

Quality Work-Based Learning Toolkit

Kansas City, Kansas Public Schools



*How-To Guide for
Internships*

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DEVELOPING INTERNSHIPS



Introduction

This *How-to Guide for Internships* is a step-by-step guide to developing quality internships that work for the student, the workplace partner and the teacher. It is part of the *Quality Work-Based Learning Toolkit*, which provides teachers with everything they need to create quality, safe and legal work-based learning experiences for students.

The following toolkit sections supplement this guide:

- ✓ The *Creating Quality Work-Based Learning* guide lays the foundation for developing any work-based learning experience. Seven Simple Guidelines focus on the "must-haves" for quality experiences.
- ✓ A collection of *Factsheets* provides overviews of work-based learning structures and programs, laws and regulations, and partners, and the *Resources* list can guide you to additional materials and organizations.
- ✓ The *How-to Guides for Workplace Tours, Job Shadows* and *Service Learning* are step-by-step guides to developing quality work-based learning experiences that work for the student, the workplace partner and the teacher.
- ✓ In *Building the Classroom Connection*, you will find strategies for connecting workplace experiences to classroom lessons and activities.
- ✓ The *Teacher Guide to the Work-Based Learning Plan* provides instructions for helping students and workplace partners write learning objectives and evaluate student performance. *Workplace Partner* and *Student Guides to the Work-Based Learning Plan* detail the learning objective development process.
- ✓ The *Tools* section of this toolkit contains supporting materials, including forms, classroom assignments and items to assist workplace partners.

¹ See the *Laws Pertaining to the Employment of Students Factsheet* for more detailed information.

Internship Overview

An internship is a highly structured, time-limited career preparation activity in which students are placed at a workplace for a defined period of time to participate in and observe work firsthand within a given industry. Unlike work experience, internships often allow students to rotate through a number of departments and job functions. Internships may be paid or unpaid, depending on whether the student is performing productive work for the employer.¹ They are designed to give students hands-on experience, providing them with a deeper understanding of the occupation and industry.

Internships are designed to promote:

- Exploration of a field of interest;
- Exposure to careers and jobs;
- Building occupational knowledge; and
- Building technical skills.

Internships are intended to enhance workplace knowledge and workplace awareness. They help build the skills required for specific occupations by exposing students to all aspects of the industry² and the multiple career options available at a workplace. Internships engage students in their own learning and provide multiple opportunities for reflection on the experience, both verbally and in writing. Quality internships are designed to directly support academic learning.

Internships in the Kansas City, Kansas Public Schools include the work-based learning components of on-the-job training programs within the Career and Technical Education division in business and marketing as well as Health Careers Exploration II and World of Work in Hospitality. Within the Special Education division, programs include Work-Sample and Work-Study, and within the Small Learning Communities, the Career Development Internships that are available for seniors. All internship programs in the Kansas City, Kansas Public Schools utilize the *Work-Based Learning Plan and Evaluation* tool.

All internships should include structured activity before, during and after the program. These activities help ensure that all involved parties have meaningful, productive experiences that result in enriched student learning. Proper planning and preparation, attention to legal and safety details, maximization of learning potential and communication and support for the student and worksite supervisor will help ensure success.

² The School-to-Work Opportunities Act of 1994 defines all aspects of an industry as "all aspects of the industry or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues, and environmental issues, related to such industry or industry sector." See *Tools* section for a detailed list of the aspects.

TEACHER CHECKLIST FOR INTERNSHIP DEVELOPMENT

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this How-to Guide.

Before the Internship

- ☐ Review the *Internship Factsheet* and individual *Program Factsheets* for specific information regarding the type of internships your students will participate in.
- ☐ Identify interested and qualified students.
- ☐ Secure placement for students.
- ☐ Distribute the *Work-Based Learning Permission Form* and *Work-Based Learning Contract*.
- ☐ Meet with students to clarify grading standards using the *Internship Grading Rubric*.
- ☐ Determine a communication strategy for the experience.

During the Internship

- ☐ Prepare students to write learning objectives with worksite supervisors.
- ☐ Prepare students to be safety and health conscious.
- ☐ Support students' development of their learning objectives through class activity.
- ☐ Meet with students and worksite supervisors at their workplaces and observe workplace activities. Finalize work-based learning plans, confirm your communication strategy and make appointments for future visits.
- ☐ Coordinate and implement concurrent learning activities at school.
- ☐ Maintain ongoing communication with workplace partner and/or worksite supervisor. Review the *Teacher Tip Sheet* for suggestions.
- ☐ Communicate with the worksite supervisor and monitor workplace activities according to schedule.

After the Internship

- ☐ Meet with the worksite supervisor and student to analyze the experience and complete the student evaluation.
- ☐ Meet with students to discuss the *Internship Grading Rubric* and students' overall grades.
- ☐ Provide classroom experiences that help students make the connection between this internship and their next steps.
- ☐ Document and record the experience.
- ☐ Send one copy of the *Work-Based Learning Plan and Evaluation*, *Work-Based Learning Permission Form* and *Work-Based Learning Contract* for each enrolled student to Susan Englemann, Coordinator of Career and Technical Programs, Office of Career and Technical Education. Phone: (913) 279-2215, E-mail: suengel@kckps.org.

Before the Internship

Review the *Internship Factsheet* and individual *Program Factsheets* for specific information regarding the types of internships your students will be participating in.

Identify interested and qualified students.

Internships are most successful when students are motivated to participate and prepared to learn. Have a plan for how you will recruit students who want to take part in meaningful work-based learning experiences. Ask students to apply for the opportunity your class or program offers—this application process lets students know what you expect from them and what they can expect from the program.

Secure placements for students.

In many on-the-job training programs, students already have paid placements. This can work especially well for internships when the workplace partner and worksite supervisor are willing to participate in the program. The *Difference Between Jobs and Internships* can help employers understand how to make the transition with their current student employees.

If placement assistance is needed, contact the Business/Education Coalition at the Kansas City Kansas Area Chamber of Commerce or Business/Education Expectation (BE²) at the Learning Exchange for assistance.

The Business/Education Coalition is operated by the Kansas City, Kansas Area Chamber of Commerce to bring together the resources of business and education to improve our future workforce. The coalition links hundreds of businesses with schools each year. While the coalition has a strong foundation of chamber members and Wyandotte County businesses, participation is not limited to these groups. Contact and other relevant information is provided on the *Business/Education Coalition* factsheet.

The Business/Education Expectations (BE²) Partnership at the Learning Exchange is a bi-state regional effort designed to help students acquire the skills, knowledge and attitudes they need to succeed in a rapidly changing world. The partnership involves employers, school districts, labor groups and parent and community organizations to help students explore career options and acquire essential skills and attitudes. BE² operates PathFinder, the secure, easy-to-use online school-to-career information management, storage and searching system. It is designed to help workplace partners, students, parents and school coordinators share career information and access work-based learning opportunities across the region. Contact and other relevant information is listed on the *Business/Education Expectations (BE²) Partnership at the Learning Exchange* factsheet.

Distribute *Work-Based Learning Permission Form* and *Work-Based Learning Contract*.

When students participate in learning opportunities outside the classroom, it is important to ensure that the expectations of all parties are clear and agreed upon. The *Work-Based Learning Permission Form* and the agreement to roles and responsibilities outlined in the *Work-Based Learning Contract* clarify up front what is expected of all partners. Sign documents yourself and distribute the documents to students, parents/guardians and workplace partners.

Coordinate and implement orientation activities for students.

Students benefit more from work-based learning when they have spent some time assessing their own skills and needs. During the classroom orientation you can help students with this process and teach them how to develop learning objectives and draft their *Work-Based Learning Plans*. At this point students should demonstrate that they are prepared to enter the workplace understanding appropriate dress, timeliness and communication strategies. The classroom orientation is also a good time to introduce safety standards and child labor laws.

Meet with students to clarify grading standards using the *Internship Grading Rubric*.

Setting the evaluation parameters with students ahead of time gives them the information they need to plan for their own success. Spend some time discussing the grading structure within the internship program. The *Internship Grading Rubric* allows you to set priorities for evaluation so students understand how their work will be measured and reflected in their grade. It is not necessary that the components be weighted exactly the same for all students. This rubric, and the process of discussing with each student his/her own particular learning needs, allows for fair evaluation of students within the internship framework.

Determine a communication strategy for the experience.

Communication between all partners is critical for success. Sharing e-mail addresses, fax numbers and phone numbers as early as possible is important. In addition, it is helpful to have a conversation about the best times to contact each other. Ideally, the student, teacher and worksite supervisor should feel comfortable contacting one another whenever the need arises.

Make sure everyone understands who the key contact person at the workplace will be and who will monitor student progress. Communicate the number and type of visits the worksite supervisor can expect. Arrange for the initial face-to-face appointment to occur with both the student and the worksite supervisor. Sometimes it is difficult to arrange appointments with both the worksite supervisor and the student at the same time, but it is very important that you make every attempt to do so. These meetings are not just about monitoring and compliance, but can be rich opportunities for assuring the success of the experience for all parties.

After you have secured placements, students should contact their worksite supervisors to set up an appointment for their workplace orientations. At these orientations, students will also discuss their learning objectives with their worksite supervisors.

Collect the signed *Work-Based Learning Permission Form* and *Work-Based Learning Contract* from enrolled students. Keep these in your files until the end of the semester.

These documents are important to have on hand as they are the legal supports for having students participate in off-campus learning opportunities. At the end of the semester, send the documents to the Career and Technical Education office to be filed with the students' *Work-Based Learning Plan and Evaluation*.

Review *Building the Classroom Connection*.

Building the Classroom Connection provides information and activities that can be used in the classroom to support learning at the workplace. As you review the suggested activities, be thinking about how you can structure classroom experiences to help students benefit more from work-based learning experiences.

Review the *Teacher Guide for the Work-Based Learning Plan*.

The Work-Based Learning Plan becomes the map for learning at the workplace. It helps focus students and the worksite supervisor on the learning objectives that can be accomplished during the internship, provides an evaluation tool that can support students' ongoing skill development and helps both the student and worksite supervisor keep their eyes on the prize—student learning and achievement.



Guides

- Building the Classroom Connection
- Teacher Guide to the Work-Based Learning Plan
- Student Guide to the Work-Based Learning Plan



Tools

- All Aspects of an Industry
- Confirm Your Interview
- The Difference Between Jobs and Internships
- Frequently Asked Questions about Student Internships
- Internship Application
- Internship Grading Rubric
- Pre-Internship Worksite Supervisor Interview
- SCANS Skills Assessment
- SCANS Skills Assessment: Classroom Activity
- Student Learning Objectives Worksheet
- Student Pre-Internship Worksheet
- Work-Based Learning Contract
- Work-Based Learning Plan and Evaluation (WBL Plan)
- Work-Based Learning Permission Form
- Workplace Partner Guide to Successful Internships
- Workplace Partner Internship Cover Letter
- Workplace Safety Curricula



Factsheets

- Business Education Coalition (BEC)
- Business Education Expectations (BE²)
- Internship
- Pathfinder



Resources

- SCANS Skills Glossary and Evaluation Handbook

During the Internship

Prepare students to write learning objectives with their supervisors.

Students will meet with their worksite supervisors for a workplace orientation and to refine learning objectives. Provide students and the workplace partners with the *Student* and *Workplace Partner Guides to the Work-Based Learning Plan* to help them develop meaningful learning objectives. Make sure both the students and supervisors understand the purpose of the meeting and are prepared to complete the plan.

Prepare students to be safety and health conscious.

Issues of health and safety are crucial in the workplace, whether students are visiting for a short period (as in a workplace tour or job shadow) or spending time over several weeks or months. Students should be provided with appropriate safety gear and equipment during their internship. The *B-Safe Safety Checklist* provides workplace partners with a guide to safety issues that need to be kept in mind when they have student interns.

While workplace-specific safety and health training provided by the school and employer are critical, students should also have the opportunity to develop and practice general safety and health skills that they will carry with them from job to job. Students can be trained to monitor safety and health issues for both their workplace partners and themselves, providing an additional skill set for future employment. These skills include recognizing hazards in any workplace, understanding how hazards can be controlled, knowing about their rights to a safe workplace and communicating effectively when problems arise at work. Teachers should prepare students to ask their supervisor questions about safety.

Sample Questions for a Student to Ask a Supervisor

- Are there any potential hazards in the workplace I should be aware of?
- What are my safety and health responsibilities?
- Will I need to use any safety equipment, and if I do, when will I receive training about its use?
- Is there someone I should talk to if I have a safety and health question?
- What do I do if I see something I think is dangerous?
- What do I do if I get hurt at work?

Support students' refinement of their learning objectives through class activity.

After students have written their learning objectives and reviewed them with their worksite supervisors, it is a good idea to have a final class activity in order to refine the learning objectives prior to completion of the *Work-Based Learning Plan*. The first time a student or a worksite supervisor develops learning objectives can be challenging. Classroom support through activities such as peer editing, role-playing and discussion can help build confidence and competence for students.

Meet with the student and worksite supervisor at the workplace.

Try to arrange to meet face-to-face with both student and worksite supervisor to finalize the *Work-Based Learning Plan*, confirm a communication schedule and make appointments for future visits. You can give the worksite supervisor a packet of additional support materials such as the *Workplace Partner Guide to Successful Internships*, *Frequently Asked Questions About Student Internships* and the *B-Safe Safety Checklist*. This visit is also an excellent time to observe workplace activities and support the worksite supervisor in developing learning-rich experiences for the student. Take advantage of your visit to the workplace to become familiar with the particular strengths and challenges of the placement. As you lead classroom discussions and communicate with the student interns on an ongoing basis, your ability to cite examples from actual placements will make the content of the classwork more meaningful to the students.

Coordinate and implement concurrent learning activities at school.

The classroom component of work-based learning continues to be important throughout the experience. Ongoing reflection activities, career exploration and development of workplace skills provide the school-based support to work-based learning. Several activities are outlined in *Building the Classroom Connection*.

Maintain communication with workplace partner and/or worksite supervisor.

Worksite supervisors are our partners in education; they do more than just supervise young employees. It is important to provide them with the support and encouragement they need. Let supervisors know about the classroom activities students are engaged in that can support their learning at the workplace. Keep them informed of the academic concepts students are working with at school so that workplace opportunities can reinforce student learning. There are several activities and supportive materials included in this toolkit for you to draw from and share with your workplace partners.

Communicate with worksite supervisor and monitor workplace activities according to schedule.

If you have calendared several workplace meetings at the beginning of the internship, make sure you keep them. Call the supervisor several days ahead of your visit to confirm that both the supervisor and the student will be available to meet. Focus on the *Work-Based Learning Plan* as a reference point when you visit, and give the student an opportunity to talk about both intended and unplanned learning that has occurred.



Guides

- Building the Classroom Connection
- Teacher Guide to the Work-Based Learning Plan
- Student Guide to the Work-Based Learning Plan
- Workplace Partner Guide to the Work-Based Learning Plan



Tools

- All Aspects Investigative Interview
- All Aspects of an Industry
- All Aspects Problem-Based Learning Activities
- B-Safe Safety Checklist
- The Difference Between Jobs and Internships
- Informational Interview
- Internship Journal
- Internship Orientation Checklist
- Portfolio Rubric
- SCANS Skills Assessment
- SCANS Skills Assessment: Classroom Activity
- Student Learning Objectives Worksheet
- Teacher Notes and Evaluation Worksheet
- Teacher Tip Sheet
- Work-Based Learning Plan and Evaluation Sample
- Work-Based Learning Plan and Evaluation (WBL Plan)
- Workplace Partner Guide to Successful Internships
- Workplace Safety Curricula



Factsheets

- Laws Pertaining to Employment of Students



Resources

- SCANS Skills Glossary and Evaluation Handbook

After the Internship

Meet with the workplace partner and student to analyze the experience and complete the evaluation.

A final meeting with the student and worksite supervisor will create a space for learning-rich reflection in which each person can benefit from hearing how the experience was for others. Have both the worksite supervisor and the student complete the *Work-Based Learning Program Evaluation* so that you can evaluate how to modify the structure or timeline in the future. It will also be valuable to incorporate the student's next step into the discussion, asking students to reflect on how this experience has shaped their future goals and influenced their perspective.

Meet with students to discuss the *Internship Grading Rubric* and the student's overall grade in the course.

Review the *Internship Grading Rubric* you discussed with students at the beginning of the semester and discuss how the student has been graded. Use this time to encourage further examination of the student's experiences, asking about connections to academics and future career goals. Have students complete the *Work-Based Learning Program Evaluation* to get feedback on the entire program. Discuss suggestions for future internship opportunities with students.

Provide classroom experiences that help students make the connection between this internship and their next step.

Reflection activities help students make the most of their experiences. Guide students in re-crafting their resumes and writing about their career plans and the next steps they need to take to keep moving on their own career path.

Document and record the experience.

Issue a document or certificate to students who successfully complete internships. This documentation validates the experience and can be included in student portfolios. Send one copy of the *Work-Based Learning Plan and Evaluation Form*, *Work-Based Learning Permission Form* and *Work-Based Learning Contract* for each enrolled student to Susan Englemann, Coordinator of Career and Technical Programs, Office of Career and Technical Education. Phone: (913) 279-2215, E-mail: suengel@kckps.org.



Tools

- Internship Grading Rubric
- Teacher Notes and Evaluation Worksheet
- Work-Based Learning Program Evaluation

INTERNSHIP ACTIVITY MATRIX

Internships are experiences that require ongoing commitments from several people. The chart below briefly outlines the roles and responsibilities of the partners and the general timing for the activities.

	TEACHERS	STUDENTS	WORKPLACE PARTNERS
Before the Internship Begins	Identify interested and qualified students.	Apply for internship program.	Indicate interest in having an intern.
	Secure placement for students. If a placement is needed, contact New Century Connections or Learning Exchange for assistance (See <i>PathFinder</i> and <i>BEC Factsheets</i>).	If you need help finding an internship placement, let your teacher know.	Register internship and employment opportunities on PathFinder or with the Business/Education Coalition.
	Distribute <i>Work-Based Learning Permission Form</i> and <i>Work-Based Learning Contract</i> .	Let teacher know when you have secured a placement.	Interview and select or hire student intern.
	Coordinate and implement orientation activities for students.	Turn in all signed parent permission forms.	Determine who will be the person working most closely with the student and the teacher. Inform other staff that a student intern will be at the workplace.
	Meet with students to clarify grading standards using <i>Internship Grading Rubric</i> .	Complete student self-assessment and other assignments.	Provide workplace orientation for student intern. Review informational packet provided to you by the teacher.
	Collect signed <i>Work-Based Learning Permission</i> forms and <i>Work-Based Learning Contracts</i> .	Provide any contact information for your worksite supervisor that you can to your teacher.	Consider opportunities for the student to develop workplace (SCANS) competencies and to get exposure to all aspects of your industry. Review your <i>Workplace Partner Guide to the Work-Based Learning Plan</i> .
	Determine a communication strategy for the internship.	Attend workplace orientation and interview your worksite supervisor. Based on your interview, begin to draft learning objectives, using your <i>Student Guide to the Work-Based Learning Plan</i> .	
During the First Three Weeks of the Internship	Review <i>Building the Classroom Connection</i> and <i>Teacher Guide to the Work-Based Learning Plan</i> .		
	Prepare students to write learning objectives.		
During the Internship	Support students' refinement of their learning objectives through classroom activity.	Develop learning objectives and discuss them with your worksite supervisor.	Work with student to develop work-based learning objectives.
	Meet with student and worksite supervisor at the workplace for initial visit. Agree to a communication strategy. Finalize the <i>Work-Based Learning Plan</i> .	Meet with your teacher and worksite supervisor to finalize the <i>Work-Based Learning Plan</i> .	Be on the lookout for opportunities at the workplace that will support the student's academic and workplace skill development.
	Coordinate and implement concurrent learning activities at school. Support students in working toward workplace learning objectives.	Participate in ongoing reflection activities and skill building classroom assignments.	Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections.
At the End of the Internship	Maintain ongoing communication with worksite supervisor.	Reflect on the connection between what is learned at school and at the workplace.	Assist student in working toward learning objectives. When students master or complete an objective, help them to craft another.
	Coordinate and implement concurrent learning activities at school. Support students in working toward workplace learning objectives.	Work toward learning objectives. When you have mastered an objective, create a new one.	
	Meet with worksite supervisor and student to discuss and complete <i>Work-Based Learning Plan</i> evaluation. Incorporate discussion of the student's next step in this discussion.	Complete self-evaluation and reflection activities. Meet with your worksite supervisor and teacher to discuss your next steps.	Meet with teacher and student to complete final evaluation of the student. Make the connection to the student's next step.
At the End of the Internship	Provide classroom experiences that help students make the connection between this internship and their next step.		
	Meet with students to discuss <i>WBL Evaluation</i> and students' overall grades in the course.	Complete and send a thank-you letter to your worksite supervisor. Update resume based on new skills and experiences gained.	Complete program evaluation and send to district office to support continuous improvement efforts.
	Send appropriate documentation to office of Career and Technical Education c/o Susan Engelman.		