



PURSUE TRUTH.

DISCOVER BEAUTY.

MANIFEST GOODNESS.

INTERNSHIP PROGRAM

DEO CONFIDIMUS

RATIONALE FOR CAPSTONE INTERNSHIPS

Capstone Internships allow scholars the opportunity to consolidate and apply the learning from their high school coursework into a meaningful and relevant on-the-job experience. It is their venue to connect with the world outside of the academy and to gain the skills to go on to further education and/or enter the workforce.

Capstone Internships allow scholars an avenue to promote the relevance and increase the rigor of the high school experience. A question we often hear from scholars is “Why do I need to learn math, science, and history? I’ll never use it.” Capstone Internships are a way of helping scholars understand the relevance of academics in relation to what it takes to be successful in the workplace. Without this vital connection, many young people may not know why basic skills are important or know how complex a job can be. Through working with an adult mentor at the worksite, scholars have the opportunity to develop a foundation of general workplace skills and to acquire information and skills in their chosen career cluster/pathway.

Capstone Internships add increased rigor and relevance to the high school experience. Capstone Internships also provide scholars with focused and structured learning, giving them experience with the responsibility for meeting timelines, making decisions, and working with others – all skills needed for success in the workplace. Capstone Internships provide an opportunity for scholars to apply the four R’s for schools – rigor, relevance, relationships, and results!

CAPSTONE INTERNSHIP OVERVIEW

An Internship is an opportunity for a scholar to spend time with one or more employees at a business, non-profit organization, or government agency. The objective is to provide an opportunity to observe and gain hands-on experience in how business and industry work.

By being at the work site, scholars will get a firsthand perspective of the skills and tasks required on the job. The goal of the Capstone Internship program is to increase the scholar's knowledge of workplace skills and receive on-the-job experience. The internship experience is selected based on the scholar's chosen career cluster/pathway. In addition, it enables the Director to communicate to scholars what skills and knowledge are necessary to enter certain careers. Internships also help mentors keep their curricula up-to-date.

Internships help scholars:

- Gain hands-on experience at a local business to build upon skills learned in the classroom.
- Establish a clear connection between education and work.
- Develop an understanding of the workplace under the guidance of an adult mentor.
- Explore and research a variety of careers.
- Develop workplace responsibility and learn about workplace realities.
- Establish professional contacts for future employment and mentoring.
- Establish positive work habits and attitudes.
- Learn technical skills that will be invaluable for future jobs.
- Understand what education opportunities are available that will lead to a career in their chosen career pathway.

Internships help mentors:

- Keep curriculum up to date through communication with employers.
- Make education more relevant and valuable for scholars.
- Access the latest tools and equipment.
- Acquire information on actual proficiencies required by employers/occupations.
- Interact with the business community to secure resources (e.g. knowledge, equipment, software, etc.) to enhance learning.

Internships help employers:

- Gain access to an expanded pool of qualified applicants.
- Invest early to get hard-to-find people "trained your way".
- Reduce employee training costs.

- See future employees in action before hiring them, and hire those who fit your company culture and expectations.
- Establish closer working relationships with local schools and educators.
- Introduce scholars to their business and careers available within their company.
- Communicate to scholars how important it is to learn well: how to read, write, speak, listen, calculate, and think when it comes to workplace success.
- Be seen as an active and caring part of the community.
- Generate positive publicity and public relations for their company.
- Help scholars make better informed educational and career choices.
- Build morale among employees by giving them something positive in which to participate.
- Influence curricula taught in schools.
- Develop new projects with scholar assistance.
- Communicate required job-specific proficiencies to educational personnel.

ROLES AND RESPONSIBILITIES

Director

The Director, with the help of mentors in the school, is responsible for establishing and implementing the Capstone Internship program. The Director should:

- Communicate the goals and expectations of the Capstone Internship program to the school and community.
- Provide resources to support the program.
- Oversee the communication of information to parents and the arrangements for parental involvement.
- Conduct program reviews as required.
- Address questions and, if necessary, mediate problems and issues among the participants in the experience.
- Informing the program participants of their roles and responsibilities.
- Arranging for the training of Capstone Internship mentors.
- Arranging for the availability of time for mentors to meet with their scholars and worksite mentors.
- Informing prospective scholar interns about the process and requirements of securing and participating in an Internship.
- Helping with the Internship implementation elements, such as setting goals, contacting faculty and employers, obtaining training agreements, etc.
- Overseeing the communication of information to parents and the arrangements for parental involvement.
- Conducting program reviews as required.
- Addressing questions and, if necessary, mediating problems and issues among the participants in the experience.

Internship I Class

The Director is responsible for helping the scholar integrate the internship into his/her total academic experience. The instructor should:

- Discuss the scholar's goals in finding and completing an Internship.
- Assist with the selection of an Internship site.
- Set requirements needed by scholars for placement, including course and internship site competencies.
- Advise the scholar in defining the Training Agreement objectives, tasks, and evaluation criteria. The contract should integrate the scholar's goals with those of the Internship program.
- Help the scholar in defining the academic requirements for the Internship. Academic requirements can be a journal, paper, relevant research and/or projects.
- Maintain appropriate contact with the scholar throughout the Internship to give direction, support, and training received as related to contract agreement.
- Meet with the worksite supervisor prior to signing the Training Agreement to establish contact, communication, and scholar requirements.

- Consult with the worksite to determine educational objectives, scholar competencies, appropriate experiences, and the expectations for the scholar during the project.
- Facilitate communication between the worksite and scholar.
- Participate in other forms of recommended contact throughout the Internship, such as site visits, email or phone calls with the intern and site supervisor, progress reports and feedback sent between the intern and instructor, and meetings which occur off-site between the intern and instructor.
- Review the mid-term evaluation from the worksite that evaluates the scholar's performance thus far.
- Review the final report (or as otherwise described in the Internship Agreement) from the scholar at the end of the Internship that satisfies the academic standards of the school.
- Review the Internship final evaluation from the worksite that evaluates the scholar's performance.
- Review the post-internship assessment from the scholar that evaluates the experience.
- Provide academic direction and evaluate the learning derived from the Internship and the academic projects.
- In consultation with the worksite supervisor, assign the scholar a grade for the Internship.

Worksite Supervisor

Scholar interns are supervised by a staff person employed by the worksite. Typically, the worksite supervisor has experience and expertise in the area in which the scholar is interning. The worksite supervisor may be the course instructor if time is given during the daily schedule. Worksite supervisors should:

- Interview scholar interns.
- Determine qualifications for the position.
- Provide the scholar with realistic, challenging assignments that facilitate learning (scholars should not be conducting work of a clerical nature unless the internship experience is in an office setting).
- Be certified in a related career/technical field.
- Help the scholar learn about the business "culture" and adjust to the workplace.
- Inform the scholar about the business regulations regarding confidentiality and public access to information.
- Serve as a mentor, sharing the pros and cons of a career in the field and giving suggestions for entering the profession. The worksite supervisor should have sufficient experience in the field to draw from and share that experience with the scholar intern.
- Meet with the intern on a regular basis to guide performance, answer questions, and provide background information and resources related to the intern's work. A worksite supervisor may also help by recommending ways to enhance the intern's learning.

- Submit both an Internship mid-term evaluation and final evaluation of the Internship experience to the school, describing achievements and providing suggestions for improvement.
- Participate in assigning the scholar a grade for the Internship.

Parents

Parental support is a key factor in scholars' success. Parents can help their child by:

- Supporting him/her in developing, implementing, and reviewing their annual education plans.
- Participating in summary reviews of their child's annual education plans twice each year by providing feedback on the annual education planform and attending any scheduled conferences.
- Helping him/her identify their strengths, learning style, interests, talents, skills, and needs.
- Being supportive of their goals, pointing out their strengths and accomplishments, encouraging them to explore the range of alternatives for their future, and encouraging them to ask for help when they need it.
- Be willing to sign an agreement form relating to requirements of the Capstone Internship experience.

Scholars

Scholar interns are responsible for:

- Selecting the internship worksite in cooperation with the instructor.
- Consulting with the instructor to formulate academic goals that can be discussed with the worksite supervisor during the interview.
- Developing, with the assistance of the Instructor and the Worksite Supervisor, a Training Agreement outlining expectations, responsibilities, and a work schedule (including timelines and expected completion dates) and having it endorsed by all parties.
- Working the required number of hours.
- Learning about and acting in a manner consistent with the business "culture" and its commitment to a high level of service to the public.
- Learning about and adhering to business regulations regarding confidentiality and public access to information.
- Maintaining high standards of professionalism while at the Internship site.
- Seeking out supervision and assistance at the worksite as needed.
- Completing the academically-related tasks that are agreed upon by the instructor and intern (such as a journal, supplementary research, and/or a paper).
- Submitting a post-internship evaluation form to the Instructor at the conclusion of the course.
- Attending regularly scheduled meetings with the instructor.
- Participating actively in classroom sessions.
- Developing, reviewing, and completing a personal learning plan.

- Understanding the responsibilities of placement and site outcomes that will help determine grade and credits awarded.

PROGRAM ENROLLMENT

There are several steps involved in enrolling scholars into the program.

Enrollment Criteria is based upon the state guidelines. Current school policies are incorporated and new policies are developed specific to the Capstone Internship Program.

The **Program Application Form** is an agreement between the scholar, his/her parent(s) and the school to participate in a Capstone Internship Program. Along with pertinent contact information, the application form includes the following: current work experience, career interests and goals and a preferred worksite.

Once the scholar's application has been approved and a worksite identified, an **Internship Agreement Form** is signed by the scholar, parent, and worksite mentor. The Agreement form identifies the roles and responsibilities of all parties.

The **Confidentiality Form** is signed by the scholar prior to beginning the worksite experience. The scholar acknowledges that he/she may come in contact with privileged information at the worksite and they will not divulge this information.

An **Acceptance Letter** should be sent to the scholar informing them of their acceptance into the Program. The **Letter to Parents** spells out the specific requirements for scholars enrolled in the Capstone Internship Program and provides Instructor contact information.

ENROLLMENT CRITERIA AND PROCESS

Program Goal: To afford opportunities to scholars to learn job skills and explore career options.

Enrollment Criteria:

1. Scholar has had no more than ten excused absences during the year prior to the internship (Junior Year).
2. Scholar has had no unexcused absences during the year prior to the internship.
3. Scholar must submit completed internship application in to the Capstone Internship Coordinator.
4. Exceptions to the above criteria may be allowed at the discretion of the The Director.

Process:

1. Scholar submits Internship Program Application to The Director.
2. Acceptance to an Internship position will meet the following criteria:
 - Scholar must have no previous work experience in that position with that employer.
 - Exceptions to the above statements may be approved at the discretion of the The Director.
3. Scholar completes Scholar's Internship Contract. Signatures from a parent and high school counselor are required prior to obtaining the The Director's signature and completing the application process.
4. Scholar attends a one-hour Capstone Internship Prep class with The Director.
5. Employer completes Employer's Internship Contract.
 - a. Employer agrees on hours to learn specific skills (not to exceed 20 hours per competency area) and will not replace or take the place of potential hires.
6. Employer completes scholar evaluation form and turns in record of hours worked at a minimum of every month.
7. Scholar writes mid-term paper after 45 hours of work have been completed. Paper must adhere to formatting criteria given by Instructor and content should include:
 - a. What the scholar has learned so far from the internship experience.
 - b. How the scholar applied what was learned in the classroom to the internship experience.
 - c. On-the-job training content and process.
8. The scholar will meet periodically with The Director to discuss progress and mid-term paper.
9. Scholar writes final paper after 96 hours for 1. Content should include the following items:
 - a. What the scholar learned from entire Internship experience.
 - b. How the scholar applied what was learned in class to worksite experience.
 - c. How employer continued to train scholar throughout internship.

- d. Scholar's decision to continue pursuing this field of work or not, and how the Internship experience helped the scholar make that decision.
10. Employer completes evaluation and hours worked forms. These forms are submitted to the Director according to timelines.
11. Scholar prepares a presentation on the Internship experience and presents it to the Director and the review team. Parents are encouraged to attend.
12. The Director turns in pass/fail grade and credit(s) earned to scholar's high school.

PROCESS REVIEW

- _____ Scholar submits completed Internship Application by the set deadline.
- _____ Scholar meets with the Director to discuss employment opportunities.
- _____ Scholar submits contract completed and signed. (Note deadline.)
- _____ Scholar attends Internship I class.
- _____ Employer submits contract completed and signed.
- _____ Employer submits scholar evaluation and record of hours (monthly).
- _____ Scholar submits mid-term paper after 40 hours are worked.
- _____ Scholar meets with the Director to discuss progress and mid- term paper.
- _____ Employer submits evaluation and hours worked form to The Director at completion of internship.
- _____ Scholar writes final paper at completion of internship.
- _____ Scholar gives final oral presentation.
- _____ The Director turns in pass/fail grade and credit(s) to scholar's school.

INTERNSHIP PROGRAM APPLICATION

This is an agreement between the scholar, his/her parent(s), and Capstone Classical Academy. program.

Scholar Name _____ Application Date _____

Home Phone _____ Cell Phone _____

Home Address _____

City, State, Zip Code _____ E-mail _____

Birth Date _____ Social Security Number _____

Parents/Guardian: Mother _____ Father _____

Other Related Courses Completed _____

Work Experience/Skills _____

Scholar's Interests and Career Goals _____

Tasks That Make Up the "Ideal Job" _____

Preferred Employer (if one) _____

Scholar Signature _____ Date _____

School Counselor Approval _____ Date _____

The Director Signature _____ Date _____

INTERNSHIP AGREEMENT FORM

The purpose of this program is to assist _____, a scholar enrolled in _____ in expanding the occupational competencies listed on his/her training plan through a combination of related classroom instruction and on-the-job training experience. Capstone Classical Academy and _____ located at _____ mutually agree to the following responsibilities:

The scholar shall:

1. Be at least 16 years of age, except a scholar with exceptional needs.
2. Be a full-time scholar.
3. Be concurrently enrolled in and attending the related classroom portion of the program.
4. Obey rules and regulations of the program.

The training station employer shall:

1. Have a clear understanding of the program objectives and a willingness to participate.
2. Provide adequately-supervised on-the-job training experiences that:
(a) are regularly scheduled from a minimum of 8 hours to a maximum of 16 hours per week, (b) are in an occupation for which the program is approved, (c) will not endanger the health, safety, welfare, or morals of the scholar, (d) have adequate equipment, materials, and other resources that provide an appropriate learning opportunity, and (e) are in compliance with Federal and State labor laws.
3. Assist in developing a training agreement and training plans.
4. Consult with the cooperative vocational education teacher regarding the scholar's progress.
5. Maintain training records (including a copy of the training plan) at the training station.
6. Defend, indemnify, protect, and hold harmless the school district, its officers, agents, and other employees against any and all losses, injuries, claims, actions, judgments, and liens which arise from or are connected with the acts or omissions of the training station employer, its officers, agents, and employees.
7. Have the right to terminate scholars at the training station.

Capstone Classical Academy shall:

1. Provide a related classroom instruction program for career technical scholars that is: (a) scheduled an average of three instructional periods per week for the length of the program with a minimum of one instructional period scheduled per week, (b) organized to ensure that each scholar will have sufficient hours of directly-related classroom instruction and paid on-the-job training experiences necessary for employment and advancement in the occupational field for which training is conducted, and (c) limited to cooperative vocational education scholars.

2. Make supervision visits to training stations every four weeks.
3. Assist scholars with career planning and identifying employment and educational objectives.
4. Monitor scholar's progress by completing the Ad Vitam, providing ongoing and final scholar evaluation, and granting graduation credit for acquisition of occupational competencies.
5. Develop and keep on file records including: evidence of work permits issued, training agreements, training plans, on-the-job supervision observations, and on-the-job training site locations with scholar's training hours.
6. Defend, indemnify, protect, and hold harmless the school district, its officers, agents, and other employees against any and all losses, injuries, claims, actions, judgments, and liens that arise from or are connected with the acts or omissions of the training station employer, its officers, agents, and employees.
7. Inform scholars of program rules and responsibilities.

Neither Capstone Classical Academy nor the training station employer shall discriminate against any scholar or employee on the basis of race, color, national origin, sex, marital status, parental status, or handicap in employment practices or on-the-job training experiences.

All Capstone Internship Training Agreements are contingent upon the scholar attending the related classroom portion of the program.

Scholar's Signature	Telephone #	Date
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Parent's or Guardian's Signature (if scholar is under 18)	Telephone #	Date
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Employer's Signature	Date
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Director's Signature	Date
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LETTER TO PARENTS

(Date)

Dear Parent or Guardian:

You have learned by now that our academy has set high expectations for our scholars. We believe each scholar should have the opportunity to apply his or her skills through a Capstone Internship experience. As your scholar completes the Internship, he/she will demonstrate the following skills: reading, writing, speaking, accessing and processing information, thinking, self-discipline, problem-solving, organization, and implementing technology. These skills will be showcased through a four-phase process to include:

- the actual internship experience,
- a research paper,
- a portfolio, and
- a final presentation.

The Capstone Internship topic is based on the scholar's chosen career cluster/pathway and provides growth through a new learning experience.

The Capstone Internship program involves parental and teacher support as well as scholar initiative and self-discipline. Attached is a copy of the due dates for the program components.

Thank you for joining us on this exciting journey. If you have any questions, please do not hesitate to email me if you have any questions.

Best Regards,

Dr. Susan Goers

Director

SCHOLAR INFORMATION

This section describes specific scholar requirements for the Capstone Internship experience. Information and sample forms are provided for: specific class requirements, timelines, the research paper, portfolio, journal, presentation, and evaluation.

It is recommended that a scholar guide or packet be prepared that provides the scholar with a copy of all assignments, time lines or a calendar, journal writing prompts, research paper guidelines, a suggested table of contents for the portfolio, and guidelines for the oral presentation. Rubrics/grading criteria should be provided for all components as well.

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CAPSTONE INTERNSHIP REQUIREMENTS

Assignment	Directions/Explanation
Interview two employees at your work site.	Get forms for interviews you're your The Director. These may be handwritten and should be placed in your portfolio.
Arrange for one 8-hour workday before the end of the semester.	Find out from your worksite supervisor when would be a good time to work a full 8 hours. Make sure new duties are performed. Let the Director know before you work the 8-hour day.
Reflection paper. Teacher Interns will prepare and present a lesson also. Include a copy of your lesson plan in this section with teacher signature and comments.	Prepare a typed reflection paper of what you have learned while at your internship. Include samples of work and/or pictures. Describe in detail skills developed/learned. Place this in your portfolio.
(Optional) Arrange for a field trip within your career pathway. You will need to make the contact and confirm. Let the Director know before you go.	You can go with other scholars or by yourself.
Speak to a class or group about your internship. Place a copy of your script in your portfolio. OR , prepare a print-ready, error-free article for a newsletter about your internship experience. Place a copy of the article in your portfolio.	Speak to a Career Planning class, any class at the high school or middle school, or a community group of your choice. The news article should address what you have learned, how the internship has affected your career decisions, course selection, etc.
Type a job description for your internship. Place this in your portfolio.	Meet with your supervisor and discuss duties and responsibilities that should be included in this job description.
Update your digital portfolio. Make it look professional so that it can be used for college applications, etc.	Using HTML or PowerPoint, prepare a digital portfolio. Use the Digital Portfolio Rubric as your guide. Attend all scheduled workdays.
Prepare a hardbound portfolio. It should include the items listed to the right. Refer to the Hardbound Portfolio Rubric for more specific information.	<ol style="list-style-type: none"> 1. An updated resume. 2. A printout of your digital portfolio. 3. Documentation of 8-hour day. 4. Internship job description. 5. Reflection paper. 6. Samples of work (if appropriate). 7. Script from presentation or article for newsletter. 8. Two interviews from job site. 9. Two current Letters of Reference. 10. Attendance Sheet for semester.

INTERNSHIP TIMELINE

Scholar Name _____

- _____ Scholar meets with the Director about enrolling in the program, career interests, goals, potential employers and scholar availability.
- _____ Scholar Application (completed and signed) turned in to the Director.
- _____ Scholar Contract (completed and signed) turned in to the Director.
- _____ Scholar completes Internship Prep class with the Director.
- _____ Employer Contract (completed and signed) turned in to the Director.
- _____ Scholar completes midterm paper after 40 hours of work completed.
- _____ Scholar meets with the Director to discuss progress and mid-term paper.
- _____ Scholar writes final paper after 96 hours for 1 credit.
- _____ Employer submits completed evaluation and hours worked to the Director.
- _____ Scholar prepares presentation on the Internship experience and makes presentation to the Instructor and others as deemed appropriate.
- _____ Pass/Fail grade and credit(s) earned report shared with the scholar.

RESEARCH PAPER GUIDELINES

Length: Eight pages minimum

Paper Submission: All scholars must submit a hard copy accompanied by an electronic copy in Microsoft Word saved on a flash drive.

Format: APA or MLA format, 12-point font, Times New Roman, all double-spaced. Use the format of heading and title when no title page is required.

Upper left-hand corner after margin

Your name

English Teacher's name

Course

Date (month day, year)

Works Cited: This is an alphabetical listing of the sources cited in the paper to prove, support, or disprove the thesis statement. A minimum of five sources is required. One must be an interview.

Parenthetical Documentation: Any fact you use to back up the central point of your paper must be documented, *whether the fact is directly quoted or in your own words*. Paraphrasing does not mean changing every third word of the original language of the source. If you do not document a fact that supports your central point, you are guilty of **plagiarism**. If you use a writer's exact words but do not give credit and/or do not place the exact words in quotation marks, you have committed **plagiarism**.

Quotations: The only reason you need to use exact quotations is if the language of the original resource is very unusual and cannot be paraphrased or the exact quote supports or gives an example of the thesis statement already established. **If you think the original language must be used, please follow these guidelines:**

Never use a quotation without introducing who gave the quote and/or the significance of the quote. A quote by itself, even punctuated correctly, makes little sense if it is not worked smoothly into the context of your own sentence structure and into what your paper is trying to prove.

For quotations that are **four** lines long or longer, **indent** each line of the **entire** quote **one inch** and double space the material. **Do not use quotation marks.**

RESEARCH PAPER SCORING GUIDE

Name _____

Format (65 points)

- _____ Title/Cover Page (5)
- _____ Thesis Page (15)
 - _____ One page in length (3)
 - _____ Thesis sentence in the opening paragraph (5)
 - _____ Concise summary of content of paper (7)
- _____ Works Cited Page/Bibliography (25)
 - _____ Correct number of sources, in appropriate category (14)
 - _____ Indentation correct and alphabetically organized (6)
 - _____ MLA design and punctuation followed (5)
- _____ In-Text Citation (20)
 - _____ Variety of sources and documentation are used (15)
 - _____ Proper format (5)

Grammar (90 points)

- _____ Paraphrases difficult concepts/language (10)
- _____ Punctuation including capitals, commas, etc. (20)
- _____ Paragraphs break correctly (10)
- _____ Correct spelling (15)
- _____ Sentence structure – no fragments/run-ons (15)
- _____ Uses non-narrative perspective (uses 3rd person pronouns) (20)

Organization (45 points)

- _____ Follows a logical progression (15)
- _____ Includes all components (10)
- _____ Required length (20)

Total Points 200 **Points Earned** _____ **Grade** _____

PORTFOLIO CHECKLIST

A portfolio is a good way to strengthen learning. It enables you to reflect on new information and to apply that knowledge in new and creative ways. A Capstone Internship portfolio should include all forms, references, and activities associated with the Internship. Portfolio items should be accurate, clean, neat, in sequence, assembled, labeled, and filed in a three-ring binder (or in some other organizer) for future reference.

Recommended Items:

- This Checklist
- Cover Page
- Parental Approval Form
- Training Agreement
- Outline of Project Paper
- Project Paper
- Journal or Learning Log
- Academic Skills Evidence
- Evidence of work, e.g. pictures, materials collected, newspaper articles, etc.
- Copy of Oral Presentation
- Interview Forms
- Worksite Mentor's Records
- Certificate of Completion
- Personal Résumé
- Letters of Recommendation
- Attendance Sheets
- Other records of learning experiences

CAPSTONE INTERNSHIP REFLECTION

Directions: Using the format below, type the corresponding topic and answer by writing complete sentences. This must be word processed for your portfolio.

Your Name

Director's Name

Worksite Mentor's

Name Date (M/D/Y)

Reflection

What were the total hours spent on the Capstone Internship experience? (This calculation does not include class time.)

What were at least two of the biggest problems you encountered during the Internship experience?

What did you learn from the experience of working with other people?

What personal satisfaction was gained from the Internship experience?

Briefly describe the "risk" you took in completing this Internship. Include what you consider to be the "stretch" in this internship for you.

How were your original plans for the Internship the same or different from the final outcome of your project?

Assess the success of your Internship experience.

What did the program teach you about yourself?

What would you do differently now that you have finished?

What grade would you give yourself for the program? Give your justification.

SKILLS PORTFOLIO RUBRIC

Name _____ Term _____

Item	Criteria	Point Earned
Cover Page	<ol style="list-style-type: none"> 1. Photo 2. Name 3. Contact information 4. Graduation date 	/15
Resume	<ol style="list-style-type: none"> 1. Correct format 2. Current (include Internship experience) 3. Includes at least 2 references 4. Free of grammar and spelling errors 	/30
Skills Divider Pages	<ol style="list-style-type: none"> 1. Academic, Personal Management, Teamwork 2. Attractive 3. Includes photos or clipart 4. Correct spelling 	/15
Academic Skills Evidence	<ol style="list-style-type: none"> 1. A minimum of 2 examples provided 2. Reflection addresses who, what, why, where, when, skills used/developed 	/30
Personal Management Skills Evidence	<ol style="list-style-type: none"> 1. A minimum of 2 examples provided 2. Reflection addresses who, what, why, where, when, skills used/developed 	/30
Teamwork Skills Evidence	<ol style="list-style-type: none"> 1. A minimum of 2 examples provided 2. Reflection addresses who, what, why, where, when, skills used/developed 	/30
Reflection	<p>4-Hour Day</p> <ol style="list-style-type: none"> 1. Documentation of 4-hour day spent at job site 	/15
	<p>Internship Job Description</p> <ol style="list-style-type: none"> 1. Free of grammar and spelling errors 2. Details skills needed/learned 	/10
	<p>Reflection Paper</p> <ol style="list-style-type: none"> 1. Free of grammar and spelling errors 2. Includes skills used and/or developed 3. Includes samples of work where appropriate 	/30
	<p>Script or Article</p> <ol style="list-style-type: none"> 1. Instructor/group leader must sign script 2. Article is free of grammatical and spelling errors 	/15
	<p>Interviews</p> <ol style="list-style-type: none"> 1. Two interview forms completed at job site 	/10
Total		/230

DIGITAL PORTFOLIO RUBRIC

Name _____ Term _____

Item	Points	Points Received
Title Page – include the career pathway	5	
Table of Contents	5	
Personal Data Sheet – include name, address, phone, career goal or reason for this portfolio	10	
Cover Letter	10	
Resume	25	
Reference Page (at least 3) – include job title, complete address, and phone number	5	
Letters of Recommendation (at least 2)	10 (5 points each)	
Skills Summary – give detailed examples of at least 4 of your top skills	15	
Two Samples of Work with Reflection (illustrating skills needed for job)	10 (5 points each)	
Samples of Extracurricular Awards/Activities (relating to job skills)	5	
Easy to Navigate (links)	5	
Easy to Read During Presentation	5	
Link to High School Web Page	5	
Proper Grammar and Spelling	5	
Total Points	120	

SCHOLAR GUIDELINES FOR THE ORAL PRESENTATION

The Internship presentation is the culminating event, which must include the entire learning experience. It should reflect elements of the Internship experience, the research paper and the portfolio.

1. Plan the presentation *using the presentation rubric*: Check the speech itself – Do you have an introduction (attention-getting device)? Is your outline completed? How are you going to conclude your presentation (a concluding device)?
2. Prepare audio / visual materials that you will need. Check the technology to make sure it's working and ready to use.
3. Practice and time the presentation using the audio/visual materials.
4. On the day of the presentation, arrive early to check that everything is in order and functional.
5. Keep these tips in mind when answering questions following your presentation:
 - a. Answer with confidence.
 - b. Request clarification when necessary.
 - c. Admit when you don't know the answer.
 - d. Pack up and remove product/presentation materials.
6. Show appreciation to your Worksite Supervisor with a thank you note sharing personal reflections.
7. Remember that you will be making a formal presentation. Please dress according to presentation guidelines. If you are not sure what constitutes appropriate dress, consult your Instructor.
8. Do not chew gum.
9. Be aware of your body language. Avoid nervous gestures that may adversely affect your presentation.
10. Maintain eye contact with your audience.
11. Do not read your presentation.
12. Practice your presentation several times until you feel comfortable with its format and content. Also, time your presentation to be sure that you speak for a minimum of ten minutes and do not exceed the fifteen-minute maximum.
13. Be sure that your presentation covers the following: your Internship experiences, the subject of the research paper, the connection between the paper and the Internship, the stretch for you, and a self-evaluation.

INTERNSHIP FINAL PROJECT PRESENTATION GUIDELINES

Objective: Develop a tangible product to share your Internship experience with prospective employers.

General Guidelines

- Large, easy-to-read font
- Outline – not paragraph – form
- Be specific
- Bullets are preferred over paragraphs
- Use proper English and good spelling

Cover Page

- Name
- Program Area

Career Objective (can be early or late in presentation)

- Ideal job/career
- Post-secondary plans

Internship Experience

- Employer
- Business or Industry of Employer
- Position you held/Duties and tasks you did
- Co-workers and/or supervision
- Note if paid or unpaid position
- Note hours worked (total and general idea of when you worked)

Occupational Competencies

- List skills needed to be successful in internship career choice

Most Important Thing You Learned from the Experience

- What was/were the most important thing(s) you learned from this experience?
For example, if you had not done the internship, you never would have known...

Summary

- Can you answer the question “Should I continue to pursue this career?”

Dress for Presentation

- Professional attire – No jeans
- No gum!

ORAL PRESENTATION RUBRIC

Scholar Name: _____

Appropriate areas are circled and the overall rating is found in the score column on the right. Comments will be placed on the back of this sheet.

	Developing	Basic	Proficient	Exemplary	Score
Content	Content lacks reasoning and has little supporting detail, addresses only one aspect of the project 0 – 15	Content shows evidence of reasoning but provides little relevant supporting detail and/or does not cover all required areas 16 – 18	Content is well reasoned, with some insight and relevant supporting details; covers all required areas to a degree 18 – 23	Content is well reasoned, insightful and supported by relevant details; covers all required areas thoroughly 24 – 30	
Language	Problems with pronunciation and very low level of grammar 0 – 5	Language and grammar below average for a senior 6	Use of grammar enhances the presentation in parts 7 - 8	Use of grammar enhances the entire presentation 9 - 10	
Delivery	Read from notes and rarely looked at judges 0 – 5	Some problems with pauses, pacing and/or eye contact 6	Delivery is good, but not yet polished 7 – 8	Speaks with confidence, presence, poise and eye contact excellent 9 - 10	
Organization	Information very scattered and/or no audio/visual aid is used 0 – 5	Information is at times not presented in order and/or audio visual aid is not relevant 6	Most information is presented in logical order, audio-visual aid somewhat relevant 7 – 8	All information presented in logical order, audio-visual aid relevant and helpful 9 – 10	

Impromptu Skills	Speaker is unable to respond 0 – 5	Speaker seems caught off guard by questions but is able to respond 6	Speaker responds well to questions but lacks confidence 7 - 8	Speaker's knowledge is evident in responses to questions 9 – 10	
Self-Reflection	Speaker does not address knowledge, skills, or lessons gained 0 – 11	Speaker exhibits little evidence of self- reflection 12 – 14	Speaker exhibits some evidence of high level thinking and reflection 15 - 17	Speaker exhibits abundant evidence of higher levels of thinking and reflection 18 – 20	
Attire	Speaker is not appropriately dressed 0			Speaker is wearing appropriate attire 10	
Overall Rating	(Pass) (Redo) Total Points Earned/Possible Points				<u>100</u>

INTERNSHIP PERFORMANCE EVALUATION

Intern's Name _____

Place of Internship _____

Performance Evaluation – Part IV – Summary Comments

Evaluator's Summary Comments on the Scholar's Performance:

(Note: These comments should relate back to the list of scholar competencies set for the Internship experience.)

Evaluator's Signature _____

Scholar's Summary Comments on the Experience:

(Note: Comments should refer back to the scholar competency listing.)

Scholar's Signature _____

INTERNSHIP EXIT INTERVIEW

Name _____ Date _____

Well Prepared	/10
Dressed Neatly	/10
Interview Questions <ul style="list-style-type: none"> • Tell Me About Yourself • Greatest Strength • Greatest Weakness • 5 Top Values 	/10
Portfolio/Answering Questions about Internship <ul style="list-style-type: none"> • Attendance: /10 • Journals: /10 • Observations: /10 • Most Beneficial Article Review: • Research 3 Things Learned About Profession: • Job Seeking Skills /Grade 	/10
“Sell Yourself” – Why Do You Deserve a Good Grade in Your Internship? <ul style="list-style-type: none"> • Incentive: /10 • Learning: /10 • Site: /Grade • Class: /Grade • Time Management: /Grade • What would be the hardest thing for you in this profession? • Would you do this internship again? • Is the career a match? 	/10
TOTAL:	/50
	Grade: _____

WORKSITE INFORMATION

Creating a system of two-way communication with the worksite is essential to the success of the Capstone Internship experience. Policies and procedures must be in place and understood by the scholar, academy staff, parents, and workplace staff. A communication chain should be established with phone numbers and email addresses provided.

Prior to the scholar's first day "on the job," the instructor/worksite coordinator should have met with the workplace mentor to discuss scholar's responsibilities, orientation to the job, scholar learning goals and competencies, workplace and school policies, and scholar evaluation. The next step is the preparation of a Training Agreement that includes this information and is signed by the scholar, his/her parents, the academy, and the employer.

INTERNSHIP ORIENTATION CHECKLIST

Scholar Intern _____ Date _____

Worksite Supervisor _____

Directions: Check the box after the item has been discussed and reviewed with the scholar intern.

Welcome/Introduction What it means to work at this company

Tour of Workplace Overall tour of facility
 Comprehensive tour of work area
 Point out fire extinguishers, fire escapes, and evacuation routes
 Introduce scholar intern to staff

Tour of Employee Facilities Restrooms
 Lunch Facility
 Telephones
 Parking
 Storage of personal belongings

Company Specifics Discuss company structure / organizational chart
 Type of business, product, service
 Types of customers
 Other branches or divisions
 Company policies and procedures (personnel handbook)
 Occupational information related to industry
 Technology available in the company
 Training on how to use phone system
 Dress code

Department Specifics Basic functions and expectations of the department
 Work schedule (hours, break times, etc.)
 Check-in procedures
 Attendance requirements (punctuality, calling in when absent, etc.)
 Working with other departments and co-workers
 Importance of being part of the departmental team
 Evaluation procedures (evaluation forms)

Job Specific

- Discuss internship agreement
- Discuss employability skills
- Training on office equipment

Safety Training

(The employer is responsible for training about what safety hazards might occur at the training site)

- Company safety training
- Special hazards
- Stairwell/fire exits, fire extinguishers
- Accident prevention

Supervisor Expectations

- Dress code (clothing, hair, jewelry, etc.)
- Customer service
- Work performance (productivity, work habits)
- Teamwork

Special Training and/or Forms

- Safety Training
- Sexual Harassment Training
- Confidentiality statement (if needed)

Scholar Forms

- Go over Intern Agreement
- Give liability information
- Explain school schedule
- Go over Evaluations

Scholar Intern's Signature

Worksite Supervisor's Signature

Date Form Completed

When this form has been completed, it should be placed in the scholar's employment portfolio.

LETTER TO WORKSITE MENTOR

Dear _____,

Thank you so much for agreeing to have _____ as an intern for this semester. This will prove to be a wonderful learning experience for all involved. Your intern's first day will be ___ and his/her last day will be_____. Your intern is scheduled to be at the work site from _____ to _____. If there are any problems with this time, please contact me.

On the first day, the intern will walk you through the requirements for this class, but I thought you would like some general information. The purpose of this program is to allow scholars to work side-by-side with someone in a career of their choice for an extended amount of time. All of the scholars in this program are seniors and have chosen this profession, so they are seriously looking into their future. Most scholars find it is a great match for them, and this experience solidifies their choice. A few find out it is not...and they have been so thankful that they were shown this at the high school level before years of training and money!

Attendance is very important, since the scholars receive credit for this class, so they will have an attendance sheet for you to sign each day. It is their responsibility to do this. If they are absent, they are to call you that day ahead of their scheduled time. If they do not put in 16 hours a week, **THEY WILL NOT RECEIVE CREDIT FOR THIS CLASS**. Please mark any absences or tardies on their sign-in schedule and just let me know if you have any problems or questions. It is a very rare case when we have problems with this.

Not only will the scholars be learning about their career at the job site, but they will be journaling every day and researching their career. The scholars and I will meet for class about every three weeks to discuss job issues. (Enclosed is a schedule for the semester.) We will talk about job applications, resumes, cover letters, interviewing, communication, sexual harassment, marketing, ethics and much more. They are required to do 4 article reviews about their profession, so if you have any professional magazines or journals they can use, that would be great. Also, you may want to talk to the scholar about what they are researching and doing in class as well as your expectations and policies and procedures at your business. Reflection is a good way to digest what they are learning and I'm sure they would be curious to hear what you have to say about these subjects.

I have been so overwhelmed by comments I have heard from past interns. I think we are truly doing a great thing here! If you have any questions, please feel free to give me a call. Thank you for making your place of business available for Internship experiences for our scholars.

Sincerely,

Dr. Susan Goers
Capstone Classical Academy
Director

TRAINING SITE PROCEDURES

TRAINING SITE: Report the following occurrences daily to the Director of Capstone Classical Academy.

1. Absences and/or tardies. Scholars may be sent home for the following reasons. If so, the scholar is considered absent.
 - a. Inappropriate dress
 - b. Unprofessional conduct

2. Leaving the training site early.

Guidelines: Scholars are not expected to report to training sites during snow days, holidays, or when school is not in session. (See enclosed calendar.)

Scholars must check with the training site **BEFORE** they are absent for a school activity.

TRAINING SITE AND SCHOLAR EXPECTATIONS

1. The scholar is expected to be at the training site every day and at the appointed time each day.
2. The school will provide a Capstone Internship Coordinator who will review the competency checklist with the training site supervisor on a regular basis.
3. The training site supervisor agrees to notify the Capstone internship coordinator immediately of any problem which occurs that cannot be resolved by the training site supervisor.
4. The training site can at any time terminate a scholar if the situation is not working out or if the scholar is demonstrating poor performance.
5. Scholars are to have a variety of experiences which will assist them in making a career judgment concerning the selected site.
6. Scholars are expected to conduct themselves in a manner which complements the expectations of the training site supervisor.
7. Scholars will dress appropriately.
8. Scholars will do nothing to disrupt the normal routine of the training site.
9. Care needs to be taken by the training site supervisor to consider any unsafe conditions and correct them or avoid placing scholars in these situations.
10. Scholars may be paid during school hours. However, it is the recommendation of the Capstone Internship Coordinator that a training period of 30 days occur before scholars are paid. Scholars may be paid after hours if the employer wishes to continue their services.

TRAINING AGREEMENT

Name _____

Address _____

Telephone No. _____ Emergency Contact _____

Birthdate _____ Age _____

Scholar Career Objective _____ Worksite Placement _____

Worksite Employer _____

Address _____

Mentor/Worksite Supervisor _____ Telephone No. _____

Dates of Internship _____ Starting Time _____ Ending Time _____

Total Weekly Hours _____ Beginning Rate of Pay (opt.) _____

Worksite Employer Responsibilities

1. The training site will adhere to all State and Federal regulations regarding employment; child labor laws, minimum wages and workmen's compensation.
2. The worksite supervisor will provide an overview of the worksite and its operations, as well as safety instruction.
3. A periodic evaluation of job progress will be made by the mentor/supervisor on a rating form provided by the school.
4. The training site will not employ a scholar trainee to displace a regular worker.
5. Exposure to hazardous work will be incidental to the scholar's training and not an integral part of the scholar's training program.
6. Work which is hazardous shall be intermittent and for short periods of time.
7. The worksite is not liable to the unemployment compensation fund for wages paid to the scholar trainee while under the training program. (Check with your school attorney or insurance policy about this.)
8. The worksite employer agrees to follow the plan for training by the school supervisor/coordinator; to give the scholar trainee a variety of work

- assignments according to the training plan and to provide comprehensive instruction under the direction of qualified personnel.
9. The worksite agrees to provide adequate equipment, materials, and other facilities required in order to provide an appropriate learning experience for the scholar trainee.
 10. The worksite agrees to keep accurate records of the scholar trainee's attendance and to notify the sending school if the scholar trainee is absent without notification.
 11. The worksite employer agrees to permit the school's supervisor/coordinator to visit the scholar trainee and worksite supervisor at the place of employment to determine progress, obtain direct feedback, and make adjustments in the training plan whenever necessary.
 12. The worksite employer will hold regular meetings of scholar trainee and worksite supervisor representatives to discuss progress, issues, and concerns.

Scholar Trainee's Responsibilities

1. The scholar trainee agrees to perform the assigned duties in a loyal manner and work to the best interest of all concerned.
2. The scholar trainee will discuss any worksite problems immediately with the worksite supervisor and the school supervisor.
3. The scholar trainee will adhere to company policy; employment may be terminated for the same reasons as regular employees.
4. The scholar trainee must be regular in attendance at school and on the job. If unable to report to work, the scholar will notify employer, and school coordinator will be notified before the start of the normal work day.
5. Transportation is the responsibility of the scholar.
6. The scholar trainee will report to school for designated meetings and instruction.
7. The scholar trainee will dress appropriately and safely for the worksite.
8. The scholar trainee will complete the activities, assignments, and paperwork required through the work-based learning program.
9. The scholar trainee will demonstrate a willingness to learn throughout the work-based learning program.

Academy Responsibilities

1. The program is under the direct supervision of the Director.
2. The scholar trainee will receive related instruction and safety instruction from the academy during employment.
3. The academy Director will visit the scholar trainee and worksite supervisor on a regular basis at the training site and evaluate their progress.
4. The academy agrees to award credits earned in this program toward the scholar's high school diploma.
5. Capstone Classical Academy agrees to adhere to the curriculum and program regulations and standards of the Utah Department of Education.
6. The school supervisor will schedule regular meetings of scholar trainees, worksite supervisors, and school supervisor/coordinator to discuss progress,

issues, and concerns.

Parent or Guardian Responsibilities

1. The parent/guardian will allow the scholar to participate in the work-based learning program as described in this agreement.
2. The parent/guardian will assume responsibility for the personal conduct of the scholar intern.
3. The parent/guardian will work with the scholar to arrange transportation to and from the worksite.
4. The parent/guardian will absolve the mentors, worksites, and the Board of Education of all responsibility involving incidences during the work-based learning experience.
5. The parent/guardian will ensure that the scholar has appropriate apparel and safety equipment for the worksite.
6. The parent/guardian will encourage and support the scholar to succeed in the work-based learning program.

This memorandum is for the purpose of outlining the agreement between the Academy and Training Site on the conditions of training to be given a scholar trainee while on the job. It, therefore, should not be interpreted by either agency as a legal document or any form of binding contract.

We the undersigned agree to the conditions and statements contained in this agreement.

Scholar Trainee _____ Date _____

Parent or Guardian _____ Date _____

Employer _____ Date _____

Academy Director _____ Date _____

ATTENDANCE/TIME FORM – SAMPLE

Note to Employer: Scholars enrolled in an approved work-based program can earn high school credit. State guidelines require that a record of scholars' attendance on the job be maintained by the academy.

It is the scholar's responsibility to complete and return this form to the academy.
Employers must verify the scholar's work hours.

Name	Position	Session
Employer	Supervisor	Report Period From: To:

- Instructions to Scholar:
1. Complete all sections.
 2. Codes for Total Hours are: A
= Absent (no call)
C = Absent (called in)
X = Not Scheduled to Work
 3. This report must be returned to the coordinator within two weeks of the last work date.

	Date	In	Out	In	Out	Total Hours	Tasks Performed
Sunday							
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Total:							

	Date	In	Out	In	Out	Total Hours	Tasks Performed
Sunday							
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Total:							

I verify that I have worked the above stated hours, times, and dates.

Scholar Signature _____ Date _____

As the Supervisor, I verify that this scholar has worked the above stated hours.

Supervisor Signature _____

Title _____ Date _____

Please return form to:
(academy name and address)

The scholar's work performance for this pay period is:

- _____ Exceptional
- _____ Satisfactory
- _____ Unsatisfactory, [] please call