



Sanborn Regional High School

Student Intern Handbook

Kerrie Alley-Violet

642-3341

Heidi Leavitt

642-3341 x 138

Introduction

As you, the student, begin to develop post-secondary plans, it is important that you follow an appropriate high school course sequence that supports your hopes and aspirations and makes you truly college and career-ready. The Career Pathways Program offers a myriad of career exploration opportunities for students.

In their sophomore year, students complete a career interest inventory which helps their guidance counselor to identify the student's career interests. In their junior year, students are assigned to an advisory which will be a credit earning course for both their junior and senior years. During the advisory time, students may participate in discussions related to their career path or participate in a variety of other career related activities. In addition, several times during the month, students will be given the opportunity to hear from local business people who are actively working in their field of interest. These community partners will come into the school to meet with students to share stories of their career, their training and the day to day workings of their field. Throughout the year, students are also given the opportunity to participate in a variety of job shadows and industry tours.

In their senior year, students may participate in a more time intensive internship. Typically, students participate in the internship during their school day. The time involved and credit earned varies with each student. Internships are a privilege offered to students who are truly invested in exploring a career and learning critical skills which will help them in any career path they choose. This handbook is meant to more fully explain the internship program. The internship experience will be unlike any other class a student will have taken in school. The community partner and the school will work with the student to ensure that the student is learning while providing a 'real world connection'. It is our hope that the internship experience will be one of the best the student has had in their high school career.

What is an internship?

An internship is a well-defined short term learning experience to help you prepare for a chosen career field. You will be mentored by practicing professionals in real world experiences. Typically, the internship is an unpaid experience which you will receive academic credit for. Students will be asked to develop learning goals which they hope to achieve during the course of the experience. In order to receive credit for an internship, all student internship experiences must have prior approval from the internship program coordinator and the student's guidance counselor. The number of credits will be determined based on the time spent at the internship. Internships are meant to be flexible to meet the needs of the student as well as the availability of the community partner.

How to obtain an internship?

In order to obtain an internship a student must first meet with their guidance counselor. At this meeting, the counselor will determine if the student will have the flexibility with regards to credits and schedule. The internship experience will typically count for elective credits. Internships are reflected on a student's transcript ie. Extended Learning Opportunity – Internship Fire Science. Internships are graded on a 4 point scale and are competency based. Typically, internships occur during the school day; however, if a student's schedule prohibits them from participating in an internship during the school day they may complete hours after school and on the weekends for credit. Once credit and availability have been established the student will meet with the internship coordinator to explore their interests and begin the paperwork process.

The internship coordinator (with the assistance of the student and their family if possible) will then locate a community partner in the identified career path. The internship coordinator will then work with the business, the NH department of labor and the NH Department of Education to obtain approval for the business and the program of study. Once both of these approvals have been obtained a placement meeting with the student and the community partner will take place to review the student's proposal and goals.

What is expected for me as a student in the internship program?

The internship should be seen as a class and therefore it is expected that the student will meet all of the course expectations set out at the beginning of the semester. In addition, the following information is helpful to know in order to determine if an internship is right for you.

Attendance – One hundred percent attendance at school and at your internship is expected. You are to report to your internship on-time each day. If you are absent from school, you are expected to call in to the supervisor and let him/her know you will not be there. Only excused absences from school will be considered excused absences from your internship. Interns are required to sign in and out in the main office every day. Interns are not expected to report to their site on days when there is no school (snow

days/holidays/vacations). Students will maintain a time sheet to be signed weekly by their site supervisor. Students are responsible for their own transportation to and from their internship site.

Internship Seminar Class – Before any internship begins, students will participate in a 2 week internship seminar class. During this time, students will meet with the internship coordinator to develop skills relevant to being a successful employee. The skills reviewed include cell phone etiquette, appropriate attire in the workplace, resume and cover letter development. In addition, students will review industry regulations related to FERPA, HIPPA and OSHA.

Terminations – Internships require a tremendous amount of trust between the student, the community partner and the school. Each participant plays a vital role in the success of the experience. At all times the school strives to ensure the safety and learning experience of the student. If a student or parent feels the internship experience is not meeting this expectation, immediate communication with the internship coordinator is required. If attempts to rectify the problems are not met with success, the student will be withdrawn from the internship and there will not be a notation made on the student's transcript.

If a community partner feels that the student is not meeting their obligations, an attempt will be made to rectify the problem. This may include meeting with their internship supervisor at school and the site as well as the student's administrator and parents. If the problem cannot be rectified the internship will be terminated and it may be reported on the student's transcript as a withdrawal or withdraw fail.

If a student violates the confidentiality contract, the student's internship will be immediately terminated and a withdraw fail will be reported on the student's transcript.

Internship Expectations

Community Partner

The specific role of the community partner is determined at the outset.

- Work with the student and the school to develop a learning plan with a clear set of expectations
- Provide student with safety training in order to safely engage in the learning at your business
- Meet with the student on a regular basis and monitor the student's learning
- Participate in an assessment of the student's work (a rubric will be provided)
- Provide adequate support and supervision so the student will meet the learning expectations
- Provide learning experiences/environments that allow the student to gain mastery in the pre-determined competencies
- Provide the student with timely, detailed feedback to develop skills
- Monitor student attendance
- Maintain honest and open communication at all times. Be particularly attentive to any issues or concerns.

Student

Collaborate with the community partner and the school

- Work with the community partner and the school to develop a learning plan with a clear set of expectations
- Develop and maintain a notebook/journal to document your learning and reflections
- Complete all agreed upon curriculum competency work and assessments
- Plan and develop a presentation of your learning
- Attend the community partners celebration in May
- Participate in the Career Pathways Seminar at the beginning of the semester
- Participate in weekly meetings with the internship coordinator
- Attend an evaluation meeting with your community partner and the internship coordinator
- Maintain honest and open communication at all times. Be particularly attentive to any issues or concerns.
- Be professional and respectful at all times
- Determine your means of transportation
- If you are going to be absent, inform your community partner

School

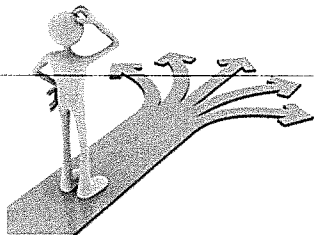
Collaborate with the student and the community partner.

- Orient the student, community partner and parents to the policies, practices, and expectations of an internship
 - Work with the student and the community partner to develop a learning plan with a clear set of expectations
 - Monitor the internship progress and provide support as needed to all parties
 - Oversee the timely completion of all aspects of the internship
 - Ensure that all paperwork is completed
 - Maintain updated liability insurance paperwork
 - Adhere to all SAU 17 internship policies and practices
-

Parent/Guardian

Student success is linked to parent/guardian involvement and encouraged throughout the internship process.

- Become familiar with the internship process and assessments
- Provide support and coaching to the student throughout the internship
- Attend the final presentation of learning



Career Pathways Requirements

- Attend a two week Career Pathway Seminar at the beginning of the semester.
- Write 3 to 5 goals (competencies) for your internship.
- Create a tri fold display board to be displayed during open house.
- Attend weekly internship meetings to be held during FLT on F days.
- Maintain an experience journal.
 - Weekly entries will be made and shared with your school intern advisor.
 - 1 page
 - Single Space
 - Google Docs
- Collect artifacts to show your learning of each goal.
 - You will show 5-7 artifacts for each goal.
- Create a presentation using GooglePresentations or PowerPoint.
 - Goals
 - Artifacts
 - Education
 - Next steps
- Give your presentation to faculty—your presentation must be 20 minutes.
- Attend Career Pathway celebration in the spring.
- Attend an evaluation meeting with your supervisor and advisor.

Sanborn Regional High School Internship Presentation

The internship Presentation is a 20 minute presentation given to a group of faculty member from Sanborn Regional High School. The presentation will take place at the end of the semester after regular school hours (please plan for a one hour time block). The Career Pathway Coordinator will give you advance notice of the date and will work with you to develop your presentation. You will be expected to be in professional dress during the presentation.

Guidelines

The presentation is centered on your goals and how you have showed that you have reached your goals!!! The presentation must include 3-5 goals and 5-7 artifacts to show how you have achieved your goal. The GoogleSlides document should contain at least 15 slides. The GoogleSlides document will be shared with the career pathway coordinator 1 week prior to your presentation. (kalleyviolet@sau17.net)

Slide 1: This slide should contain your name and where you did your internship

Slide 2: This slide should be a brief description of where you did your internship

Slide 3: This slide should list your goals

Slide 4-6??? (the amount will vary for each intern): Goal 1 and how you reached your goal (this is where you include your artifacts.)

Slide 7-10?? (the amount will vary for each intern): Goal 2 and how you reached your goal (this is where you include your artifacts.)

Slide 11-14?? (the amount will vary for each intern): Goal 3 and how you reached your goal (this is where you include your artifacts.)

Career Research Slide: This slide will contain information on where you are going from here. What opportunities are available to you in this career? Is additional schooling needed? What are some options for extended learning?

Last slide: This slide should be a conclusion of what you have accomplished.

Competency	<u>Exemplary</u>	<u>Proficient</u>	<u>Basic Proficiency</u>	<u>Limited Proficiency</u>	<u>NM</u>
<p>Presentation Skills (<i>Prepared, organization, eye communication, eye contact, attire, body language, enthusiastic</i>)</p>	<p>Student presented in a professional manner that thoroughly engaged the audience.</p>	<p>Student was prepared, organized and showed enthusiasm about their internship. Student was dressed in the professional attire, and connects with the audience with eye contact and correct body language.</p>	<p>Student was somewhat prepared, organized and showed some enthusiasm about their internship. Student was dressed in the appropriate attire, and made some connection with the audience with eye contact and body language.</p>	<p>Student was not prepared, organized and showed limited enthusiasm about their internship. Student was dressed inappropriately for presentation, and made little connection with the audience with limited eye contact and body language.</p>	<p>Student did not present.</p>
<p>Presentation Content (<i>Internship Goals, Artifacts, Internship overview and Future career goals</i>)</p>	<p>Presentation was articulate in all aspects of the content of the internship.</p>	<p>Presentation included well written goals supported with artifacts from the internship. Clear description of the internship along with clearly stated future career goals.</p>	<p>Presentation included written goals with some supporting artifacts from the internship. An unclear description of the internship along with some stated future career goals.</p>	<p>Presentation included vague goals with limited supporting artifacts from the internship. An unclear description of the internship along with no identified future career goals.</p>	<p>Student did not present.</p>
<p>Presentation Resources (<i>Text, Images, Organization, Information, Appearance and Digital citizenship</i>)</p>	<p>Presentation was professional quality and articulated the content of the internship effectively.</p>	<p>Presentation was well prepared, informative, effective, and not distracting. Text was readable, images were appropriate and digital citizenship was followed.</p>	<p>Presentation was complete and informative. Text was mostly readable, most images were appropriate and digital citizenship was followed.</p>	<p>Presentation was incomplete and was missing key information. Text was hard to read, and images were missing. Digital citizenship was not followed.</p>	<p>Student did not present.</p>

Sanborn Regional High School

Reflective Journaling

What is Reflection?

Deeper and longer lasting learning is developed through personal reflection and self-appraisal. To this end, you will submit weekly journal entries. Questioning is the essence of reflection. During this process you will question what you have learned throughout your internship placement. You should know that reflection journal entries are not an 'add-on' piece to your learning process. It is integral part of your growth throughout your internship placement.

You will have opportunities to reflect on your experiences and working with others, such as, peers, and supervisors. Each will bring a unique perspective to your understanding of yourself as a developing leader.

When and where will I reflect? You will reflect in your weekly journal online journal through googledocs. Each week you will share your googledoc with kalleyviolette@sau17.net.

What will I reflect on? You will be reflecting on your experiences, frustrations, growths and the outcomes from all of your internship and your career path journey.

Here are some journal prompts you can use to help in your writing.

Appearance-- How do the people dress at work? Does your current wardrobe fit in to this site? How does the office look: chaotic, shabby, posh, or super-organized? Do you have sufficient space to work? Are the files well-organized and easy to use? Do they have the equipment you need to get the job done? How do you feel about working in a place like this?

Attitudes-- How seriously do people take their work here? Are they friendly and helpful? Does there seem to be a lot of politics and infighting going on? Who are the leaders here? Do people seem to resent your intern status and access to information and meetings they may covet? Is this a high pressure place or laid back? Does there seem to be any discrimination against people because of sex, race, handicap, etc., or inklings of sexual harassment? How do you like working with these people in this kind of atmosphere?

Rules-- Are there a lot of rules governing work procedures? Are the rules clear and in written form? Is it easy to get the information and resources you need to do your work? Did you receive any kind of orientation? Is the authority structure clear?

Training-- What training do you need to enter this organization and to progress in a career? What sort of training do the people already here have? What sort of personal qualities are useful here? Do you see any changes occurring soon in this organization or in the whole industry that may influence careers?

Learning-- How easy is it to ask questions? Are assignments clear? Are you getting the feedback you need? Do people seem too busy to teach you things? Are you getting to do what you wanted to do? How do people, including you, respond to suggestions or criticism? Are you being stuck with too much "go-fer" work rather than learning new skills? Have you let people know what you have to offer?

Scheduling-- Is everything here done at the last minute in a rush? Is there a good sense of priorities? Are people prompt with appointments and meetings? Are they flexible with your

hours? Are you able to meet your deadlines? How are you juggling home, school, internship, and job?

Career Research--What education do you need to continue on this career path? What training/colleges/programs are available to you? Is there room for advancement in this career

Competency						<u>NM</u>
Journal Entries <i>(this shows growth and development throughout your internship placement and how you are meeting your internship goals)</i>	My journal entry included a detailed summary of the week, what I activities I was exposed to and how my knowledge in my career path has expanded. My entry went above the one page requirement	My journal entry included a summary of the week, what I activities I was exposed to and how my knowledge in my career path has expanded. My entry met the one page requirement.	My journal entry included a brief summary of the week, what I activities I was exposed to and how my knowledge in my career path has expanded. My entry was less than one page.	My journal entry included a brief summary of the week. I did not expand on any of the experiences I had during the week. My entry was less than one page.	I did not complete my journal entry.	

Expectation	Exemplary	Proficient	Basic Proficiency	Limited Proficiency
Student Will:	Student meets all in "Exemplary" and improves by:	Student meets all in "Basic Proficiency" and improves by:	Student meets all in "Limited Proficiency" and improves by:	Student Will:
Effectively Communicate: Use various media to inform, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.	Communicating in an exceptional manner that is appropriate to share with a broader audience	Using effective communication skills all of the time	Demonstrating progress in the attainment of communication skills by revising work to improve quality	Demonstrate minimal progress toward developing the communication skills
Creatively Solve Problems: Use original and flexible thinking to come up with ideas or construct a unique plan and solution	Reflecting on how to improve the solution to be more creative and efficient	Solving problems using creativity and critical thinking skills all of the time	Solving problems using creativity and critical thinking skills some of the time	Solve problems with limited creativity and critical thinking skills
Contribute to their Community: Work in diverse groups to achieve a common goal	Being respected by peers and adults for contributions to the community	Always contributing positively to the community	Contributing positively to the community with minimal adult direction	Contribute positively to the community with adult direction
Self-Motivate: Their Learning: Initiate and manage learning through self-awareness, self-motivation, self-control, self-advocacy, and adaptability as a learner/teacher/leader.	Risk-taking in an effort to grow from their learning experience	Working independently and meeting due dates all of the time	Working independently with some direction by adults and meeting due dates some of the time	Work with the direction of adults and/or needs prompting to know due dates
Practice Quality Work: Recognize and promote work of high quality	Producing exceptional work that is appropriate to share with a broader audience	Producing quality work all of the time and asking adults how to improve quality of work	Reassessing failing grades to improve quality of work and/or producing quality work some of the time	Accept failing grades with no attempt at reassessment
Responsibly Use Information: Demonstrate a proficiency to effectively and ethically find and use information.	Reflecting on how to improve research skills to expand upon the type and quality of information used	Using effective research skills all of the time	Demonstrating inconsistencies in the effective use of all research skills	Demonstrate minimal progress towards developing the research skills of identifying, locating, evaluating, and responsibly using information

Sanborn Regional High School Internship Display Board

The Internship display board will be completed for each semester. The student will be provided with a display board from the career pathway office. The Career Pathway Coordinator will give you advance notice of the date in which the display board must be complete.

Your display board must include the following elements:

- A clear title of where the internship took place and the name of the intern
- Clearly stated internship goals
- Artifacts and description to show the understanding of each goal

Competency	<u>Exemplary</u>	<u>Proficient</u>	<u>Basic Proficiency</u>	<u>Limited Proficiency</u>	<u>NM</u>
Visual Display <i>(Prepared, organization, eye communication, eye contact, attire, body language, enthusiastic)</i>	<p>The visual display was completed in a professional manner that visually appealing to the audience.</p>	<p>The visual display was organized and showed clear understanding of their internship.</p>	<p>The visual display was somewhat prepared, organized and showed some understanding about their internship.</p>	<p>The visual display was not prepared, organized and showed limited understanding about their internship</p>	<p>Student did not create a display board.</p>
Display board Content <i>(Internship Goals, Artifacts, Internship overview and Future career goals)</i>	<p>Display board was articulate in all aspects of the content of the internship.</p>	<p>Display board included well written goals supported with artifacts from the internship. Clear description of the internship along with clearly stated future career goals.</p>	<p>Display board included written goals with some supporting artifacts from the internship. An unclear description of the internship along with some stated future career goals.</p>	<p>Display board included vague goals with limited supporting artifacts from the internship. An unclear description of the internship along with no identified future career goals.</p>	<p>Student did not create a display board.</p>

SANBORN REGIONAL HIGH SCHOOL

MID-POINT INTERNSHIP SELF-ASSESSMENT

Student: _____ Date: _____

Internship: _____

At this mid-point, are you satisfied with your experience?

What would you do to change it?

What do you like most about it?

What do you have to say about your participation in the experience? Are you satisfied with your work?

What would you change about how you are approaching this experience?

How has your meeting with the Internship office been? Have you kept the coordinator informed about your progress, your attendance and how the experience has been going?

SANBORN REGIONAL HIGH SCHOOL
MID-POINT INTERNSHIP SELF-ASSESSMENT

Student: _____ Date: _____

Internship: _____

At this mid-point, are you satisfied with your experience?

What would you do to change it?

What do you like most about it?

What do you have to say about your participation in the experience? Are you satisfied with your work?

What would you change about how you are approaching this experience?

How has your meeting with the Internship office been? Have you kept the coordinator informed about your progress, your attendance and how the experience has been going?