

Islesboro Central School Career Exploration Internship



ICS offers an approach to learning that includes each student's voice and choice in developing personalized educational plans, which reflect and broaden the traditional model to include individualized, experiential, and inquiry-based learning guided by standards.

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Career Exploration Internship - TEACHER GUIDE

OVERVIEW:

The processes provided in this program provide structure to students interested in embarking on an internship or work study experience. Students will be monitored mainly by their worksite supervisor, but it is imperative that the Pathways Plan Coordinator maintains open lines of communication with the student and the worksite supervisor throughout the internship time period.

**Materials in this guide have been adapted from Mesa County Valley School District 51, Grand Junction, Colorado and by the Rural Aspirations Project of Maine.

Student responsibilities:

- Find and secure the internship
- Demonstrate motivation/drive/passion/interest
- Manage time to make sure tasks are complete
- Work through difficult situations
- Complete all components of the CEI program

Pathways Plan Coordinator/Pathways Team responsibilities:

- Bi-Weekly check-in with students
- Monthly check-in with supervisor
- 3 site visits for a semester, 6 for a year-long internship
- Evaluate the student's performance
- Help the student work through difficult situations
- Help the student monitor and prioritize school and internship responsibilities
- Evaluate internship experience for academic credit

Essentials for Success

- Hold students accountable - Students represent the school when they engage in internships. Students are responsible for their behavior, and may need reminders or evaluation to understand how their actions affect performance.
- Hold consistent expectations - Setting and maintaining clear expectations is essential. Once the expectation has been set, students will work toward that expectation.
- Model the importance of initiative and independence - Ask questions, foster curiosity. Students may not know how to ask questions of a new supervisor. The more you are present and aware of their learning process, the more you can model ways to ask thorough questions that deepen learning. Authentic audiences drive students to develop more comprehensive products.
- Hold students to the value of their thoughts - Invite students to explore ways to help each other. Keep the tone professional.

Career Exploration Internship - TEACHER GUIDE

CONTENTS:

Career Exploration Internship - Program Overview - Provides an overview of the program.

Career Exploration Internship - Interest Form - Students would inform program staff of their interest by filling out this form.

Career Exploration Internship - Workplace Expectations - This document helps students prepare for and understand common workplace expectations before they agree to or pursue an internship. The teacher should be prepared to have a conversation around this document with students prior to setting up an internship.

Career Exploration Internship - Internship Agreement - School to Host - This is an agreement between the school and the worksite, detailing responsibilities of each.

CEI - Student Packet - This packet is a detailed collection of information necessary to the student/parents/guardians. The packet provides an overview of the program, an internship agreement and evaluation tools.

CEI - Worksite Packet - This packet is a detailed collection of information necessary to the worksite. The packet provides an overview of the program, an internship agreement and evaluation tools.

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Pathways Career Exploration Internship Program Overview

Our goals can be defined as the following:

- To expand student learning by connecting the classroom to the “real world.” To involve students in defining their own educational goals and futures
- To help students define areas of interest, their skills and abilities and possible career options through hands-on learning.
- To enable students to better market themselves as they research competitive post-secondary options.
- To enable students to acquire experience in career interest areas.
- To give students opportunities to understand how a community functions – i.e., their roles and responsibilities.
- To help students acquire knowledge and skills about career and labor markets in order to make good decisions about their future.
- To give students confidence, responsibilities in decision-making.

This experiential learning opportunity is an elective class in which students must complete a minimum number of “contact hours” and meet standards-based requirements which include: researching career opportunities, timely completion of written assignments and regular meetings with the Pathways Play Coordinator and their Pathways Case Manager..

Work-site supervisors are asked to provide the intern with a valuable experience that offers insight into what a professional does, the kind of work performed in that field of endeavor and the qualities that make one successful. Interns are evaluated on their performance, utilizing the Maine Career Preparation Standards and the Guiding Principles as a guideline.

As the internship progresses, we hope that the students are allowed to participate to a greater extent in the daily operation of the site's business, as well as being encouraged to improve their skill level.

Career Exploration Internship - Interest Form

Name: _____ Student ID: _____

Present grade level: _____ Email Address: _____

Home Phone: _____ Cell Phone: _____ Date of birth: _____

Area of interest for internship:

Name of company you are interested in:

Have you contacted them? YES NO Do you need help? YES NO

Student must provide their own transportation. Do you have transportation? YES NO

Circle the semester/credits you'd like to do for your internship:

Fall Semester (Sept-January) Spring Semester (Jan-June) 60 hrs/.5 credit 120 hrs/1 credit

PARENT/GUARDIAN:

Internships are typically done out in the community at a "worksite" and although the student is registered for a program, they do not sit in a classroom, but rather, earn their credit by working at the internship worksite. The student needs to be responsible, dependable and self-motivated, with a desire to learn about the career field in which they are working.

Once your student has discussed the potential internship with you, please sign below. This does not enroll your student in the class, but rather assures that you are aware of the potential internship.

Parent Signature _____ Date _____

Phone # _____ Email Address: _____

Pathways Career Exploration Internship - Workplace Expectations

Expectations Worksite May Have of You....

This program outlines standards that represent those skills employers feel are necessary to be successful in any job or career. They are:

- **Communication skills** – Demonstrates the ability to receive and relay information clearly and effectively.
- **Organizational skills** – Demonstrates the ability to effectively and efficiently operate within a workplace.
- **Thinking skills** – Demonstrates the ability to use reasoning.
- **Worker qualities** – Demonstrates the characteristics of an effective worker.
- **Technology skills** – Demonstrates the ability to work with a variety of technologies and equipment.

So...take an assessment of yourself. Can you meet these expectations?

1. **Pay attention** – Can you understand assignments? Learn details of operations? Contribute ideas to your work?
2. **Ability to communicate** - Do you have the ability to organize your thoughts and ideas effectively? Can you express them clearly when speaking or writing? Can you present your ideas in a persuasive way?
3. **Self-confidence** – Are you able to deal positively and effectively with situations and people?
4. **Willing to accept responsibility** – Are you someone who recognizes what needs to be done and is willing to do it?
5. **Initiative** – Do you have the ability to identify the purpose for work and to take action?
6. **Leadership** – Can you guide and direct others to obtain the recognized objectives?
7. **Energy level** – Do you demonstrate forcefulness and the capacity to make things move ahead? Can you maintain your work effort at an above-average rate?
8. **Imagination** – Can you confront and deal with problems that may not have standard solutions?
9. **Flexibility** – Are you capable of changing and being receptive to new situations and ideas?
10. **Interpersonal skills** – Do you encourage individuals to become effective, enthusiastic members of a team?
11. **Self-knowledge** – Can you realistically assess your own capabilities? See yourself as others see you? Clearly recognize your strengths and weaknesses?
12. **Ability to handle conflict** – Can you successfully contend with stress situations and antagonism?
13. **Competitiveness** – Do you have the capacity to compete with others and the willingness to be measured by your performance in relation to that of others?
14. **Goal achievement** – Can you identify and work toward specific goals? Do such goals challenge your abilities?

15. Vocational skills – Do you possess the combination of education and skills required for the position you are seeking.

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Islesboro Central School Pathways Career Exploration Internship - Internship Agreement School to Host

Thank you so much for offering _____ an opportunity to intern at _____ . Internships provide students with hands-on experiences that enhance their learning and assist them in developing professional skills. By connecting the classroom to the “real world”, internships also help students explore their skills and abilities in the context of career options.

The Career Exploration Internship program is standards-based, with the following minimum requirements:

1. (Circle one:) 60 or 120 “contact” hours at the work-site or doing work relevant to worksite expectations (with supervisor permission).
2. A mutually-agreed-upon schedule established between student and work-site supervisor. Most students will report daily to the place of business during their regularly-scheduled class period, but this is flexible.
3. Weekly journals and other written requirements must be submitted by the student in a timely manner.
4. Midterm and final evaluations must be completed by the work-site supervisor. The student is responsible for getting them to their Internship Coordinator. Please refer to the employer timeline.
5. Verification of intern's contact hours must be submitted by the completion of the internship. This information may be recorded on the Hour Verification sheet provided in the packet or through the employer's own record keeping system. The student is responsible for providing this data to the Internship Coordinator.

Enclosed in this Worksite Internship Packet, we have outlined some of the program goals and expectations of the supervisor in providing a valuable experience for the intern. Please read them. In summary, we ask that you:

- Discuss with the student the expectations each of you has for the internship of the beginning of the relationship.
- Work closely with the student to develop goals which enhance his/her professional skills. Provide guidance and support in helping the student work towards meeting those goals. Review and sign the hour verification sheet, checking the time log for accuracy.
- Provide ongoing dialogue with the student regarding his/her performance. Positive feedback is always appreciated and negative feedback should be offered in the form of specific suggestions for improvement.
- Make certain that the student is not receiving conflicting instructions from two different supervisors.
- Complete two formal evaluations for the student in a timely manner.

- Contact the Internship Coordinator should you have any questions or concerns.
- Be available to meet with the Internship Coordinator to discuss the student's progress and adjust the experience, if necessary, to help the student meet expectations.
- Provide training that covers safety and worksite regulations.
- Read and sign the "Workers' Compensation Benefits for Students in Work Study...." Form.
- Ensure that students do not engage in any illegal or illicit activity.
- Obtain written permission from the student's parent/guardian, and notify the Internship Coordinator before requiring a polygraph, drug test or background check.
- Ensure that students are accepted and assigned jobs in accordance with the Child Labor Laws and treated equally regardless of race, color, national origin, gender or disability.

I have read, understand and agree to meet the goals and expectations of the Career Exploration Internship Program.

WORKSITE SUPERVISOR:

Signature: _____ Date: _____

Contact Telephone

Number(s): _____

Email: _____

INTERNSHIP SUPERVISOR:

Signature: _____ Date: _____

Contact Telephone

Number(s): _____

Email: _____

Pathways Career Exploration Internship - Student Packet

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TIMELINE FOR PATHWAYS INTERNS

Due immediately only if you are a new intern:

- Student Profile/Placement Information
- Student Agreement
- Objectives of Participation
- Resume
- Cover Letter

Due Immediately from Worksite:

- Career Exploration Internship Work Site Agreement
- Signed, Worker's Compensation form only if intern is not being paid: not necessary if site assignment is within RSU#.

ALL ABOVE PAPERWORK IS DUE PRIOR TO THE START OF THE INTERNSHIP

Weekly Journal Sheets Due on these dates:

STUDENT PROFILE /PLACEMENT INFORMATION

Name: _____

Address: _____ City: _____

Phone: _____ E-mail Address: _____

Cell phone: _____ Date of Birth: _____

Grade Level: _____ Student ID#: _____

Career Interest(s): _____

Placement Site Information:

Name of business: _____

Address: _____

Department (if relevant) _____

Supervisor's Name: _____

Supervisor's Title: _____

Supervisor's Phone: _____ Fax _____

Supervisor's E-Mail: _____

Internship Schedule:

Color Day that student will be participating in internship.

OBJECTIVES OF PARTICIPATION

List three objectives you hope to accomplish through this internship:

1)

2)

3)

Please show this to your site supervisor so they will know what it is you want to see/do throughout this experience. It will be a great starting point for a good discussion about how you both see the internship unfolding. Remember—it is your responsibility to keep the lines of communication open.

STUDENT AGREEMENT

The Career Exploration Internship program is designed to give students an opportunity to explore a career in their area of interest. The following responsibilities are required for participation in this class. As a condition for acceptance in the Career Exploration Internship program, I agree:

1. I will be regular in attendance and on time at school and the worksite. I understand that if I do not attend school, I may not go to the worksite. I also understand that I must treat the experience as I would a job and agree to contact my site supervisor if I cannot be there.
2. I agree to give priority to my work site commitment and will not miss being there unless it is ABSOLUTELY necessary.
3. I will complete all paperwork on time. I have discussed the grading process with my teacher and understand that tardiness in submitting required assignments will result in a lower grade. If I have extenuating circumstances I will discuss them with my teacher.
4. I understand that my teacher will not be responsible for reminding me about work that is due.
5. I understand working for a family business will not be approved for the internship. I also understand that a family member or friend may not complete my mid-term or final evaluation.
6. I will carry out my career exploration internship in such a manner that I will reflect positively upon the program and my school.
7. I will perform all my duties in a commendable manner, working effectively both independently and with others.
8. I will accept evaluations by my supervisor(s) and will work with my teacher for continued improvement of workplace skills (see Expectations page).
9. I will abide by school rules and regulations, realizing while I am at my internship site, I am in a school program and the appropriate school rules apply.
10. I will adhere to all rules and regulations of the workplace and will act in an ethical manner at all times.
11. If I have any concerns about my placement I will discuss this with my teacher. I realize I may change internship sites at the end of the school term and must remain at the appointed site until this time. Any other arrangement must be approved by my teacher.
12. I will dress appropriately for my internship.
13. I will receive _____ elective credit for this class upon successful completion of all requirements. I also understand that I may take the internship class for a maximum of 2 elective credits.

I fully understand the above statements, and I agree to follow these requirements. If I do not comply, my teacher may choose not to allow me to take the Career Exploration Internship program again.

Student's signature: _____ Student email: _____

Date: _____ Phone #: _____

I have read and understand my student's requirements as a participant in the Pathways Career Exploration Internship Program.

Parent/Guardian signature: _____ email: _____

Date: _____ Phone #: _____

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SAMPLE RESUME

Johnny Jones
555 Melody Land
Grand Junction, Colorado 81504
(970) 434-7122

Objective

To obtain an internship in which I can learn about kite flying

Education

Sophomore, Sumner Memorial High School – plan to graduate May 2005

Achievements/Involvements/Affiliations

Honor Roll since 6th grade
Marching band award
Staff Member "High School Times"
Member Central High School girls' varsity volleyball team

Work Experience

Wendy's Hamburgers – Counter Person August 2012 - March 2013

- Served food, cashiered, closed in evening

Ellsworth Food Bank – Volunteer June 2012 - August 2012

- Sorted food, distributed food

Blank Middle School – Student Aide September 2011 - May 2012

- Assisted 6th grade math teacher

Hobbies, Interests

Design and make kites
Repair kites
Read recent materials on kite making
Play guitar

References available upon request

SAMPLE COVER LETTER

555 Awesome Lane
Islesboro, ME 04848
June 4, 2012

Mr. Stephen King
Ellsworth Kites
333 Main Street
Ellsworth, ME 04609

Dear Mr. King,

I am interested in obtaining an internship with Ellsworth Kites in order to expand my knowledge about designing and repairing kites. I am providing a resume with pertinent information about my experience in this field.

(This paragraph addresses why you are submitting the resume—what do you want/want is your intention?)

As a young child I was introduced to kites and look forward to windy days in which I can hone my skills. I have designed many kites, based on the research I have done, which I would love to show you.

My career goal is to learn to produce kites with different kinds of materials, utilizing many of the designs of other countries. This internship will be an outlet for me to see what other people are doing in the field and for me to try my skills in the profession.

(This paragraph, or paragraphs—no more than 3—gives information about your goals, skills, plans....)

I look forward to interning at your place of business and can be reached at home (434-7122) to set up an interview at a time that is convenient for you.

(This paragraph tells them what you are going to do or what you want them to do)

Sincerely,
(sign your name)

Johnny Jones

WEEKLY JOURNAL SHEET-Please return to Ms. Jess via google or in paper each week.

Name: _____ Date: (week of): _____

- This week I completed the following activities:

- What did you learn through the above activities?

- What new skills did you learn this week?

- Why is this new skill important to your understanding the career?

- How does this relate to something you are currently doing in the classroom or through a school activity? This does not just relate to your courses (for example math, English, etc.)...please also refer to the Career Prep Standards.

- Do you have any concerns or questions about the internship?

Record of hours worked this week:

Monday:		Friday:	
Tuesday:		Saturday:	
Wednesday:		Sunday:	
Thursday:			

MIDTERM QUESTIONNAIRE

Name _____ Job Site _____

Supervisor's Name _____

1. What skills are you learning in your internship (don't forget the Maine Career Preparation Standards in your answer)?

2. What are your responsibilities?

3. Are your internship experiences meeting your goals? Please explain.

4. What has been the most interesting/exciting part of your internship so far?

5. What would you like to gain from your internship that you are not presently learning?

6. Have your ideas about this career changed during your internship? How?

7. Are you considering this as a future career? Has the internship affected your views?

8. Are you experiencing any difficulties with the internship or do you have any questions?

END OF TERM QUESTIONNAIRE/FINAL ESSAY

Student Name _____

Supervisor Name _____ Date: _____

1. Were you challenged by learning new skills? If so, did you continue to improve throughout your time on the job site? Explain.
2. What was the most important thing you learned from the internship?
3. What are two things you learned about yourself and your fit in this career? Explain.
4. What was your most valuable experience?
5. Were your goals met? How were they met or why weren't they met?
6. Is there anything you would like to see changed about (1) internships at this work site and/or (2) the Internship program in general?
7. Does your personality and values make this a good career choice for you? How?
8. Are there any downsides to this career and how will you cope with them?
9. How do you intend to obtain additional training/education to pursue this career?

Once you have answered these questions, please write a reflective essay about your experience during this Pathways Career Exploration Internship. Please be comprehensive about what you learned, and how you will use this experience to guide you toward your aspirations.

Career Exploration Internship - Worksite Packet

WORKSITE INTERNSHIP PACKET

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TIMELINE FOR WORKSITE INTERNSHIP

Work Site Agreement	Prior to start date
Workers Compensation Form	Prior to start date
Mid Term Evaluation	TBD
Final Evaluation	TBD
Signed Hours Log	TBD

The following is for your information only:

Students: Due immediately only if you are a new intern:

- Student Profile/Placement Information
- Student Agreement
- Objectives of Participation
- Resume/Cover Letter

Due Immediately from Worksite:

- Career Exploration Internship WorkSite Agreement
- Worker's Compensation form

Due weekly	Journal sheets
Date TBD	Mid Term Questionnaire & Evaluation
Date TBD	Final Questionnaire and Final Evaluation
	Signed Hour Verification Sheet with 60 or 120 hours total

WORKSITE AGREEMENT WITH ISLESBORO CENTRAL SCHOOL

Thank you so much for offering _____ an opportunity to intern at _____. Internships provide students with hands-on experiences that enhance their learning and assist them in developing professional skills. By connecting the classroom to the “real world” internships also help students explore their skills and abilities in the context of career options.

The Pathways Career Exploration Internship program is standards-based with the following minimum requirements:

1. (Circle one:) 60 or 120 “contact” hours at the work-site or doing work relevant to worksite expectations (with supervisor permission).
2. A mutually-agreed-upon schedule established between student and work-site supervisor. Most students will report every other day to the place of business during their regularly-scheduled class period, but this is flexible.
3. Weekly journals and other written requirements must be submitted by the student in a timely manner.
4. Midterm and final evaluations must be completed by the work-site supervisor. The student is responsible for getting them to the Internship Coordinator. Please refer to the employer timeline.
5. Verification of intern’s contact hours must be submitted by the completion of the internship. This information may be recorded on the Hour Verification sheet provided in the packet or through the employer’s own record keeping system. The student is responsible for providing this data to the Internship Coordinator.

Enclosed in this Worksite Internship Packet, we have outlined some of the program goals and expectations of the supervisor in providing a valuable experience for the intern. Please read them. In summary, we ask that you:

- Discuss with the student the expectations each of you has for the internship of the beginning of the relationship.
- Work closely with the student to develop goals which enhance his/her professional skills. Provide guidance and support in helping the student work towards meeting those goals. Review and sign the hour verification sheet, checking the time log for accuracy.
- Provide ongoing dialogue with the student regarding his/her performance. Positive feedback is always appreciated and negative feedback should be offered in the form of specific suggestions for improvement.
- Make certain that the student is not receiving conflicting instructions from two different supervisors.
- Complete two formal evaluations for the student in a timely manner.
- Contact the Pathways Plan Coordinator should you have any questions or concerns.
- Be available to meet with the Pathways Plan Coordinator to discuss the student’s progress and adjust the experience, if necessary, to help the student meet expectations.
- Provide training that covers safety and worksite regulations.
- Read and sign the “Workers’ Compensation Benefits for Students in Work Study....” Form.
- Ensure that students do not engage in any illegal or illicit activity.

- Obtain written permission from the student's parent/guardian, and notify the Pathways Plan Coordinator before requiring a polygraph, drug test, background check or fingerprint.
- Ensure that students are accepted and assigned jobs in accordance with the Child Labor Laws and treated equally regardless of race, color, national origin, gender or disability.

I have read, understand and agree to meet the goals and expectations of the Career Exploration Internship program.

WORKSITE SUPERVISOR NAME: _____

Contact Telephone Number(s) _____

Email Address _____ Date _____

INTERNSHIP SUPERVISOR NAME: _____

Contact Telephone Number(s) _____

Email Address _____ Date _____

WORKER'S COMPENSATION COVERAGE FOR STUDENTS

Student Name: _____

School: _____

Worksite Name: _____

Address: _____ Phone: _____

The above named worksite, hereinafter the "Worksite" is cooperating with Islesboro Central School, hereinafter the "School" in the Career Exploration Internship program, in which the above named student, hereinafter the "Student" will be taught through a coordinated combination of in-school instruction and on-the-job training. The parties recognize that Maine Statute #, provides that the worksite will be deemed an Employer of the Student for the purpose of Worker's' Compensation if the Student is receiving wages. However, if the Student is not receiving wages and is involved in a Work Study, Student Internship, or other instructional program through the school or District, the District hereby agrees to cover the student under the District policy for the purpose of Worker's' Compensation. This coverage will only be in effect for the period of time that the Student is enrolled in a program described above.

Job Start Date: _____

Job Ending Date: _____

Signatures Required:

Worksite Supervisor: _____ Date: _____

Internship Coordinator: _____ Date: _____

District Insurance Officer: _____ Date: _____

WHAT TO DO IF....

If Your Intern is Hurt on the Job:

Please use the following protocol:

Send the student to the emergency room of Waldo County General Hospital: 207-338-2500

Contact the Pathways Plan Coordinator, Jess Woods, at: 207-323-0391

The Coordinator will directly fax you an Accident Report for your completion and will request that you fax the completed form back.

If your Intern is not meeting expectations:

If your Intern is not meeting the expectations of the contract, if they are chronically late or absent, or if there is an issue with compliance, please contact the Pathways Plan Coordinator immediately to set up a meeting. Jessica Woods- jwoods@islesboro.k12.me.us or 207-323-0391.

EXPECTATIONS OF THE SUPERVISOR/WORKSITE

As a worksite you can help our students at Islesboro Central School by providing an opportunity to work with a professional from your business. Students are asked to complete a minimum agreed upon number of hours of internship experience during the term and complete all of the requisite paperwork. In return, they will be given elective credit(s) toward their graduation requirements.

Students will benefit by learning new skills related to their career interest. You benefit by providing what the school cannot....real insight into what a professional does, the kind of work performed at your place of business, and the qualities that make one successful! The intern is asked to keep a journal of their hours worked, thus helping them to gain insight into the experience and to hone their organizational skills.

Other benefits for the student include: increased motivation to work, enhanced job skills, insight and knowledge regarding a specific job, direction for future education and training, a possible letter of reference for future job search and/or possible future employment.

We appreciate if you would:

- Provide an internship which offers the student exposure to their field of interest.
- Review progress with the intern and answer any questions they may have.
- Submit timely brief evaluations which will contribute to the student's grade (in packet).
- Maintain contact with the Internship Coordinator at the student's local school if there are any problems or concerns.
- Sign the student time verification sheet weekly.
- Provide a safe working environment and follow the recommended procedures outlined in this packet should an accident occur.
- Consider providing a letter of reference if the student has performed to your expectation.

TIPS FOR WORKING WITH HIGH SCHOOL STUDENTS

High school students want most to be valued. They are eager to engage in conversations that are genuine dialogues and gravitate towards adults who listen to their viewpoints. They won't listen to people who are perceived as lecturing, "saving" or judging them..

Fairness is an important value for high school students. Playing favorites or not giving each student a fair share is seen as negative behavior. If you have more than one student as an intern, be sure to give them an equal chance to participate, helping them develop self esteem.

It is "cool" to be passive. Many high school students will not demonstrate their curiosity, even if they are functioning at a high level. Don't be discouraged, as they become more familiar with their surroundings, they will usually open up and be more willing to engage.

The most important "others" to high school students are their peers. Peer leadership is frequently flexible. Someone who is a leader in athletic situations may be an enthusiastic follower in another. High school students want to be idealistic, even if their own situations may not be positive. Although definitions of "success" may differ, high school students want to be successful.

High school students will frequently surprise you. Most often that surprise is a joyous occasion. If you genuinely regard learning as a joint activity between you and the students, your experience will be memorable.

STUDENT AGREEMENT

The Pathways Career Exploration program is designed to give students an opportunity to explore a career in their area of interest. The following responsibilities are required for participation in this class. As a condition for acceptance in the Pathways Career Exploration Internship program, I agree:

1. I will be regular in attendance and on time at school and the worksite. I understand that if I do not attend school, I may not go to the worksite on the same day. I also understand that I must treat the experience as I would a job and agree to contact my site supervisor if I cannot be there.
2. I agree to give priority to my work site commitment and will not miss being there unless it is ABSOLUTELY necessary.
3. I will complete all paperwork on time. I have discussed the grading process with my teacher and understand that tardiness in submitting required assignments will result in a lower grade. If I have extenuating circumstances I will discuss them with my teacher.
4. I understand that my teacher will not be responsible for reminding me about work that is due.
5. I also understand that a family member or friend may not complete my mid-term or final evaluation.
6. I will carry out my pathways career exploration internship in such a manner that I will reflect positively upon the program and my school.
7. I will perform all my duties in a commendable manner, working effectively both independently and with others.
8. I will accept evaluations by my supervisor(s) and will work with my teacher for continued improvement of workplace skills (see Expectations page).
9. I will abide by school rules and regulations, realizing while I am at my internship site, I am in a school program and the appropriate school rules apply.
10. I will adhere to all rules and regulations of the workplace and will act in an ethical manner at all times.
11. If I have any concerns about my placement I will discuss this with my teacher. I realize I may change internship sites at the end of the school term and must remain at the appointed site until this time. Any other arrangement must be approved by my teacher.
12. I will dress appropriately for my internship.
13. I will receive elective credit for this class upon successful completion of all requirements. I also understand that I may take the internship class for a maximum of 2 elective credits.

I fully understand the above statements, and I agree to follow these requirements. If I do not comply, I may not be allowed to participate in the Pathways Career Exploration Internship program again.

Student's signature: _____ Student email: _____
Date: _____ Phone #: _____

I have read and understand my student's requirements as a participant in the Career Exploration Internship Program.

Parent/Guardian signature: _____ email: _____
Date: _____ Phone #: _____

Pathways Program Site Supervisor Internship MIDTERM EVALUATION

Name of Student:_____

Name of Evaluator:_____

The student...	4 Exemplary	3 Proficient	2 Apprentice	1 Novice
Shows up to work on time.				
Has a positive attitude at work.				
Listens to and follows directions.				
Manages time well.				
Takes initiative and is self-motivated.				
Accepts responsibility for actions.				
Is flexible.				
Dresses appropriately.				
Is organized.				
Works well with customers/clients/the public				
Is aware of and works toward quality of work.				

Comments:_____

Intern's Signature:_____ Date:_____

Supervisor's Signature:_____ Date:_____

FINAL INTERNSHIP EVALUATION

Please select the appropriate response and comment as needed.

Name of Intern: _____

Name of Evaluator: _____

COOPERATION

- ___ Gets along well with others; is friendly and helpful
- ___ Cooperates willingly; gets along with others
- ___ Usually gets along with others
- ___ Does not work well with others
- ___ Is antagonistic; pulls against rather than works with others

INITIATIVE

- ___ Is resourceful; looks for tasks to learn and do
- ___ Is fairly resourceful; does well by him/herself
- ___ Does routine work acceptably
- ___ Takes very little initiative; requires urging
- ___ Takes no initiative; has to be instructed repeatedly

COURTESY

- ___ Is very courteous and very considerate of others
- ___ Is considerate and courteous
- ___ Usually is polite and considerate of others
- ___ Is not particularly courteous in action or speech
- ___ Has been discourteous to the public and staff

ATTITUDE TOWARD CONSTRUCTIVE CRITICISM

- ___ Accepts criticism and improves greatly
- ___ Accepts criticism and tries to do better
- ___ Doesn't improve performance based on criticism
- ___ Doesn't pay attention to criticism
- ___ Resents criticism

FINAL INTERNSHIP EVALUATION (cont.)

KNOWLEDGE OF JOB

- ___ Knows job well and shows desire to learn more
 - ___ Understands work, needs little supervision
 - ___ Has learned necessary routine but needs supervision
 - ___ Pays little attention to learning job expectations
 - ___ Has not tried to learn
-
-

ACCURACY OF WORK

- ___ Very seldom makes errors; does high quality work
 - ___ Makes few errors; is careful, thorough, and neat
 - ___ Makes errors; shows average care, thoroughness and neatness
 - ___ Is frequently inaccurate and careless
 - ___ Is extremely careless
-
-

WORK ACCOMPLISHMENTS

- ___ Is fast and efficient; the production is well above average
 - ___ Works rapidly; output is above average
 - ___ Works with ordinary speed; work is generally satisfactory
 - ___ Is slower than average
 - ___ Is very slow; output is unsatisfactory
-
-

WORK HABITS

- ___ Is industrious; concentrates well
 - ___ Seldom wastes time; is reliable
 - ___ Wastes time occasionally; is usually reliable
 - ___ Frequently wastes time; needs close supervision
 - ___ Habitually wastes time; has to be watched and prodded along
-
-

FINAL INTERNSHIP EVALUATION (cont.)

ADAPTABILITY

- ___ Learns quickly; is adept at meeting changing conditions
- ___ Adjusts readily
- ___ Makes necessary adjustments after instruction
- ___ Is slow in grasping ideas; has difficulty adapting to new situations
- ___ Can't adjust to changing conditions

PERSONAL APPEARANCE

- ___ Is excellent in appearance; is physically prepared for job responsibilities all of the time
- ___ Is very good in appearance; is physically prepared for job responsibilities most of the time
- ___ Is adequately prepared for job responsibilities
- ___ Often neglects appearance
- ___ Is extremely careless in appearance

PUNCTUALITY

- ___ Never late except for unavoidable emergencies
- ___ Seldom late
- ___ Punctuality could be improved
- ___ Very often late

ATTENDANCE

- ___ Never absent except for an unavoidable emergency
- ___ Dependable
- ___ Usually dependable
- ___ Inconsistent attendance
- ___ Too frequently absent

Intern's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

THE GUIDING PRINCIPLES

The knowledge and skills described in the Maine Department of Education Regulation 132 support Maine students in achieving the goals established in Maine's Guiding Principles. The Guiding Principles state that each Maine student must leave school as:

A clear and effective communicator who:

1. Demonstrates organized and purposeful communication in English and at least one other language;
2. Uses evidence and logic appropriately in communication;
3. Adjusts communication based on the audience; and
4. Uses a variety of modes of expression (spoken, written, and visual and performing including the use of technology to create and share the expressions);

A self-directed and lifelong learner who:

1. Recognizes the need for information and locates and evaluates resources;
2. Applies knowledge to set goals and make informed decisions;
3. Applies knowledge in new contexts;
4. Demonstrates initiative and independence;
5. Demonstrates flexibility including the ability to learn, unlearn, and relearn;
6. Demonstrates reliability and concern for quality; and
7. Uses interpersonal skills to learn and work with individuals from diverse backgrounds;

C. A creative and practical problem solver who: [1995, c. 649, §1 (new).]

1. Observes and evaluates situations to define problems;
2. Frames questions, makes predictions, and designs data/information collection and analysis strategies;
3. Identifies patterns, trends, and relationships that apply to solutions;
4. Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response;
5. Sees opportunities, finds resources, and seeks results;
6. Uses information and technology to solve problems; and
7. Perseveres in challenging situations;

D. A responsible and involved citizen who:

1. Participates positively in the community and designs creative solutions to meet human needs and wants;
2. Accepts responsibility for personal decisions and actions;
3. Demonstrates ethical behavior and the moral courage to sustain it;
4. Understands and respects diversity;
5. Displays global awareness and economic and civic literacy; and
6. Demonstrates awareness of personal and community health and wellness;

E. An integrative and informed thinker who:

1. Gains and applies knowledge across disciplines and learning contexts and to real life situations with and without technology;
2. Evaluates and synthesizes information from multiple sources;

3. Applies ideas across disciplines; and
4. Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes.

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CAREER PREPARATION STANDARDS

Learning about Self-Knowledge and Interpersonal Relationships

1. Self-Knowledge and Self-Concept
2. Beliefs and Behaviors that Lead to Success
3. Interpersonal Skills
4. Career and Life Roles

Learning About and Exploring Education, Career, and Life Roles

1. Relationships among Learning, Work, the Community, and the Global Economy
2. Skills for Individual/Personal Success in the 21st Century
3. Education and Career Information

Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions

1. The Planning Process
2. Decision-Making
3. Influences on Decision-Making
4. Societal Needs and Changes that Influence Workplace Success

WORKPLACE STANDARDS

Communication Skills: Demonstrates the ability to receive and relay information clearly and effectively (Listening, speaking, writing, interpreting, negotiating, persuading)

Organizational Skills: Demonstrates the ability to effectively and efficiently operate within a workplace (Planning, time management, using resources, systems thinking, evaluating)

Thinking Skills: Demonstrates the ability to use reasoning (Solving problems, making decisions, thinking creatively, learning, analyzing, and using mathematics)

Worker Qualities: Demonstrates the characteristics of an effective worker (Self-management, team member, responsibility, flexibility, leadership, diversity)

Technology Skills: Demonstrates the ability to work with a variety of technologies and equipment (Computer literate; selects, applies and uses technology and technology information)

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