Mount Everett Work-Based Learning Program

2021-2022

Mount Everett Regional School
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Advancing intellectual growth.
Building character.
Capturing the heart.
Engaging the creative mind.

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There is an emerging consensus among students, parents, communities, educators, business leaders and elected officials that academic proficiency alone is no longer enough to prepare students for success in the 21st century economy. In response, the Board of Higher Education (BHE) and the Board of Elementary and Secondary Education (BESE) voted to adopt a common definition of "college and career readiness." These efforts will support a more seamless transition for students beginning in elementary through the secondary level and on to post-secondary education, with educators at each stage sharing an aligned vision of what the end goals are for all students.

These end goals are organized around students acquiring knowledge, skills and experiences in three domains: Learning (academic), Workforce Readiness, and Qualities and Strategies (personal/social), with the ultimate goal in each domain being competency attainment. With respect to the workforce readiness domain, it is no longer enough to merely expose students to career information. They also need to explore career options, and then experience them through some form of work-based learning. They need an opportunity to process and reflect on these experiences with adult feedback and support. Accountability for students' competency attainment must become an expectation of influential adults responsible for organizing and delivering career development activities whether in traditional school settings or in the community.

Vision

We will be recognized as the central resource that actively engages students in exploring and pursuing meaningful career development, while inspiring our entire school to consistently integrate career into their efforts.

Mission

Empower our students with the knowledge, skills, and experiences to:

- Make sound career and academic decisions
- Prepare for satisfying employment, and
- Develop successful lifelong career plans in an evolving global world of work

To do this, we work directly with students and collaborate with Mount Everett faculty and community employers in developing resources and experiences that connect careers with academics with the ultimate goal of providing rewarding internship opportunities.

Values

Excellence | We strive to provide high quality, successful, student-centered programs and services.

Diversity | We are committed to a climate that welcomes and respects individual and group diversity and strives for inclusion and accessibility in all our programs and services.

Innovation | We embrace creative and innovative ideas for the enhancement of our services and to support our vision.

Collaboration | We encourage an environment that promotes mutual respect and open communication among our staff and are committed to cultivating and maintaining partnerships with students and our communities.

Commitment | We display motivation, dedication, and excitement in our work due to our strong belief in its importance and passion for its intent and ideal.

Integrity | We are committed to holding ourselves, students, and employers to high ethical and moral standards. Our actions and decisions will reflect professionalism, honesty, and responsibility.

Mt. Everett High School
Internship Program Contract

Student's Name

Phone

Street

Town

Date of Birth   Current Grade

Internship Information

Time frame: ❏ School Year 20_____   ❏ Summer 20_____

Start date   End date

Daily/Weekly Schedule: ❏ Mon ❏ Tues ❏ Wed ❏ Thur ❏ Fri

Beginning Time   Ending Time

❏ Paid Internship   ❏ Unpaid   Hours per week

Hourly pay $ Credits per semester

Employer Information

Mentor/Supervisor

Phone

Street

City   State   Zip

E-Mail

Parent/ Guardian signature below indicates permission for the student to participate in the internship program and to use a personal vehicle to get to and from the internship site if necessary. Student and Internship Mentor signatures below indicate agreement to the terms of the contract.

Student Signature   **Date**

Internship Mentor Signature   **Date**

Parent/Guardian Signature   **Date**

Attendance The student intern must:
■ be at the internship site for a minimum of 3.75 to 5.0 hours each week for .5 credits.
■ notify the school and internship mentor ahead of time if you are going to be absent.

Assignments Students will be required to complete a series of assignments culminating in a final portfolio and powerpoint presentation.

Meetings/Site Visits The Internship Coordinator/Teacher will make periodic visits to each internship site. Students will meet with the internship coordinators daily during the Advisory period.

Evaluations The grade for the course is based on mentor evaluations, feedback on the work-based learning plans, assignments, paperwork, and attendance at the internship site.

The Internship Mentor further agrees to the following:

■ Is an equal opportunity employer who complies with applicable federal and state laws prohibiting discrimination in hiring and employment practices
■ Will not replace a paid employee with a non-paid student intern.
■ Will notify school of absences; sign and submit the student attendance record at the end of each marking period
■ Will meet with the intern and the coordinator should any change appear to be necessary.
■ Will give the student an all-aspects exposure to the career during the course of the internship
■ Will submit a written evaluation at the end of each marking period

Inability to meet any of these terms and conditions can result in a failing grade or termination from the program. **The Southern Berkshire Regional School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, gender identity or sexual orientation. (Chapter 622, Title IX, Title VI, and Sec. 504 Regs.)**

Goal Sheet

Student _____   Marking Period _____

Internship Mentor _____   Internship Site _____

Interns and Internship Mentors will work together to develop a list of a minimum of three goals, tasks, and/or projects that the intern will be expected to accomplish during the internship. Goals will be reviewed at the end of each marking period. For the new marking period, goals that have been accomplished will be removed from the list, some goals will remain, and some new ones will be added as the intern's abilities and responsibilities grow.

(1) **Goal/Task** _____

_____

Competency(ies):

❏ Reading   ❏ Writing   ❏ Teaching & Instructing
❏ Computer Technology   ❏ Research and Analysis   ❏ Project Management
❏ Time Management   ❏ Equipment Operation   ❏ Mathematics & Numeric Analysis
❏ Collecting & Organizing Info.   ❏ Interacting w/ Customers/Clients ❏ Occupation-Specific Skills

(2) **Goal/Task** _____

_____

Competency(ies):

❏ Reading   ❏ Writing   ❏ Teaching & Instructing
❏ Computer Technology   ❏ Research and Analysis   ❏ Project Management
❏ Time Management   ❏ Equipment Operation   ❏ Mathematics & Numeric Analysis
❏ Collecting & Organizing Info.   ❏ Interacting w/ Customers/Clients ❏ Occupation-Specific Skills

(3) **Goal/Task** _____

_____

Competency(ies):

❏ Reading   ❏ Writing   ❏ Teaching & Instructing
❏ Computer Technology   ❏ Research and Analysis   ❏ Project Management
❏ Time Management   ❏ Equipment Operation   ❏ Mathematics & Numeric Analysis
❏ Collecting & Organizing Info.   ❏ Interacting w/ Customers/Clients ❏ Occupation-Specific Skills

_____   _____
Student Signature   **Internship Mentor Signature**

_____   _____
Date   **Date**

Internship Job Description

Title of Internship
_____

Responsibilities:
_____

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Final Portfolio Requirements

Mentor Interview

(Two page minimum, double-spaced, 12 pt., Times New Roman)

Interview will focus on your mentor's professional expertise, experiences, and accomplishments. Some questions to consider are:

How your mentor became interested in this profession?

What education/training did they need to complete?

What do they think are some of the biggest positives and negatives of their profession?

Naviance Career Activity

Part 1:

- Log into your Naviance account, complete the Career Key and Career Interest Profiler, and then print out and submit the results to the Internship Coordinator.
- From the Naviance home screen click on Careers and then Careers Home. You should see a link for the Career Key and Career Interest Profiler. Complete each activity. It is okay if you have completed one or both of these lessons in the past. You can choose to use earlier results, or you can complete the activity again to get up to date responses. It is your choice.
- Print out the results of your Career Key and Career Interest Profiler and submit them with this assignment.

Part 2:

- Summarize the information you have learned from the Career Key and Career Interest Profiler by answering the following questions:

Based on the career key assessment, what are your most dominant personality types?

What are the characteristics of your most dominant personality type?

Do you agree or disagree with the results? Why?

Based on the career interest profiler, what are some of the careers that are best matches for you? You should list a minimum of 3 careers.

Which career appeals to you the most? Why?

What level of preparation would you need to enter into that career?

Are you surprised by any of your results on either the Career Key or the Career Interest Profiler? Explain your answer.

Final Portfolio Requirements

Industry Analysis Paper

(3-5 pages, double-spaced, 12 pt., Times New Roman)

The company for which you intern is one enterprise in a larger industry. An industry is a group of companies producing similar products or services (e.g., banking, fast food, higher education). An industry is not limited to a small geographic area such as Sheffield. Your Industry Analysis should consider the entire industry within the United States in which your company belongs. Include additional information about regional factors if appropriate.

Use the following subheadings to help you organize your paper.

- *Industry Size and Growth Trends*
- *Maturity of the Industry*
- *Seasonality*
- *Technological Factors*
- *Regulatory, Political, and Legal Concerns*
- *Key Challenges Facing the Industry*
- *Company's Steps to Meet One Key Challenge*

You must use information from at least three unique sources as part of your analysis Published sources that you might consult include trade journals, industry publications, and U.S. Department of Commerce publications.You may supplement these sources with interviews with your supervisor and other managers in your company. All sources must be correctly cited. You will not receive a passing grade on your paper if this is not correct.

Final Portfolio Requirements

Weekly Journal Prompts*

Prompt 1:   What are your expectations for this internship? What are you hoping to learn?

Prompt 2:   Define the purpose of the business/organization – what they do, structure, who are customers, etc. What is your job description: what will you be doing, who will you work with, where do you fit in?

Prompt 3:   What criticisms or compliments did you receive this week? How did it make you feel?

Prompt 4:   What are some advantages and disadvantages of interning in this occupation?

Prompt 5:   Describe the work atmosphere. How are decisions made, is it cooperative or competitive, what is the dress code and work ethic of the organization?

Prompt 6:   Discuss the academic knowledge that you are receiving in school and how it is useful to you in your internship experience. What do you wish you had learned prior to this internship? What information could you take from your internship experience and share in the classroom?

Prompt 7:   Describe what your major responsibilities are at your internship. Are you in charge of any projects or daily activities? Explain.

Prompt 8:   Discuss how the experience is or is not meeting your expectations. How will you apply yourself differently for the remainder of the internship? What factors would improve your experience?

Prompt 9:   Does the organization have a policy on social media (Facebook, Twitter, etc.)? What are your personal feelings about mixing your professional and personal life through social media?

Prompt 10: Describe your short term and long-term career goals and design your pathway for achieving these goals. Where are you now in relation to these goals and how do you plan to get where you want to be? How is the internship assisting you on your pathway?

Prompt 11: What have you learned about the value of your education in preparing you for, or not preparing you for your career? Explain.

Prompt 12: What have you learned about yourself, your employer, and your job?

Prompt 13: What have you learned about this occupation or profession?

Prompt 14: What do you feel is your main contribution to your internship site? What have you done at your internship that makes you proud? Why?

Prompt 15: What would you have done differently for this internship experience?

Prompt 16: Discuss an individual on your internship that has made a difference in your experience.

Prompt 17: Type a thank you note in your journal to your Internship Mentor.

Please note: Bi-Weekly Attendance is to be submitted with each journal prompt.

Final Portfolio Requirements

Introductory Letter

(One page minimum, double-spaced, 12 pt., Times New Roman)

Compose a letter that will introduce you and provide a general overview of your internship experience for teachers and community members who will be reviewing your final portfolio

- *Introduce yourself*
- *Identify your strengths and weaknesses*
- *Identity your interests and how are they related to your career goals*
- *Evaluate your overall internship experience*

Final Presentation: Essential Components

1. **Student introduction**

2. **Foundation skills:** Students must identify, define, and give examples that support their possession of at least 5 of the following skills:

Motivation	*Ability and Willingness to Learn*	*Communication*
Integrity	*Dependability and Reliability*	*Time management*
Interpersonal Skills	*Initiative*	*Project management*
Professionalism	*Lifelong Learning*	*Equipment operation*
Adaptability and Flexibility	*Critical thinking*	

3. **Resume**

4. **Pictures of you in the workplace**

5. **Conclusion:** Overall evaluation of your internship experience

6. **Professional attire**

7. **10 minute presentation before questions**

8. **Review Mt. Everett Oral Presentation Rubric**

Final Portfolio Checklist

○ **Final Portfolio Introductory Letter**
One page minimum, double-spaced, 12 pt., Times New Roman

○ **Internship Application**

○ **Internship Contract**

○ **Internship Job Description**

○ **Internship Work-Specific Goals**

○ **Internship Mentor Interview**
Two page minimum, double-spaced, 12 pt., Times New Roman

○ **Resume**

○ **Employer Letter of Recommendation**

○ **Career Interest Inventory (Naviance)**

○ **Industry Research Paper**
3-5 page minimum, double-spaced, 12 pt., Times New Roman

○ **Work-Based Learning Plan**

○ **Employer Thank You Letter**

○ **Journal and Time Documentation**

Important Dates (Full Year)

For students enrolled in a full year experience

Month	Day	Experience
Month	*Day*	*Experience*
September	**10**	Contract
	13	Journal Prompt 1
	17	Goals Sheet
	17	Job Description
	27	Journal Prompt 2
October	**12**	Journal Prompt 3
	25	Journal Prompt 4
	29	Work Based Learning Plan Quarterly Review
November	**8**	Journal Prompt 5
	22	Journal Prompt 6
December	**6**	Journal Prompt 7
	10	Mentor Interview / Bio
	20	Journal Prompt 8
January	**10**	Journal Prompt 9
	13	Work Based Learning Plan Quarterly Review
	24	Journal Prompt 10
February	**7**	Journal Prompt 11
	11	Resume
March	**1**	Journal Prompt 12
	3	Naviance Career Activity
	14	Journal Prompt 13
	25	Work Based Learning Plan Quarterly Review
	28	Journal Prompt 14
April	**11**	Journal Prompt 15
	27	Industry Research Paper
May	**2**	Journal Prompt 16
	16	Journal Prompt 17
	25	Work Based Learning Plan Final Review (Seniors)
	27	Final Presentations & Portfolios (Seniors)
June	**10**	Work Based Learning Plan Final Review (Juniors)
	15	Final Presentations & Portfolios (Juniors)

Important Dates (Half Year/Semester 1)

For students enrolled in a fall semester experience

Month	Day	Experience
Month	*Day*	*Experience*
September	**10**	Contract
	13	Journal Prompt 1
	17	Goals Sheet
	17	Job Description
	20	Journal Prompt 2
	27	Journal Prompt 3
October	**4**	Journal Prompt 4
	12	Journal Prompt 5
	18	Journal Prompt 6
	25	Journal Prompt 7
	29	Work Based Learning Plan Quarterly Review
November	**1**	Journal Prompt 8
	8	Journal Prompt 9
	15	Journal Prompt 10
	17	Industry Research Paper
	22	Journal Prompt 11
	30	Journal Prompt 12
December	**6**	Journal Prompt 13
	10	Mentor Interview / Bio
	13	Journal Prompt 14
	17	Resume
	20	Journal Prompt 15
January	**4**	Journal Prompt 16
	6	Naviance Career Activity
	10	Journal Prompt 17
	13	Work Based Learning Plan Final Review
	18	Final Presentations & Portfolios

Important Dates (Half Year/Semester 2)

For students enrolled in a spring semester experience

Month	Day	Experience
Month	*Day*	*Experience*
January	**24**	Contract
	24	Journal Prompt 1
	28	Goals Sheet
	28	Job Description
	31	Journal Prompt 2
February	**7**	Journal Prompt 3
	11	Resume
	14	Journal Prompt 4
	17	Mentor Interview / Bio
March	**7**	Journal Prompt 5
	3	Naviance Career Activity
	7	Journal Prompt 6
	14	Journal Prompt 7
	21	Journal Prompt 8
	25	Work Based Learning Plan Quarterly Review
	28	Journal Prompt 9
April	**4**	Journal Prompt 10
	11	Journal Prompt 11
	26	Journal Prompt 12
	27	Industry Research Paper
May	**2**	Journal Prompt 13
	8	Journal Prompt 14
	16	Journal Prompt 15
	23	Journal Prompt 16
	23	Journal Prompt 17
	25	Work Based Learning Plan Final Review (Seniors)
	27	Final Presentations & Portfolios (Seniors)
June	**10**	Work Based Learning Plan Final Review (Juniors)
	14	Final Presentations & Portfolios (Juniors)

Grading Rubric: Industry Research Paper

Identification

4 ADVANCED	3 PROFICIENT	2 NEEDS IMPROVEMENT	1 DID NOT MEET THE STANDARD
Identified all core and supplemental information related to the assignment	Identified all core information related to the assignment	Identified some core information related to the assignment	Identified little or no core information related to the assignment

Evaluation and Analysis

4 ADVANCED	3 PROFICIENT	2 NEEDS IMPROVEMENT	1 DID NOT MEET THE STANDARD
Accurately describe and differentiate technical and non-technical materials to thoroughly and completely analyze the information	Adequately describe and differentiate technical and non-technical materials to analyze the information	Show signs of describing and differentiating technical and non-technical materials to analyze information	Show little to no signs of describing and differentiating technical and non-technical materials to analyze information

Creating Meaning, Organization and Synthesis

4 ADVANCED	3 PROFICIENT	2 NEEDS IMPROVEMENT	1 DID NOT MEET THE STANDARD
Able to relate critical information to the assignment task including connecting to prior meaning	Able to relate critical information to the assignment task including	Able to relate some critical information to the assignment task including	Unable to relate critical information to the assignment task including

Output Relevant to Project Medium

4 ADVANCED	3 PROFICIENT	2 NEEDS IMPROVEMENT	1 DID NOT MEET THE STANDARD
Output demonstrated mastery of content skills required to complete the assignment at a level of excellence	Output demonstrated above average content skills required to complete the assignment at a level of excellence	Output demonstrated some content skills required to complete the assignment at a level of excellence	Output did not demonstrate content skills required to complete the assignment at a level of excellence

Grading Rubric: Final Presentation

Usage and Language

4 ADVANCED	3 PROFICIENT	2 NEEDS IMPROVEMENT	1 DID NOT MEET THE STANDARD
No usage errors Vivid language Vocabulary is sophisticated, accurate and subject-appropriate	Few usage errors that do not interfere with communication Vocabulary is accurate and subject-appropriat	Frequent usage errors that interfere with communication Vocabulary is accurate and subject-appropriate but not sophisticated	Numerous usage errors that interfere with communication Vocabulary is not accurate, subject-appropriate, and/or sophisticated

Voice

4 ADVANCED	3 PROFICIENT	2 NEEDS IMPROVEMENT	1 DID NOT MEET THE STANDARD
Speech is clear and articulate Pronunciation is correct Voice is subject-appropriate Volume and pacing add life, energy, and enthusiasm	Speech is clear and articulate Pronunciation is correct Voice is subject-appropriate Volume and pacing are less engaging and energetic	Speech is weak and inarticulate Some incorrect pronunciation Voice is subject-appropriate Volume and pacing are less engaging and energetic	Speech is weak and inarticulate Frequent mispronunciation Voice is monotonous Volume and pacing are lifeless and do not engage audience

Nonverbal Delivery

4 ADVANCED	3 PROFICIENT	2 NEEDS IMPROVEMENT	1 DID NOT MEET THE STANDARD
Eye contact engages audience Note use is inconspicuous Gestures are expressive and dynamic but natural to content Posture is purposeful and emotes engaging confidence Audience is engaged with	Eye contact engages audience Note use is slightly conspicuous Gestures are less expressive or dynamic but natural to content Posture is purposeful if less confident Audience is engaged with	Infrequent eye contact Note use is somewhat distracting Gestures are slightly distracting or inappropriate to the content Posture is accidental or unaware and less confident Audience is somewhat neglected	Limited or no eye contact Notes are read or distracting Gestures or fidgeting are distracting and inappropriate Posture is accidental, unaware and demonstrating insecurity Audience is not engaged with

Grading Rubric: Final Presentation

Content

4 ADVANCED	3 PROFICIENT	2 NEEDS IMPROVEMENT	1 DID NOT MEET THE STANDARD
Evident topic mastery Details are useful, extensive, varied, and appropriate Materials are well-researched Argument is thorough, thoughtful, and persuasive	Evident topic mastery · Details are less useful, extensive, varied, and appropriate · Materials are clearly researched · Argument is less thorough, thoughtful, or persuasive	Somewhat narrow topic mastery · Details are mostly appropriate, although some may be irrelevant · Materials are less researched · Argument is less thorough, thoughtful, and persuasive	Limited topic mastery · Details are inadequate, irrelevant, and/or inaccurate · Materials are poorly researched · Argument is unpersuasive and lacking in depth or thought

Organization

4 ADVANCED	3 PROFICIENT	2 NEEDS IMPROVEMENT	1 DID NOT MEET THE STANDARD
Organization is coherent and demonstrates logical progression, sequencing, and transitions	Organization is coherent and demonstrates purposeful progression and sequencing	Organization lacks clear progression, sequencing, and/or transitions	Organization is poor, lacking discernable progression, sequencing, and transitions

Visual Aids

4 ADVANCED	3 PROFICIENT	2 NEEDS IMPROVEMENT	1 DID NOT MEET THE STANDARD
Visuals are exceptionally clear and well-designed Slides/visuals significantly advance the main idea Print materials and rubric are submitted at time of presentation All sources are properly cited	Clear and well-designed visuals Visuals advance the main idea Print materials and rubric are submitted at time of presentation All sources are properly cited	Neat and readable visuals Some visuals do not relate to or advance the main idea Print materials and rubric are submitted at a later time Not all sources are cited	Messy and incomplete visuals Visuals do not advance ideas Print materials and/or rubric are not submitted Sources are not cited