	<input type="checkbox"/> Developing basic interaction skills. Respond when others initiate conversations.	<input type="checkbox"/> Interact appropriately in social settings.	<input type="checkbox"/> Initiate positive interactions with coworkers and participate constructively as part of a team.	<input type="checkbox"/> Lead teams of coworkers to complete projects in an effective and timely manner.
Interacting with Customers	<input type="checkbox"/> Developing skills necessary to deal with difficult customers/clients and situations.	<input type="checkbox"/> Appropriately request assistance when dealing with difficult customers/clients and situations.	<input type="checkbox"/> Resolve customer/client problems independently where appropriate.	<input type="checkbox"/> Proactively handle stress of difficult customers/clients and situations.
Clients Respecting Diversity	<input type="checkbox"/> Developing an understanding of diversity.	<input type="checkbox"/> Understand diversities and similarities.	<input type="checkbox"/> Demonstrate ability to work with people different from myself.	<input type="checkbox"/> Seek out opportunities to work with people different from myself.

COMPETENCY: Information Management

You can find, interpret and communicate information. You can organize and maintain files. You can also use a computer and process information.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Collecting and Organizing Information	<input type="checkbox"/> Developing ability to collect and organize information and materials needed for a task.	<input type="checkbox"/> Effectively compile information and resources in a clear, logical and legible manner.	<input type="checkbox"/> Effectively organize and evaluate the relevance and accuracy of information.	<input type="checkbox"/> Identify and obtain missing information based on mastery of subject.
Interprets and Communicates Information	<input type="checkbox"/> Able to select pertinent information with occasional assistance.	<input type="checkbox"/> Analyze information in an organized manner.	<input type="checkbox"/> Effectively organize information and communicate results in a concise manner.	<input type="checkbox"/> Present effectively to a group using a well-organized format, concise language and clear enunciation.

TOOLS *(continued)*

SCANS Skills Assessment

COMPETENCY: Systems

A system is the way things are done or organized. You understand social and business systems. You can check and correct your own business performance. You can make suggestions on how to improve the way things are done.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Understanding the Structure and Dynamics of the Entire Organization	<input type="checkbox"/> Am aware of my role within the department.	<input type="checkbox"/> Demonstrate working knowledge of the department's role in the organization and how it relates to other departments.	<input type="checkbox"/> Understand and negotiate the communication and workflow between departments.	<input type="checkbox"/> Understand the role of the organization in the industry and the economy.
Recognizing Health and Safety Issues	<input type="checkbox"/> Practice appropriate health and safety protocol at the workplace with assistance.	<input type="checkbox"/> Practice appropriate health and safety protocol independently and recognize their importance. Report emergencies in an appropriate manner.	<input type="checkbox"/> Understand the implication of health and safety principles and apply them to new situations.	<input type="checkbox"/> Model good health and safety practices and help others to understand their importance.
Understanding Personnel Policy and Relevant Labor Laws	<input type="checkbox"/> Developing an understanding of personnel policy and, where appropriate, relevant labor laws.	<input type="checkbox"/> Understand personnel policy and, where appropriate, relevant labor laws.	<input type="checkbox"/> Adhere to personnel policy and understand its impact on individuals.	<input type="checkbox"/> Understand personnel policy and its impact on the organization; contribute to a positive work culture.

COMPETENCY: Technology

You can find and use the right tools for the job.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Selecting Tools and Procedures	<input type="checkbox"/> Able to use procedures, tools and machines with supervision.	<input type="checkbox"/> Able to use procedures, tools and machines with occasional supervision.	<input type="checkbox"/> Able to use procedures, tools and machines without supervision.	<input type="checkbox"/> Able to determine which procedures, tools and machines to use at appropriate times.
Applying Technology to Task	<input type="checkbox"/> Can identify a problem as it relates to technology with supervision.	<input type="checkbox"/> Can identify a problem as it relates to technology without supervision.	<input type="checkbox"/> Identify appropriate technology and use it to prevent problems.	<input type="checkbox"/> Use technology appropriately to identify, prevent and solve problems.



TOOLS

SCANS Skills Assessment: Classroom Activity

This activity introduces students to the SCANS Skills and provides them with a self-assessment opportunity.

Explain to the students that while participating in their work-based learning opportunities they will learn about the job duties and associated skills needed to be successful. Next, ask the students what kinds of skills they think employers might want their employees to have. You might receive such answers as excellent reading and math skills, punctuality, neat appearance and honesty. List all responses on the board.

Explain to students that today's workplace requires a new type of employee, one who has excellent communication skills, actively engages in teamwork, has problem-solving abilities and continues to learn new ideas and technology. Make it clear that in order to be successful, they need to acquire the new skill sets that today's employers are seeking.

Tell the students that there are basic skills and qualities employers want their employees to

have. Stress that their potential earning power is related to their knowledge and skills. Tell them that they are now going to determine what kinds of skills and qualities they already have by conducting a self-study. Distribute the SCANS skills assessment. Read the instructions aloud, then give the students about 20 minutes to complete the exercise. Students may use the SCANS glossary for a more detailed description of each of the skills.

After the students have finished the SCANS skills assessment, ask how many of them had a range of skills (e.g., high in technology but low in systems). Explain that everyone has strengths in different areas. To get a good job, they will need to have at least a three (which is average) in all of the basic job performance skills. Their chances of being hired increases with additional threes and fours. Challenge them to look for these skills when visiting the work site.

Lead the students in a discussion about the SCANS skills.

Questions for discussion

1. What about your responses was a surprise to you? What stands out as a need you have? Where did you build the skills and competencies that you believe you have?
2. Were you aware that you were building this skill or competency as it was happening? Which skills and competencies does school help you develop?
3. If you are currently employed, which skills and competencies seem most important to your performance on the job?
4. Which skills and competencies seem most important for success in school?



TOOLS

Internship Journal

The 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 class or your internship. You may record your responses to difficulties that come up during the course of your internship. In addition, you may record personal reactions to teachers, internship coordinators, supervisors or coworkers or to groups you take part in. You may use the journal to record any problems you are having that interfere with your learning experience.

You may write about anything that relates to your experience in school or at the internship or about experiences outside school that relate to the you that comes to school and learning. If you choose, you may use any of the ideas listed below as starting points for your journal entry. You may wish to use them once only or to repeat the topic if it seems useful or important.

You will be asked to share some of your reflections in classroom discussion, so consider the journal an opportunity to remind yourself of situations on which you would like some input.

This journal is specifically designed to help you process the learning that happens as a result of your internship, but *it is not a private journal*. Your teacher will collect and check your journal periodically, providing you with feedback on your entries.

Basic Guidelines

- Keep your journal in a separate notebook or file folder.
- Write a journal entry at least once per week during the course of your internship.
- All entries should be numbered and dated.
- Each entry should be a minimum of 75 words.
- Content should be thoughtful, detailed and honest.
- Writing should be legible and written in standard English.
- You may address other issues not prompted below as they come up.



TOOLS *(continued)*

Internship Journal

Journal Prompts

- Some questions I have about my internship (today's lesson, my project, the article I read) are ...
- Write a letter in which you talk about a need that you have at the workplace that needs to be addressed.
- Discuss changes or additions you would like to make to your internship objectives.
- Describe one job, person or department at your workplace that you would like to know more about. Why?
- Who at the workplace would you like to know more about? What do you need to ask that person to understand who he/she is as a person or how he/she got to hold this job? Write down the questions you would ask this person.
- Discuss the academic knowledge that you are receiving in school and how it is useful to you in your internship experience.
- Write about something that you learned about one aspect of the industry in which you are working.
- How does it feel to be in a new place?
- Write about a conflict, success or disappointment you're experiencing through your internship.
- Write a dialogue between yourself and someone at your workplace that deals with a personal conflict.
- What do you need to know about what your company does? What don't you need to know? What have you found out and what do you still need to know?
- Describe the expectations you had of this internship when you chose it and whether those expectations have been met or changed as a result of the actual experience.
- Describe the process of completing your internship objectives or project through this internship. How do you feel about doing it? What parts do you enjoy? What parts do you need help with?
- To what extent do the learning objectives in your WBL plan reflect what you have learned at this internship?
- Describe in detail your internship site, including the location and the general surroundings.
- What are your duties and responsibilities? Approximately how much time did you spend during the week on the various activities?
- What is the expected dress, work ethic and general behavior for professionals in your workplace? Do these vary according to the day's duties? If so, how?



TOOLS

Internship Orientation Checklist

Intern: _____ Date: _____

Supervisor: _____

Welcome and Introduction

- Company philosophy, goals and purpose

Tour of Workplace

- An overview of the company safety plan
- Introductions to coworkers

Tour of Employee Facilities

- Restrooms
- Lunch room
- Where to store personal belongings
- Other _____

About the Company

- Company organizational structure
- Type of business, products, services
- Overview of who the customers are
- Other _____

Department/Position Specifics

- Explanation of work schedule
- Dress and conduct code
- Hours, breaks and lunch policies
- Location of time clock or sign-in
- Attendance requirements, including procedures for calling in when absent
- Relationship to working with other departments or coworkers

Job Specifics

- How to use the phones and office equipment
- Supplies, paper, pens, etc.
- Job description, work-based learning plan and evaluation process

Safety Training

- Safety plan
- Special hazards
- Accident prevention

Supervisor Expectations

- Dress code including clothing, hair and jewelry
- Work performance including productivity and work habits
- Company culture

Materials

- Copy of personnel handbook
- Organizational charts
- Telephone directory
- Security procedures

In general, supervisors should

- Clearly define expected outcomes and timelines upon commencement of internship.
- Use the work-based learning plan as a guide for the internship.
- Provide frequent, honest feedback to the intern as this is a learning experience as well as a job.
- Present opportunities for students to develop skills necessary for success in your industry, providing any initial instruction or information as required for skill development.
- Communicate regularly with the student's teacher.

TOOLS

Student Internship Learning Objectives Worksheet

Refer to the Resources for more guidance on how to build objectives.

Kind of Learning Objective	<input type="checkbox"/> Skill Development	<input type="checkbox"/> Academic Enrichment	<input type="checkbox"/> Career Development	<input type="checkbox"/> Personal Improvement
What do I want to learn?				
How will I learn this?				
How will the result be measured?				
By when will the learning have taken place?				
Final Learning Objective				

Kind of Learning Objective	<input type="checkbox"/> Skill Development	<input type="checkbox"/> Academic Enrichment	<input type="checkbox"/> Career Development	<input type="checkbox"/> Personal Improvement
What do I want to learn?				
How will I learn this?				
How will the result be measured?				
By when will the learning have taken place?				
Final Learning Objective				

TOOLS

Portfolio Rubric

This rubric is used to evaluate student portfolios. Evidence from work-based learning activities are ideal in student portfolios.

Technology – your work shows that you:					
No evidence; not observed.	Are aware of electronic media; can use simple equipment if set up ahead of time; use the computer merely for word processing; main source of information is word of mouth.	Are knowledgeable of electronic media and use a variety of technological tools to interact with others including word processing and email; recognize the need to modify equipment or applications and can do so with instruction; begin to match equipment or application to the project independently; use printed and electronic media to acquire new information.	Are knowledgeable of electronic media and use a variety of technological tools to interact with others including word processing and email; recognize the need to modify equipment or applications and can do so with instruction; begin to match equipment or application to the project independently; use printed and electronic media to acquire new information.	Make appropriate modifications on a variety of equipment applications to fit the project; begin to troubleshoot own problems with a variety of equipment or applications including the use of technical manuals.	Set up, maintain, write programs; use a variety of technological tools effectively and appropriately to create multimedia programs and websites; use desktop publishing; can assist others. Set up equipment for others to use; work as a tutor; troubleshoot and resolve technical problems.
Collaboration – your work shows that you:					
No evidence; not observed.	Are present in the group; appear concerned with personal goals; are aware of group roles.	Work in groups to achieve personal goals; contribute something to the group.	Work well enough with others to help get the task done; contribute to the group positively in some way.	Demonstrate leadership skills; promote group work to achieve a common goal.	Work well within a group; demonstrate leadership; help to get a task done in an effective manner.
					Excel as a group member, demonstrating outstanding leadership and reinforcing other social interaction skills; group completed the task with effectiveness and quality.

TOOLS *(continued)*

Portfolio Rubric

Thinking – your work shows that you:						
No evidence; not observed.	Are a literal thinker; are able to repeat information or copy what you have seen.	Comprehend information at its basic level; can paraphrase information.	Are able to make some inferences or draw basic conclusions from information or works of art.	Appropriately question and analyze statements for validity or inconsistency.	Are able to analyze information and draw personal meaning or works of art; are able to combine facts to draw accurate conclusions.	Excel in analyzing information and evaluating it to meet your needs; are able to judge the worth of information or works of art.
Communication – your work shows that you:						
No evidence; not observed.	Write/speak to repeat the ideas of others; use some rules of language; comprehend at a literal level; use pencil and paper.	Write/speak to express your thoughts; use the rules of language with some success; comprehend messages well enough to paraphrase them; use word processor.	Communicate appropriately in some ways; use the rules of language with success; are aware of reading/writing processes; comprehend at inferential level; use telecommunication tools.	Communicate clearly and use the rules of language appropriately with few errors; occasionally use reading/writing processes.	Respond clearly and use the rules of language well; demonstrate knowledge application of reading/writing process; interpret the work of others to gain personal meaning; use linguistic/artistic tools to elaborate an idea.	Excel as a reader, writer, listener, speaker; use the rules of language appropriately; can evaluate the work of others; use, comprehend and interpret a variety of linguistic/artistic tools to elaborate an idea.
Self-Expression – your work shows that you:						
No evidence; not observed.	Repeat the ideas and thoughts of others.	Can express your thoughts, ideas and feelings somewhat; use a form of media.	Can express your thoughts, ideas and feeling using media selected by the teacher.	Can express your thoughts, ideas and feelings effectively using a single piece of media.	Can express your thoughts, ideas and feelings using a variety of media in original and skillful ways.	
Problem Solving – your work shows that you:						
No evidence; not observed.	Are aware that a problem exists; are unsure of the task.	Work to find an appropriate strategies; are aware of the components of different problems.	Understand the task well enough to attempt it; strategize to resolve problems.	Attempt a strategy and identify the components of problems; find solutions.	Use an appropriate strategy and carry it out to an appropriate conclusion.	Excel in resolving problems; take appropriate risks; devise creative solutions to problems; explain thought process used in resolving problems.



TOOLS

Seven Simple Guidelines

Guideline 1: Plan and Prepare for Successful Experiences

- Provide a thorough orientation for both students and workplace partners.
- Promote a shared understanding of the expectations of the experience.
- Coach students in setting personal goals and establishing learning objectives.
- Treat students as regular employees.

Guideline 2: Maximize Learning

- Expose students to all aspects of the industry.
- Make ties to the classroom.
- Involve students in setting expectations.
- Provide opportunities for reflection.
- Document and measure the learning.

Guideline 3: Provide Effective Supervision

- Provide an overview of the workplace.
- Conduct orientations, training and support sessions for supervisors in the workplace.
- Help the supervisor teach new skills.
- Encourage ongoing evaluation.
- Assist the supervisor with coaching students.

Guideline 4: Promote Safety

- Design experiences that work for students and the workplace and that meet safety standards.
- Provide training on legal, safety and health issues.
- Prepare students to be safety and health conscious.
- Promote and support a safe work environment.
- Train and supervise the student.

Guideline 5: Manage the Hours a Student is at the Worksite

- Develop a time management plan with students.
- Inform education and workplace partners about the appropriate hours for students.

Guideline 6: Pay When Required

- Determine if pay is required for the experience.
- Encourage payment of fair and comparable wages.

Guideline 7: Provide Ongoing Support

- Make regular visits to the workplace.
- Provide the communications link.
- Be a resource to the workplace.

TOOLS

Internship Contract



<i>Student Name</i>	<i>Birth Date</i>
<i>Grade and Age</i>	<i>Telephone</i>
<i>Address</i>	<i>Name of Workplace</i>
<i>Name of Worksite Supervisor</i>	<i>Position</i>
<i>Starting average number of hours per week in the Internship experience</i>	<i>Starting pay (if applicable)</i>

Responsibilities of the Student

1. The student learner will keep regular attendance, both in school and at the worksite, and cannot work on any school day that he/she fails to attend school; he/she will notify the school and employer if unable to report. (The student's Internship agreement will be terminated if he/she does not remain in school.)
2. The student will show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, good dress and a willingness to learn.
3. The student will consult the teacher/coordinator about any difficulties arising at the work site.
4. The student will conform to the rules and regulations of the work site.
5. The student will furnish the teacher/coordinator with all necessary information and complete all necessary reports and assignments.

Responsibilities of the Parent/Guardians

1. The parent/guardian(s) will encourage the student to effectively carry out duties and responsibilities.
2. The parent/guardian(s) will share the responsibility for the conduct of the student while enrolled in the work-based learning experience.
3. The parent/guardian(s) will be responsible for the safety and conduct of the student while traveling to and from the school, the work site and home.

Responsibilities of the Worksite Supervisor

1. The worksite supervisor will endeavor to employ the student for the agreed upon number of hours each week for the entire internship experience.
2. The worksite supervisor will adhere to all federal and state regulations regarding employment, child labor laws, minimum wages and other applicable regulations.
3. The worksite supervisor will ensure that the student is afforded continual learning opportunities throughout the assignment.
4. The worksite supervisor will consult the teacher/coordinator about any difficulties arising at the worksite.
5. The worksite supervisor will review learning objectives and evaluate the student using the *Internship Plan and Evaluation*.
6. The worksite supervisor will provide time for consultation with the teacher/coordinator concerning the student.

Responsibilities of the Teacher/Coordinator

1. The teacher/coordinator will see that the necessary related classroom instruction is provided to prepare the student for the Internship experience.
2. The teacher/coordinator will make appointments to visit the site to consult with the site partner.
3. The teacher/coordinator will evaluate the student.
4. The teacher/coordinator will provide support and assistance to the site partner as requested.
5. The teacher/coordinator will communicate all pertinent information to site partner, student and parents/guardians.

This agreement may be terminated by mutual consent of the worksite supervisor and the teacher/coordinator. It is understood the parties participating in this agreement will not discriminate in employment opportunities on the basis of race, religion, color, sex, or national origin.

<i>Student Signature</i>	<i>Date</i>	<i>Worksite Supervisor Signature</i>	<i>Date</i>
<i>Parent/Guardian Signature</i>	<i>Date</i>	<i>Teacher/Coordinator Signature</i>	<i>Date</i>

TOOLS

Teacher Notes and Evaluation Worksheet

Use this form to record visits to the worksite and evaluate student achievement in internships.

Student

School/Organization

Student No.

Small Learning Community

Company

Supervisor

Employer/Work Site Visits

Dates: _____

Notes: _____

Dates: _____

Notes: _____

Student Contacts

Dates: _____

Notes: _____

Dates: _____

Notes: _____

	1 Needs Development	2 Competent	3 Proficient	4 Advanced	Weight	Score
Objectives (Evaluated by worksite supervisor)	<input type="checkbox"/> Student showing no progress toward meeting objectives.	<input type="checkbox"/> All original objectives met or student making notable progress toward meeting them. Student able to do tasks with supervision.	<input type="checkbox"/> All original objectives met.	<input type="checkbox"/> All original objectives met and additional objectives established. Student able to teach tasks to others.		
Workplace (SCANS) Skills (Evaluated by worksite supervisor)	<input type="checkbox"/> Training level in all areas. No growth evidence.	<input type="checkbox"/> Improving toward entry-level or better scores in all areas. Growth in one or two areas.	<input type="checkbox"/> Entry-level in all areas. Growth in most areas.	<input type="checkbox"/> Growth in all areas. Exceeds entry-level in all areas.		
Portfolio (Evaluated by teacher)	<input type="checkbox"/> Has not completed assignments.	<input type="checkbox"/> Completes all assignments.	<input type="checkbox"/> Responds to assignments with keen observations and reflection.	<input type="checkbox"/> Shows deep understanding of personal growth and the connections between the workplace, the self and the greater world. Reflects beyond what is expected.		
Paperwork (Evaluated by teacher)	<input type="checkbox"/> Deadlines not met. Paperwork inaccurate or incomplete. Does not assess work. Errors left unattended.	<input type="checkbox"/> Deadlines met. Few missing areas of information. Assesses work, but fails to recognize errors.	<input type="checkbox"/> Deadlines met. Paperwork filled out completely and accurately. Seeks assistance from teacher when help is needed to correct errors.	<input type="checkbox"/> All deadlines met. Paperwork filled out completely and accurately. Seeks assistance from teacher when help is needed to correct errors.		
Rules and Procedures (Evaluated by teacher)	<input type="checkbox"/> Unwillingness to follow school and/or worksite regulations. Unwilling to follow policies and rules. No growth evidence.	<input type="checkbox"/> Recognizes policies, but finds some difficult to follow.	<input type="checkbox"/> Follows guidelines as stated in guides. Recognizes rules, guidelines and policies and follows them.	<input type="checkbox"/> Sets an example for adhering to policies and rules and understands their importance.		
					Total	100%



TOOLS

Teacher Tip Sheet

Tips on Delivering New Information to Worksite Supervisors

- Be mindful of the supervisor's time constraints. Call well in advance to make appointments and keep them.
- Deliver new information in person.
- Don't overwhelm them with paper.
- Allow plenty of time for discussion of the new information.

Tips on Meeting with Worksite Supervisors

- Develop a back-up plan in case worksite supervisor is transferred to another department or location.
- Establish a steady pattern of email communication.
- Encourage supervisors to call you with any questions.
- Balance requests for time and attention with offers to help.

Tips on Meeting with Worksite Supervisors

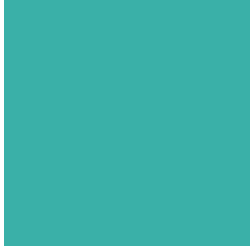
- Understand that worksite supervisors do not follow school schedules.
- Get to know the supervisor's downtime and take advantage of it.
- Set up the next meeting before ending the present one.
- Establish objectives of the next meeting before it occurs.

Tips to Ensure a Worksite Supervisor's Good Performance

- Have strong supervisors train or orient new supervisors.
- Conduct effective orientation and check-in meetings; clarify expectations.
- Provide feedback on a consistent basis; don't wait until there is a problem.
- Be a good listener; check for signs of anxiety or confusion.
- Send supervisors thank-you notes and other tokens of appreciation.

Tips on Ways to Assess the Learning Potential of a Workplace

- Observe or shadow your students at work; see it through their eyes.
- Review job descriptions; interview the supervisor.
- Participate in mini internships and engage in work that students will be doing.



TOOLS

Internship Parent Permission Form

I hereby give permission for _____ to attend the _____ internship activity

from ____/____/____ to ____/____/____ : ____ a.m./p.m. to ____ : ____ a.m./p.m.
(Dates) (Times)

I understand this internship activity is sponsored by _____
 at _____ High School.

Transportation will be (check one): Own car By private auto By rented vehicle
 Other _____

I realize that neither the school nor the faculty members are to be responsible or liable for any accidents that may occur.

Signature of Parent/Guardian: _____
(Date)

Printed Name of Parent/Guardian: _____

Emergency Phone Number: () _____



TOOLS

Internship Learning Plan and Evaluation

Student: _____

Phone: _____ Email: _____

Semester/Quarter: _____ SLC: _____

School: _____

Teacher/Internship Supervisor: _____

Phone: _____ FAX: _____

Email: _____

Worksite Supervisor: _____

Phone: _____ FAX: _____

Email: _____

Company: _____

- On-the-Job Training Internship _____ *(indicate program)*
- SCL Career Development Internship Work-Sample Work-Study Extended Job Shadow
- Other _____

Planned Review Dates:

1. Beginning _____ 2. Midterm _____ 3. Final _____

Agreement: The undersigned supervisor, student and teacher agree with the validity of the objectives listed below. The supervisor and school agree to provide necessary supervision, training and counseling to insure maximum educational benefits to the student. The supervisor agrees to comply with employment regulations without regard to race, color, national origin, sex or handicap as required by law. The student agrees to abide by OJT/VJT and/or _____ guidelines.

(School District Name)

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Internship Hours During This Period *(To Be Completed at the End of the Internship Experience)*

From _____ (Date) To _____ (Date) Total Hours _____ Supervisor's Initials _____

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Teacher Signature: _____ Date: _____



TOOLS *(continued)*

Internship Learning Plan and Evaluation

Student: _____ Date Established: _____

Date Evaluated: _____

When identifying learning objectives remember to indicate the answers to the following questions: What do I want to learn? How will I learn this? How will the result be measured? By when will the learning have taken place? See the *Guides to the Internship Plan* for more information on how to write learning objectives.

Evaluation Instructions: Indicate level of student performance by checking the appropriate box. Refer to legend on page three for definitions of each level. Turn in or fax to teacher at each evaluation date.						
These objectives are task and skill oriented. Worksite supervisor and student determine appropriate objectives based on tasks that will support student learning.						Comments
Skill Development Learning Objectives	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level	
Instructions: Indicate date each objective is established and met in the appropriate box.						
These enrichment objectives are related to workplace opportunities to enhance academic learning as well as student interest. Student and worksite supervisor determine what learning opportunities are available and appropriate and set objectives.					Comments	
Academic Enrichment, Career Exploration and Personal Improvement Learning Objectives	Date Established		Date Received			



TOOLS *(continued)*

Internship Learning Plan and Evaluation

Measurable Learning Objectives

What are learning objectives?

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

Why are learning objectives important?

Internships and service learning projects are designed to enhance your education. When learning objectives are carefully crafted and evaluated you get the most out of your experience. They help you connect what you learn in school to the skills you observe and practice at the workplace.

How do I write learning objectives?

The first step in preparing for your internship or service learning project is to think about what you would like to learn and be able to do as a result of this experience. The checklist below can help you to organize, prepare and write learning objectives that will work for both you and your workplace.

- Complete the **SCANS Skills Assessment** to measure your skills.
- Learn about **All Aspects of an Industry** to understand more about the workplace.
- Conduct a **Pre-Internship Worksite Supervisor Interview** with your worksite supervisor to discover learning opportunities and requirements at the workplace.
- Draft your learning objectives using the **Student Learning Objectives Worksheet**.
- Review your learning objectives with your worksite supervisor.
- Use the **Internship Plan** to record your learning objectives. Meet with your worksite supervisor and teacher to finalize your **Internship Plan**.

TOOLS

Workplace Skills for Students

These skills have been determined as critical skills for students to master. A legend for how to evaluate the level of student progress is included at the bottom of this page. This four-point scale allows you to assess performance against a standard for entry-level employees in your organization.

	No Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level
Writes information in clear, logical, legible and complete manner.					
Receives and responds appropriately to verbal and nonverbal messages.					
Chooses words/manner of expression appropriate for the workplace. Reports emergencies.					
Learns, reasons, makes decisions and solves problems.					
Is punctual. Attends regularly. Informs supervisor of absences in a timely manner.					
Demonstrates understanding of personal workplace appearance.					
Initiates and completes tasks independently.					
Can be trusted. Demonstrates integrity.					
Works cooperatively with others.					
Exhibits appropriate behavior when dealing with clients.					
Works well with a variety of people.					
Interacts appropriately in social settings.					

Comments:

Legend

Not Exposed: Student was not provided the opportunity to achieve this objective or demonstrate the skill.

Training Level: Preparing to become work-ready, but has difficulty completing tasks without prompting and repeated help. Does not readily request help. Does not attempt task before asking for or receiving assistance.

Improving Toward Entry Level: More work-ready. Has difficulty completing some tasks. May attempt task before asking for help. Needs prompting or assistance.

Entry Level: Meets and demonstrates the skills at a level equal to what is expected of any employee in a similar position. Completes tasks and work projects with and without help. Improves work using team or supervisor feedback. Meets quality standards.

Exceeds Entry: Demonstrates mastery of skills at a level above what is expected of any employee in a similar position. Uses information generated personally and by others to improve work quality. Identifies problems before they arise and makes adjustments accordingly. Exceeds work expectations for quality and attends to detail in the development of projects and assignments.



TOOLS

Internship Learning Plan and Evaluation – *SAMPLE*

Student: Sylvia Smith

Phone: (914) 555-1212 Email: smith@yahoo.net

Semester/Quarter: 2nd Semester SLC: Business Academy

School: Wyandotte

Teacher/WBL Supervisor: Mr. Brown

Phone: (913) 555-1212 FAX: (913) 555-1212

Email: mbrown@aol.net

Worksite Supervisor: Ms. Francesca Franklin

Phone: (913) 555-1212 FAX: (913) 555-1212

Email: gff208@yahoo.net

Company: Wonder World, Inc.

- On-the-Job Training Internship Business on the Job Training (indicate program)
- SCL Career Development Internship
- Work-Sample
- Work-Study
- Extended Job Shadow
- Other _____

Planned Review Dates:

1. Beginning 1/27/03 2. Midterm 3/14/03 3. Final 5/23/03

Agreement: The undersigned supervisor, student and teacher agree with the validity of the objectives listed below. The supervisor and school agree to provide necessary supervision, training and counseling to insure maximum educational benefits to the student. The supervisor agrees to comply with employment regulations without regard to race, color, national origin, sex or handicap as required by law. The student agrees to abide by OJT/VJT and/or (School Name) District guidelines.

Student Signature: Signature Date: 1/27/03

Supervisor Signature: Signature Date: 1/27/03

Teacher Signature: Signature Date: 1/27/03

Internship Hours During This Period (To Be Completed at the End of the Internship Experience)

From 1/18/03 (Date) To 5/23/03 (Date) Total Hours 180 Supervisor's Initials TJ

Student Signature: Signature Date: 5/23/03

Supervisor Signature: Signature Date: 5/23/03

Teacher Signature: Signature Date: 5/23/03

TOOLS *(continued)*

Internship Learning Plan and Evaluation – *SAMPLE*

Student: Sylvia Smith Date Established: 1/18/03

Date Evaluated: 5/23/03

When identifying learning objectives remember to indicate the answers to the following questions: What do I want to learn? How will I learn this? How will the result be measured? By when will the learning have taken place? See the *Guides to the Internship Plan* for more information on how to write learning objectives.

Evaluation Instructions: Indicate level of student performance by checking the appropriate box. Refer to legend on page three for definitions of each level. Turn in or fax to teacher at each evaluation date.						
These objectives are task and skill oriented. Worksite supervisor and student determine appropriate objectives based on tasks that will support student learning.						Comments
Skill Development Learning Objectives	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level	Sylvia demonstrated remarkable eloquence in the delivery of reports at our monthly staff meetings. Her research was excellent; we learned a lot from what she shared with our team.
I will make verbal reports about community service opportunities to the production staff at monthly meetings. I will field questions with correct answers and without showing nervousness by May 13.				X		
Instructions: Indicate date each objective is established and met in the appropriate box.						
These enrichment objectives are related to workplace opportunities to enhance academic learning as well as student interest. Student and worksite supervisor determine what learning opportunities are available and appropriate and set objectives.						Comments
Academic Enrichment, Career Exploration and Personal Improvement Learning Objectives	Date Established	Date Received	Sylvia was eager to master new skills and to contribute more to the work environment. In demonstrating her skills, she was well organized and thorough.			
I will create a two-page report to accurately describe how shelf space is allotted to distributors and present it to the class.	January 27	March 26				
I will interview three programmers about their jobs using the informational interview tool and write a five-paragraph reflective paper on the suitability of a programming career for me and discuss it with the head programmer by March 30.	January 27	February 19				
I will improve my listening skills at work by taking notes, paraphrasing or summarizing key points during Wednesday staff meetings and using those notes to write meeting summaries for the staff update binder each week.	February 19	April 14				

TOOLS

Workplace Skills for Students – *SAMPLE*

These skills have been determined as critical skills for students to master. A legend for how to evaluate the level of student progress is included at the bottom of this page. This four-point scale allows you to assess performance against a standard for entry-level employees in your organization.

	No Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level
Writes information in clear, logical, legible and complete manner.				X	
Receives and responds appropriately to verbal and nonverbal messages.			X		
Chooses words/manner of expression appropriate for the workplace. Reports emergencies.			X		
Learns, reasons, makes decisions and solves problems.			X		
Is punctual. Attends regularly. Informs supervisor of absences in a timely manner.					X
Demonstrates understanding of personal workplace appearance.				X	
Initiates and completes tasks independently.		X			
Can be trusted. Demonstrates integrity.				X	
Works cooperatively with others.			X		
Exhibits appropriate behavior when dealing with clients.	X				
Works well with a variety of people.			X		
Interacts appropriately in social settings.			X		

Comments:

Legend

Not Exposed: Student was not provided the opportunity to achieve this objective or demonstrate the skill.

Training Level: Preparing to become work-ready, but has difficulty completing tasks without prompting and repeated help. Does not readily request help. Does not attempt task before asking for or receiving assistance.

Improving Toward Entry Level: More work-ready. Has difficulty completing some tasks. May attempt task before asking for help. Needs prompting or assistance.

Entry Level: Meets and demonstrates the skills at a level equal to what is expected of any employee in a similar position. Completes tasks and work projects with and without help. Improves work using team or supervisor feedback. Meets quality standards.

Exceeds Entry: Demonstrates mastery of skills at a level above what is expected of any employee in a similar position. Uses information generated personally and by others to improve work quality. Identifies problems before they arise and makes adjustments accordingly. Exceeds work expectations for quality and attends to detail in the development of projects and assignments.

TOOLS

Internship Program Evaluation

_____ Public Schools appreciates your feedback and reflection on your work-based learning experience. This evaluation is designed for all partners in the internship experience. Please select N/A for any question that is not applicable to you or the type of internship experience in which you participated.

Name _____ School or Organization _____

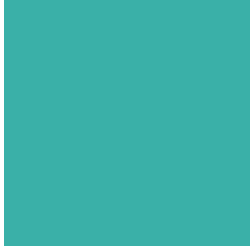
I am a: Student Teacher/Coordinator Workplace Partner/Supervisor

This was a: Internship Other _____

Please rate the following:	1	2	3	4	N/A
	Strongly Disagree	Disagree	Agree	Strongly Agree	
The WBL materials I received were helpful for preparing and supporting the experiences.					
The guides were helpful in planning and coordinating this experience.					
I understand what SCANS Skills are.					
I found the SCANS Skills worksheets and activities helpful in guiding my work.					
My Guide for Developing Learning Objectives was helpful in shaping this WBL experience.					
The learning objectives were refined by the worksite supervisor and student to meet the needs of the student and the workplace.					
I understand how academics connects to activities experienced at the workplace.					
All partners (student, teacher and worksite supervisor) met together in person at least once.					
Program materials in the toolkit were helpful for preparing and supporting worksite supervisors/partners.					
I understood my role in working with the teacher.					
I understood my role in working with the worksite supervisor.					
I understood my role in working with the student.					
I received adequate support from the teacher.					
I received adequate support from the supervisor.					
I was able to meet regularly with student, teacher and/or supervisor.					
I was successful in managing my time in all aspects of this WBL experience.					
The classroom was used to support reflection of workplace experiences through activities and supportive lessons.					
Activities at the workplace were interesting and challenging.					
I enjoyed this experience and would like to offer/participate in Internship again.					

Please list the tools, guides, activities and/or lessons that were particularly helpful:

Additional Comments:



TOOLS

Workplace Partner Internship Cover Letter – *SAMPLE*

(Print on School Letterhead)

(Date here)

Dear (Workplace Partner):

Thank you for offering to host a student in an internship opportunity. We appreciate your willingness to help us in our efforts to make education in (City Name) both more rigorous and more relevant.

This packet and the guidelines that it provides are intended as helpful tools that you may use if you need them. The outline of suggested activities is not intended to be prescriptive, but is just a suggestion of one way to organize the internship experience.

Included in this packet is a copy of the *SCANS Skills Glossary* and a handout describing a list of aspects typically found in all industries. The SCANS skills have been identified as those that every student needs to develop in order to be successful in the world of work. If you are able to, please talk to the students about how the SCANS skills are used in your workplace and how each aspect is represented in your business.

Please share with the student the various kinds of opportunities that are available in your industry and the type of education needed to become successfully employed at each level.

You will receive *Internship Contract* that all worksite supervisors, parents and students involved in internships must sign. Please sign this contract and give it to the student to return to school. When all signatures have been collected, you will receive a final copy.

Over the next couple of weeks, you and the student will develop a internship plan to which the teacher, you and the student will agree. You will also agree to an evaluation schedule and the dates on which the teacher will meet with you and the student to discuss progress.

Again, thank you for agreeing to host our students.

Sincerely,

(Signature of Internship Coordinator)



TOOLS

Workplace Safety Curricula

The Labor and Occupational Health Program has tools available to help high school teachers introduce students to health and safety on the job. Its curricula and fact sheets (some available in Spanish) teach teens the basics in an interactive and interesting way. Although this curriculum was developed for California, the lessons can be easily adapted to other areas. All of the job hazards covered in the lessons address federal child labor laws. The following curricula can help you to maximize learning and support safety of your students in work-based learning experiences.

Work Safe! A Curriculum for Youth Employment Programs

Designed to help job training programs and work experience educators teach teens about health and safety on the job in a fun and interesting way, it includes four main units and four alternative units intended for youth with cognitive disabilities. Each unit has learning objectives, teaching instructions, visual aids and student handouts. The curriculum includes a 10-minute videotape, “Teens: The Hazards We Face in the Workplace.”

<https://www.health.state.mn.us/communities/occhealth/documents/worksafeworksmart.pdf>

<http://youngworkers.org/our-materials/teachers/>

Teens, Work and Safety: A Curriculum for High School Students

It includes separate lesson plans for use with three academic subjects—English, science and U.S. government—as well as lesson plans for use in any class. Each unit has learning objectives, teaching instructions, visual aids and student handouts. These units provide a way to present health and safety information while building academic skills appropriate to those particular subject areas.

<https://lohp.berkeley.edu/hs-curriculum/>

Teens Working in Agriculture: An ESL Curriculum for High School Students.

It includes six lessons for use in ESL classes. The materials are similar to “Teens, Work and Safety” but present farm health and safety information while building language skills. It covers basic agricultural health and safety concepts and is designed to be incorporated into high school intermediate level ESL classes in rural communities.

Materials include a seven-minute videotape, “Teens Working in Agriculture,” learning objectives, vocabulary lists, teaching instructions, overheads and student handouts.

<https://lohp.berkeley.edu/esl-curriculum/>

The above information on health and safety in the workplace was provided by the Labor Occupational Health Program. The Labor Occupational Health Program is a community outreach program at the University of California, Berkeley. The LOHP’s work addresses today’s health and safety needs in nearly every industry, from health care to agriculture to construction.

For more information on these programs, contact the LOHP at (510) 642-5507, or Labor Occupational Health Program, University of California, 2223 Fulton Street, Fourth Floor, Berkeley, CA 94720-5120. You can also visit https://www.dir.ca.gov/dosh/dosh_publications/FactForEmployers.html.



FACT SHEET

Internship

An internship is a career preparation activity in which students are placed in a workplace for a defined period of time to participate in and observe work within a given industry. Internships are highly structured, time-limited experiences that occur at a worksite. Unlike work experience, internships often allow students to rotate through a number of departments and job functions. Internships may be paid or unpaid, depending on whether the student is performing productive work. They are designed to give students hands-on experience, providing them a deeper understanding of the occupation and industry.

Internships within the (School District Name) Public Schools include on-the-job internship programs supported by the career and technology education division in business, marketing, health careers and hospitality. Special education internships include work sample and work study. Within the small learning communities, career development internships are available for seniors. All internship programs in the district use the *Internship Plan and Evaluation* tool. See the *Program Fact Sheets* for more information about each of the internship opportunities in these programs.

Internships are designed to promote the following:

- Exploration of a field of interest.
- Exposure to careers and jobs.
- Building occupational knowledge and technical skills.

Success Factors

- Provide a classroom orientation and concurrent activities that support workplace learning.
- Obtain clear and specific information from the workplace partners about the expected projects and duties the intern will perform.
- Develop and use the internship plan and work-based learning contract that detail learning objectives and roles of all parties.
- Maintain ongoing communication with workplace partners.

Key Legal, Safety & Health Issues

- If the student is paid by the workplace, the employer is responsible for all wages and taxes as well as liability and workers' compensation coverage.
- If the school pays the student, the school district is responsible for all wages and taxes as well as liability and workers' compensation coverage.
- Interns should receive training about potential workplace hazards and how to protect themselves.
- Students participating in internship activities can participate in mock situations, shadow employees or even participate in the operations of the workplace as long as the person typically responsible for the duty is observing the students' actions. (US DOL Fact Sheet No. 013, Employment Relationship Under the Fair Labor Standards Act)



FACT SHEET

14- and 15-Year Olds

Can Do

- Office and clerical work.
- Cooking at soda fountains, lunch counters, snack bars or cafeteria serving counters.
- Cashiering, selling, modeling, artwork, work in advertising departments, window trimming and comparative shopping.
- Price marking and tagging by hand or by machine, assembling orders, packing and shelving.
- Bagging and carrying out customers' orders.
- Errand and delivery work by foot, bicycle and public transportation.
- Clean-up work, including the use of vacuum cleaners and floor waxers and maintenance of grounds.
- Kitchen work, including the operation of machines and devices such as dishwashers, toasters, dumbwaiters, popcorn poppers, milk shake blenders and coffee grinders.
- Work in connection with cars and trucks if confined to the following:
 - Dispensing gasoline and oil.
 - Courtesy service.
 - Car cleaning, washing and polishing.
- Cleaning vegetables and fruits and wrapping, sealing, labeling, weighing, pricing and stocking in areas physically separate from areas where meat is prepared for sale and outside freezers or meat coolers.
- Any other tasks not prohibited by law.

Cannot Do

- Processing occupations such as filleting of fish, dressing poultry, cracking nuts.
- Laundering as performed by commercial laundries and dry cleaning.
- Cooking (except at soda fountains, lunch counters, snack bars or cafeteria serving counters) and baking.
- Occupations in manufacturing, mining or processing.
- Operation or tending of hoisting apparatus or of any power-driven machinery.
- Occupations in connection with
 - Transportation of people or property by rail, highway, air, on water, pipeline or other means.
 - Communications and public utilities.
- Construction, including repair performed on transportation media or at the actual construction site.
- Use of power-driven mowers or cutters.
- Work involving the use of pits, racks or lifting apparatus or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring.
- Work in connection with maintenance or repair of machines or equipment or performed in or about boiler or engine rooms.
- All work requiring the use of ladders, scaffolds or their substitutes.
- Occupations that involve operating, setting up, adjusting, cleaning, oiling or repairing power-driven food slicers and grinders, food choppers and cutters and bakery-type mixers.
- Work in freezers and meat coolers and all work in preparation of meats for sale.
- Loading and unloading goods to and from trucks, railroad cars or conveyors.
- All occupations in warehouses except office and clerical work.
- Anything 16- and 17-year-olds cannot do.

FACT SHEET

16- and 17-Year Olds

Can Do

- Anything 14- and 15-year-olds can do.
- Occasional and incidental driving of automobiles during daylight hours.
- Cooking including when food is prepared out of plain sight of customers.
- Pump gas at a gas station as well as perform some mechanical work.
- Clean, wash and polish cars.
- Work as a messenger for any telephone, telegraph or other messenger company in the distribution or delivery of goods or messages.
- Sell door-to-door.
- Work in manufacturing or processing (e.g., food processing, commercial laundry, dry cleaning).
- Any other tasks not prohibited by law.

Cannot Do

- Occupations in or about establishments' manufacturing or storing of explosives or articles containing explosive components.
- Driving large vehicles or functioning as an outside helper on large vehicles.
- Coal mining and logging occupations.
- Use power-driven woodworking, metal forming, punching or shearing machines.
- Operate cranes, derricks or hoists.
- Operate power-driven paper processing, meat processing or bakery machines.
- Occupations in roofing, excavation, wrecking, demolition and ship-breaking operations.

Resources

For further information or answers to specific questions regarding state law, visit the Oklahoma Department of Labor Child Labor Unit website at https://www.ok.gov/odol/Employment_Issues/Child_Labor/index.html.

For information on federal laws and guidelines, contact the U.S. Department of Labor Wage and Hour Division at (913) 551-5721.

Other Resources

OSHA Teen Worker's Website, <https://www.osha.gov/youngworkers/index.html>

Fair Labor Standards Act and Minimum Wage and Overtime Hours Under the Fair Labor Standards Act, <https://www.dol.gov/whd/flsa/>

U.S. Department of Labor Website About Teen Workers, <https://www.osha.gov/youngworkers/index.html>, <https://www.dol.gov/general/topic/youthlabor/statelaborlaws>

Employment Relationship Under the Fair Labor Standards Act, <https://www.dol.gov/whd/regs/compliance/whdfs13.pdf>



RESOURCE

Workplace Partner Guide to Successful Internships

Introduction

Thank you for participating in the **(Name of School)** Public Schools' internship programs. Great opportunities for learning exist in your workplace. This guide will help you understand the details of working with our students. This *Workplace Partner Guide to Successful Internships* is one tool included in *The Quality Internship Toolkit*, which provides teachers with everything they need to create quality, safe and legal internship experiences for students. Other documents in the toolkit related to this topic include the internship fact sheet, which outlines the structure of internships generally, and more specific program fact sheets for each of the internship programs in the district.

Workplace Partner Checklist for Internship Development

This guide will provide you with supporting information about how to accomplish each of the following steps to developing internships. Use this checklist as a quick reference to ensure you have taken all the steps.

Before the Internship

- Register internship and employment opportunities on Connect 2 Business. Interview and select or hire student intern.
- Determine who will be working most closely with the student and the teacher. Inform other employees that a student intern will be at the workplace.
- Provide students an orientation to your workplace as you would any employee. Prepare students to be safety and health conscious.
- Meet with teacher for program orientation. S/he is there to assist you.
- Sign the *Internship Contract* and review the guide for the *Internship Plan*.
- Design activities to develop workplace (SCANS) competencies and to provide student exposure to all aspects of your industry.
- Review student's learning objectives. Incorporate learning opportunities from the job description into the *Internship Plan*.

During the Internship

- Participate in ongoing meetings with student and teacher.
- Provide support for student learning during the experience.
- Communicate student successes and opportunities at the workplace to the teacher.
- Meet with the teacher and student to complete final evaluation of the student. Make the connection to the student's next step.

After the Internship

- Complete the *Internship Program Evaluation* and send it to the school.



RESOURCE *(continued)*

Workplace Partner Guide to Successful Internships

Before the Internship

Successful internships involve several steps that workplace partners can take. The following suggestions and resources are provided to ensure that the experience is successful for you, the student and the teacher.

Register internship and employment opportunities on Connect 2 Business.

Employers can use **Connect 2 Business** to register opportunities for internships, employment and other career development activities. You can register your organization's opportunities with **Connect 2 Business** by going to **OKCareerGuide.org**.

Interview and select or hire student intern.

The student selection process is an important part of the work-based learning experience. Students can learn a great deal from both successful and unsuccessful interviews. Discuss the interview with the student, letting him or her know what worked about the interview and what he or she can improve.

Determine who will be the person working most closely with the student and the teacher. Inform other employees that a student intern will be at the workplace.

Internships are most successful when communication is clear and there is one point of contact at the workplace. The student's worksite supervisor will need to be available to speak with the teacher and make plans for site visits. Other employees at the workplace can be valuable supports to the student. It is important for them to know that the student is an intern and what kinds of goals the organization has for the intern and the program. Make sure that there is a back-up plan in place for situations like a worksite supervisor being transferred to another division or office.

Provide students an orientation to your workplace as you would any employee. Prepare students to be safety and health conscious.

The key to a successful internship is to develop clear expectations: identifying skills to be mastered and projects or tasks to be accomplished. Just like new employees, student interns benefit greatly from a thorough orientation of the workplace. Your student's teacher can provide you with an **Internship Orientation Checklist** that you may choose to use. The student's orientation should take place on the first day and be clear and specific. The more information you cover, the more successful the internship will be. Student orientation to health and safety issues at the workplace is a critical part of this activity. The teacher will also provide you with the **B-Safe Safety Checklist** to assist you with a thorough presentation. After a general orientation of the organization is completed, a more specific orientation to the position the student will hold should follow.

Meet with the teacher for a program orientation.

The coordinating teacher from the student's school will schedule a time to meet with you and the student at your workplace to provide you with an orientation to the internship program. The goal of this orientation is to establish expectations for the student, finalize learning objectives and review the performance evaluation. If you have previously hosted an intern, it will be up to you and the teacher to determine if a face-to-face meeting is necessary or if a phone orientation will suffice.



RESOURCE *(continued)*

Workplace Partner Guide to Successful Internships

Develop a documentation and communication plan.

Each student should have a **Internship Contract** on file, signed by you, the student, the teacher and a parent or guardian. This contract outlines the responsibilities and expectations of all parties during the experience.

The **Internship Plan and Evaluation** document is where the student's learning objectives will be recorded and evaluated. You will receive a copy of this to review with the student. Instructions for writing learning objectives and completing the evaluation are included in the **Workplace Partners Guide to the Internship Plan**. The student will be assisted by the teacher in developing his/her learning objectives; you will help with final review.

Your contact information as well as the teacher's and the student's will be listed on the **Internship Plan**. Communication is key to a successful experience for you and for the student. When you meet with the teacher, develop a plan for communication and a schedule so that everyone knows when and how meetings will be arranged to discuss the internship or project.

Design activities to expose students to all aspects of the industry and to build their SCANS skills.

All Aspects of an Industry is a framework to help prepare students for their roles in the workplace. For young people to be successful in today's world of work, they need to learn more than specific job skills; they need the big picture of any job, career or industry. This framework is an approach to work-based learning that emphasizes broad, transferable knowledge of the workplace rather than solely job-specific skills. When possible, provide student interns the opportunity to gain experience or exposure to each of these aspects.

All Aspects of an Industry identifies nine aspects that are common to any enterprise. Students should gain experience and understanding of the associated concepts and skills to be successful.

1. Planning—How an organization plans (including goals and objectives); the type of ownership (public or private) the relationship of the organization to economic, political and social contexts; assessment of needs.
2. Management—Structure and process for effectively accomplishing the goals and operations of the organization using facilities, staff, resources, equipment and materials.
3. Finance—Accounting and financial decision-making process, method of acquiring capital to operate, management of financial operations including payroll.
4. Technical and Production Skills —Basic skills in math, communications, computer, time management and thinking; specific skills for production; interpersonal skills within the organization.
5. Principles of Technology—Technological systems being used in the workplace and their contributions to the product or service of the organization.
6. Labor Issues—Rights of employees and related issues; wages, benefits and working conditions.
7. Community Issues—Impact of the company on the community, impact of the community on the organization.
8. Health, Safety and Environment—Practices and laws affecting the employee, the surrounding community and the environment
9. Personal Work Habits—Nontechnical skills and characteristics expected in the workplace.

RESOURCE *(continued)*

Workplace Partner Guide to Successful Internships

The Secretary's Commission on Achieving Necessary Skills was appointed by the U.S. secretary of labor to identify the skills young people need to succeed in the world of work, especially in a high-performance workplace. SCANS competencies and skills are both locally and nationally validated and identify skills that are transferable from job to job and occupation to occupation across industries. The commission identified three foundation skill areas and five workplace competencies that all workers need to be successful. These skills and competencies are evaluated on the *Internship Plan and Evaluation*.

SCANS Foundation Skills

Competent workers in a high-performance workplace need:

Basic Skills—The ability to demonstrate reading, writing, arithmetic and mathematics, speaking and listening.

Thinking Skills—The ability to learn, reason, think creatively, make decisions and solve problems.

Personal Qualities—The ability to demonstrate individual responsibility, self-esteem and self-management, sociability and integrity.

Workplace Competencies

Effective workers can productively use the following:

Resources—They know how to allocate time, money, materials, space and staff.

Interpersonal Skills—They can work on teams, teach others, serve customers, lead, negotiate and work well with people from culturally diverse backgrounds.

Information—They know how to acquire and evaluate data; organize and maintain files; interpret and communicate; and use computers to process information.

Systems—They understand social, organizational and technological systems; they can monitor and correct performance; and they can design or improve systems.

Technology—They can select equipment and tools, apply technology to specific tasks and maintain and troubleshoot equipment.

When designing experiences for student interns, be mindful of the SCANS skills that students can develop as they complete tasks and projects.

Review student's learning objectives. Incorporate learning opportunities from the job description into the work-based learning plan.

During the internship, it is essential to have a clear, concise job description that outlines the tasks or projects that the student will be responsible for. A clear job description can be used as a tool to help develop the student's *Internship Plan* on which the intern's performance, skills and knowledge will be evaluated.

Internships are different from work experience in that they provide opportunities for students to learn and grow beyond the scope of the job description. *The Workplace Partner Guide to the Internship Plan* will help you to think about how to maximize student learning at your workplace.

Students will be working in the classroom to prepare themselves for optimal learning at the workplace.



RESOURCE *(continued)*

Workplace Partner Guide to Successful Internships

They will complete a self-assessment of their SCANS¹ skills and will develop questions to ask you about learning opportunities at the workplace. The students will participate in classroom activities designed to support their learning at the workplace throughout the course of the internship or project. After an initial meeting with you, students will begin to draft their learning objectives. Within the two weeks of the internship or project, you and the student should meet to discuss those objectives and refine them.

After you have had time to consider how students can be exposed to all aspects of the industry and develop SCANS skills, you will work with the student to refine the learning objectives that the student will pursue during the course of the internship.

During the Internship

Participate in ongoing meetings with the teacher and student.

All students enrolled in internships are supported by teachers from their schools. You and the student's teacher will arrange a plan for communication and set up dates for site visits and phone calls at the beginning of the internship or service learning experience.

The best possible meetings involve you, the student and the teacher. During these meetings you will discuss the student's progress toward accomplishing his/her learning objectives, and together you can develop new objectives as the student meets his or her initial ones. You can discuss the classroom support that would help the student perform better at the workplace and the teacher can let you know about related classroom lessons that are planned. These meetings are an opportunity for the student to work with both of you on any areas that need discussion. It is also a great time for both you and the teacher to let the student know how well they are doing and to encourage them to keep it up.

Provide support for student learning during the experience.

Effective training is an important part of an internship experience. Most people learn by doing, but each person learns differently. Keep in mind different approaches to teaching students new skills and tasks.

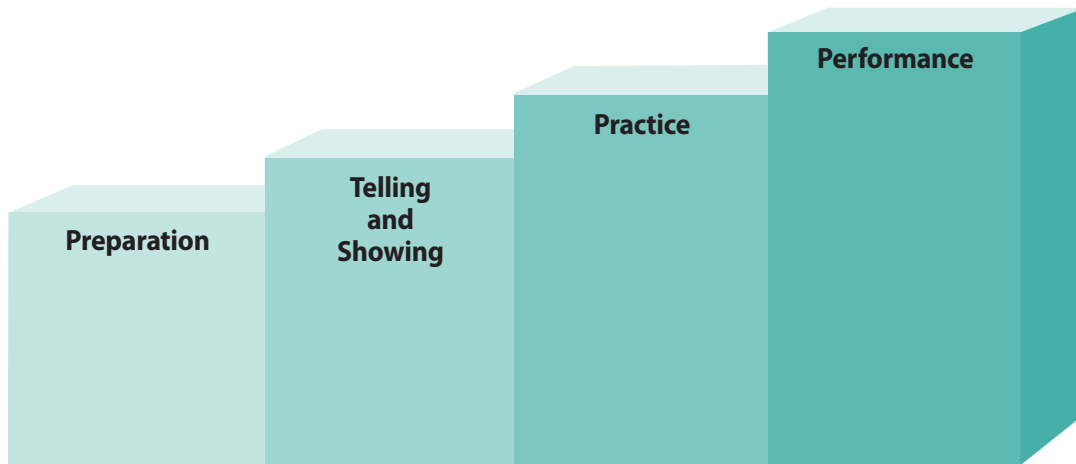
¹SCANS is an acronym for the Secretary's Commission on Achieving Necessary Skills, which created The SCANS Report for America 2000, issued by the U.S. Department of Labor, April 1992. The report defines a set of skills and competencies necessary for success in the work-place.

RESOURCE *(continued)*

Workplace Partner Guide to Successful Internships

Supporting Interns' Growth¹

The following list outlines one method of supporting student interns' growth.



Preparation

- Develop a training plan listing the tasks and skills required for a job.
- Decide when and how training will be accomplished.
- Decide who will conduct the training.

Telling and Showing

- Describe what should be done.
- Demonstrate how to do the task.
- Ask questions.
- Check for understanding.

Practice

- Allow intern to do the task.
- Correct errors.
- Ask interns to describe what they are doing.

Performance

- Allow interns to work on their own.
- Designate someone to go to for help.
- Check frequently for progress.
- Ask questions.
- Provide feedback on performance.

¹Adapted from the Sonoma County School-to-Career Partnership, Work-Based Learning Toolkit



RESOURCE *(continued)*

Workplace Partner Guide to Successful Internships

Demonstrate how to perform assigned tasks for the student. Clarify the purpose of each task and its relation to the overall goals. Help the student understand how his or her work fits into the organization as a whole. As interns begin to perform tasks on their own, they will likely need some feedback but not necessarily direct intervention. As a worksite supervisor, at this point you become more of a coach who stands back and monitors the student's progress, suggesting alternatives when appropriate and encouraging the student to take on more responsibility. Through this diminishing support, or scaffolding, you encourage the student to ask more questions and take on more tasks.

As the intern becomes self-sufficient, refrain from giving feedback until the student completes a task. Ask the intern to assess his/her success. Building on the student's own evaluation, making additional comments as appropriate. You and the intern should meet regularly to discuss progress and set goals. These meetings help students understand that real-world work is evaluated against standards of quality and that setting goals is essential to workplace success and lifelong learning. The teacher will meet with you and the student several times during the semester to see the student's progress and assist with new objectives when the student masters his or her initial ones.

Communicate successes and opportunities at the workplace.

During ongoing meetings with the teacher you have the opportunity to share student successes with the teacher. Let the teacher know how the student is progressing on the learning objectives. If there are challenges or opportunities for further learning that could be supported in the classroom, let the teacher know. The teacher may be able to incorporate curriculum in the classroom that will better prepare the student for learning at the workplace.

Meet with teacher and student for final evaluation.

A final meeting with the student and teacher to review the experience provides an opportunity for learning-rich reflection, in which each person can benefit from hearing how the experience was for others. It will also be valuable to incorporate into the discussion the student's next step—asking students to reflect on how this experience has shaped their future goals and impacted their perspective.

After the Internship

Complete program evaluation and submit it.

The teacher will provide you with a copy of the **Internship Program Evaluation** so that you can provide feedback on the process and help the teacher and other school staff know how to modify the structure or timeline in the future.