

INTERNSHIPS CLASS PAID AND UNPAID
COURSE NUMBERS 0271-01 THROUGH 06
A-Day and B-Day Fall Semester

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COURSE DESCRIPTION:

The Internship Program at the Newburyport High School is a program designed to assist students in furthering their education and knowledge within the ‘real world’ work force. The main focus is to ensure that all students gain experience in the work force and become more informed about possible career choices. Another focus of this program is to help students acquire the skills to learn how to be more independent and prepare them for the responsibilities of either the college experience or the world of work. The program connects business and education, as well as unites classroom instruction with supervised internships outside of the school curriculum that allows students to better understand the relevant skills and knowledge needed for success in today’s careers and higher education. The goal of the program is to provide students with experience that “give them focus for their lives after high school—whether they pursue a career or higher education.”¹

“School to Career provides a system that looks to employers to articulate the skills needed for success, and for employers to work with educators to ensure students graduate with relevant skills and knowledge. The twenty-first century demands academic as well as occupational mastery. . . Today, many high school students end their educational years without mastering the thinking, teamwork, and problem-solving skills needed to succeed in a workplace setting.”²

PROGRAM SCHEDULE:

The students meet with instructor “A” or “B” day class period for the first two days of class in the semester or until internships are found. Students then are allowed to leave for their internships at the beginning of their internship period. Individual meetings during the students internship period or study period are scheduled as required to continue with ongoing professional development.

COURSE OBJECTIVES:

1. To gain experience in the work force
2. To become more informed about possible career choices
3. To acquire the skills to learn how to be more independent
4. To prepare them for the increased responsibilities they will face after high school
5. To gain an understanding of the challenges of the world of work
6. To gain an understanding regarding the need for organization and deadlines.

¹ Driscoll, David, Commissioner of Education, Massachusetts Department of Education.

² "For Today's Youth and Tomorrow's Economy." [Massachusetts School to Career](http://www.doe.mass.edu/stc/overview.html). Massachusetts Department of Education. 11 Feb. 2005 <www.doe.mass.edu/stc/overview.html>.

ELIGIBILITY:

The School to Career Program is offered to students in their junior or senior year of high school.

1. Students participating in the program must complete the program of studies assigned to them in addition to meeting all requirements outlined by their employer.
2. Academic failure or failure to perform all tasks or comply with the rules and regulations of their employer and/or school, may lead to removal from the program.
3. Students must attend school regularly, as excessive unexcused absences from school may result in a **FAILING** grade and loss of credit for the term.
4. Students absent from school due to illness or suspension are not expected to work on those days and must notify their employer and School to Work Counselor.
5. Eligible students will earn two and one half [2 1/2] credits per term for successful completion of all requirements of the internship program, up to a maximum of five (5) credits per year.
6. Student eligibility outside any of the criteria will be determined on an individual case-by-case basis by the Coordinator of School to Career.

STUDENT RESPONSIBILITIES:

1. Intern during their assigned internship period each week.
2. Sign out at the Main Office upon leaving the building.
3. Submit **weekly attendance sheets** (provided by the STC Coordinator) on a weekly basis. Any time sheet not turned in on time will lose one point and any time sheet not turned in, past the due date by three weeks, will lose 10 points. (You can only lose 20 points and still pass this class).
4. Submit the **Massachusetts Work-Based Learning Plan- Job Description** by the second week of class.
5. Submit the **Massachusetts Work-Based Learning Plan- Summary Sheet** from employer twice during the semester.
6. Before leaving an internship, the student **must** meet with the Coordinator of the School to Career Program.
7. Students **must notify** the Coordinator of the School to Career Program of the loss of an internship and go through an exit interview.
8. Students will be given a maximum of two (2) weeks to secure a new internship.
9. Students will complete **monthly assignments, including monthly journal reflection** and turn them in by the first Tuesday of the following month. (September's assignments are due the first Tuesday of October) Returning students will notify teacher at the beginning of the semester to receive different assignments for them to complete and turn in.
10. Students will schedule two appointments with the School to Career Counselor to check on progress and to make sure they are not missing any assignments.
11. Students are responsible to check their email for class information and to notify career counselor if they do not have email access.
12. Students will complete a **reflection assignment**, final and survey about the internship at the end of each semester.

STUDENT WORK DEVELOPMENT:

Professional development assignments are designed around the following skill set, as identified in the Massachusetts Work-Based Learning Plan (DOE):

1. Individual Skills
2. Team Skills
3. Taking Responsibility for Career and Life Choices

CAREER AWARENESS GOALS:

The following goals are some of the many that are addressed in the program:

1. Self-knowledge is crucial to selecting the appropriate career pathway.
2. Success stems from an ability to effectively communicate with people and understand their diverse needs.
3. No business or industry operates in isolation. The ability to participate as a team/group member is a critical factor to achieving both personal and professional goals.
4. Business is dependent on industry competence and broad-based business skills.
5. Continuous learning is necessary to adapt to the changing needs of today's workplace.

ESSENTIAL QUESTIONS:

The following questions are some of the issues addressed in the program:

1. What additional training and education is required to succeed in your chosen career pathway?
2. What traits does one need to succeed in any job?
3. What preparation is required to perform well in the workplace?
4. Why should I hire you?
5. Once you get a job, how do you keep it?
6. In what ways can classroom learning be applied to the workplace? How does the workplace reinforce what is learned in the classroom?

COURSE ASSIGNMENTS:

1. Essential Questions Pretest or Internship Survey **due by the end of the first class period.**
2. Signed Permission Slip due second day of class. Students must have permission slip turned in before you attend your internship or work study site. The Employers Contract, CORI Report, Internship Discipline Procedure and Internship Student Agreement due by the second week of class. Weekly Timesheets due each Tuesday before 2:30 pm
3. Job Description due September 11, 2007, before 2:30 pm.
4. Internship Monthly Summary, Learning Styles, My Personality Traits, and Writing a Resume – **due October 2, 2007, before 2:30 pm.**
5. Internship Monthly Summary, Free Time, Motivation to Learn and Work Habits - **due November 6, 2007, before 2:30 pm. First evaluation due on November 1, 2007.**
6. Internship Monthly Summary, Strengths and Skills, Interests and Abilities and Work Values – **due December 4, 2007, before 2:30 pm.**
7. Internship Monthly Summary, Reasons People Work, What Do I Want?, and What Is Your Goal?- **due January 8, 2007, before 2:30 pm. Final evaluation due, January 8, 2007.**

KEY KNOWLEDGE AND SKILLS AS SPECIFIED BY THE MASSACHUSETTS WORK-BASED LEARNING PLAN:

The Massachusetts Work-Based Learning Plan is organized around the following nine “competencies” which identify skills needed to succeed in today’s careers and higher education.

Individual Skills:

1. Communication and literacy
 - A. Speaking (*speaks clearly and uses language appropriate to the environment both in person and on the telephone*)
 - B. Listening (*listens attentively; makes eye contact; repeats instructions to confirm understanding*)
 - C. Reading (*reads written directions and workplace documents independently*)
 - D. Writing (*writes clearly with correct grammar*)
2. Organizing and analyzing information
 - A. Collecting and organizing information (*effectively compiles information and resources, including via the Internet*)
 - B. Research and analysis (*researches and synthesizes information from a variety of sources*)
 - C. Quantitative analysis and mathematics (*applies basic math, including multiplication and division, to complete appropriate tasks*)
3. Problem solving
 - A. Identifying problems (*identifies problems independently*)
 - B. Solving problems (*solves simple problems independently*)
4. Using technology
 - A. Using work tools and office equipment (*uses work tools and/or office equipment independently*)
 - B. Computer operation (*demonstrates basic computer skills*)
5. Completing entire activities
 - A. Initiating and completing projects (*completes tasks and projects as assigned*)
 - B. Time management (*meets assigned deadlines independently*)

Team Skills:

6. Acting professionally
 - A. Attendance and appearance (*maintains consistent attendance, punctuality, and appropriate dress independently*)
 - B. Accepting direction and criticism (*accepts direction with positive attitude*)
 - C. Flexibility and maintaining self-control (*adapts to change with positive attitude. Resumes self-control independently*)
 - D. Respecting confidentiality (*understands why certain information must remain confidential*)
7. Interacting with others
 - A. Interacting with customers / clients (*appropriately requests assistance when dealing with difficult customers / clients and situations*)
 - B. Interacting with co-workers (*initiates positive interactions with co-workers*)
 - C. Managing stress and conflict (*identifies conflict and considers its source independently*)
 - D. Respecting diversity (*understands diversities and similarities*)
8. Understanding all aspect of the industry
 - A. Understanding the structure and dynamics of the entire organization (*demonstrates working knowledge of the department’s role in the organization and how it relates to other departments*)
 - B. Recognizing health and safety issues (*practices appropriate health and safety protocol independently and recognizes their importance*)
 - C. Understanding personnel policy and the labor/management relationship (*understands personnel policy, and where appropriate, the role of labor organizations*)

Personal and Professional Development:

9. Taking responsibility for career and life choices
 - A. Teaching and learning on an ongoing basis (*participates in professional development opportunities and shares learning upon request*)
 - B. Balancing personal, professional, and academic responsibilities (*applies the ability to manage personal, professional, and academic responsibilities*)
 - C. Setting career goals (*aware of career opportunities*)

ASSESSMENT TOOLS:

1. Required Documents turned into coordinator at the beginning of the internship:

- Internship Proposal- Essential Question Pretest or Internship Survey
- Student Agreement
- Employer Agreement
- Parent Permission Letter
- Completion of the Massachusetts Work Based Learning Plan – Job Description
- Internship Discipline Agreement

Documents turned in on time

- Monthly Summaries
- Weekly timesheets
- Monthly Assignments
- Reflection Paper
- Completion of Final Exam
- Completion of Class Survey

2. Quarterly Employer-Based Evaluations

3. Coordinator Site Visits or contact with Workplace

4. Workplace Participation – Students will be required to go to their internships prepared and ready to work. They will demonstrate this by arriving as scheduled, **on time**, in appropriate dress, with any required materials required to perform workplace duties. While at the workplace, students will be required to take an active role in relevant workplace duties.

5. Internship Summary—Every student is required to maintain a **workplace journal** that demonstrates direct connections between classroom instruction and the workplace through the following documentation:

- class and workplace documentation (internship proposal, signed time sheets, evaluations, progress reports, etc)
- progress towards course requirements
- **career-related questions** and concerns that arise during course of internship
- records of all workplace instruction, including key terms and concepts learned at the worksite
- copy of a workplace project (if applicable)

The **summary** must be turned in to be evaluated on the first Tuesday after the end of the month (Please see due dates under course assignments).

6. Reflection Assignment – Pick up from my office Reflection assignment then answer the following questions below: The following bulleted points must be included in your paper. Please type your paper and use proper MLA format and correct grammar.

- Complete the assignment and include with the assignment the following information.
- Describe the skills and competencies demonstrated by this assignment.
- Evaluate your performance on the assignment. Identify what you did well and what could be improved.

The **reflection assignment** must be turned in three weeks before the end of class.

7. Final Exam- Post test of Essential Questions and Internship Survey. Both handouts need to be completed during or prior to final exam week.

INTERNSHIP RUBRIC

Teacher Name: **Mrs. Zaino**

Student Name: _____

CATEGORY	4 Proficient	3 Apprentice	2 Novice	1 Beginner
Working with Others	Almost always listens to, shares with, and supports the efforts of others.	Usually listens to, shares, with, and supports the efforts of teacher or others.	Often listens to, shares with, and supports the rules associated with the teacher and the class , but sometimes does not work with teacher to solve problems.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Teacher does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Preparedness	Turns in needed materials and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.
Pride	Work reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort on the part of this student.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others.	Usually listens to, shares, with, and supports the efforts of others.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

Date Created: **Aug 20, 2004 09:36 am (CDT)**

